Lewisville Independent School District

Homestead Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

Value Proposition

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

Beliefs

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

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

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 6
- School Processes & Programs 10
- Perceptions 12

Priority Problem Statements 13

Comprehensive Needs Assessment Data Documentation 14

Goals 16
- 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. 16
- 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. 19
- Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact. 21
- 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. 24
- 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. 26
- 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. 27

Policies, Procedures, and Requirements 33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Homestead Elementary, located in Carrollton, Texas, is a K-5 campus serving 555 students within the Lewisville Independent School District. At Homestead, we are a dedicated community of learners that takes pride in building relationships with students, families and community to support all learners academically and emotionally. The campus provides support for six specialized self-contained special education classrooms tailored to behavioral challenges and Life Skills. Staff members are committed to reaching and growing ALL students, not just the ones that enter their classrooms.

Our students and staff are supported by a very active community, including parents and guardians who demonstrate an unwavering commitment to our school. Our families attend parent-teacher conferences and school events and actively participate in our parent organizations. Through their steadfast encouragement and collaboration, our parents and guardians play a pivotal role in fostering a positive and enriching learning environment for all Mustangs.

The student body is:

39.4% White

15.2% Asian

24.8% Hispanic/Latino

8.9% Two or More Races

11.3% Black/African American

Diverse learner groups make up a significant portion of the student body:

22.1% receive Special Education services

12.5% are Emergent Bilingual

21.1% are Economically Disadvantaged

The campus staff is composed of:

85.3% White

5.4% African American

5.4% Hispanic/Latino

4% Pacific Islander educators

Demographics Strengths

Our highly qualified staff is dedicated to maintaining an inclusive, positive environment where students build both leadership and practical skills. Earning the Common Sense School badge is a symbol of our school's dedication and commitment to helping students think critically and use echnology responsibly to learn, create, and participate.

Mustangs actively participate in campus leadership through Kindness Ambassadors and National Elementary Honor Society (NEHS). They explore specialized interests in clubs such as Running Club, News Crew, and Honor Choir. Our staff utilizes the Mustang Market and Mustangs With Character programs to foster a positive environment where students are actively encouraged and recognized for the positive impact they have on others.

Strong family and community partnerships remain essential to our success. Through active PTA sponsorship, Homestead hosts academic and social events—including Family Fun Night, Mustang Market, All Pro Dads, motivational and educational assemblies, Talent Show, Counselor Connect, and more —while offering robust volunteer pathways like Academic Support Volunteers and Mystery Readers to keep parents engaged in student growth.

Programs operated by independent third-party organizations, including Encore Kids, WIZE, SSA, and FCA, are offered on campus after school to provide additional enrichment, athletic, and educational opportunities for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Achievement gaps exist between student groups, with African American, Special Education, Economically Disadvantaged, and Hispanic students performing significantly below other student groups in both reading and math.
Root Cause: Academic gaps exist due to lack of academic experience, trauma, the pandemic, and cultural aspects. These challenges demand the need for appropriate academic and intervention strategies training for staff, which should include data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group instruction.

Problem Statement 2: Only 38% of our African American students made adequate Math growth Spring 2026, which is down from 68% in 2025.
Root Cause: Tier I instruction has not consistently closed learning gaps for African American students, particularly in numeracy foundations. Campus schedules and professional development structures have historically prioritized operational planning over structured, data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group instruction.

Problem Statement 3: 52% of our African American students made adequate Reading Language Arts growth as measured by the Spring 2026 STAAR RLA exam, which is a decrease from 80% in 2025.
Root Cause: Tier I instruction has not consistently closed learning gaps for African American students, particularly in literacy and numeracy foundations. Campus schedules and professional development structures have historically prioritized operational planning over structured, data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group inst

Problem Statement 4: During the 2025-2026 school year, 34% of students did not achieve "Meets Grade Level" or higher on the STAAR Mathematics assessment.
Root Cause: Current instructional methods are not adequately preparing students for complex mathematical reasoning. By expanding math instruction beyond algorithmic practice to incorporate strong visual and conceptual frameworks, we can better equip students to master complex problem-solving on the district and state required assessments.

Student Learning

Student Learning Summary

Homestead students are successful in English Language Arts and science according to STAAR results. Student data is analyzed and reviewed through scheduled grade level PLCs and other team PLCs in order to adjust instructional practices, lesson design, and common formative assessments. Other sources of data used to measure student growth include: writing samples, guided reading data, performance tasks, unit assessments, various summative assessments, and daily formative assessments.

Overall Spring STAAR 2026 Achievement			
Subject	**Approaches Grade Level**	**Meets Grade Level**	**Masters Grade Level**
All Subjects	83%	70%	41%
Reading Language Arts	86%	76%	55%
Math	80%	66%	30%
Science	86%	64%	34%

Homestead received the following distinctions for our STAAR scores:

- **Academic Achievement in Reading/Language Arts**
- **Academic Achievement in Science**
- **Postsecondary Readiness**

Reading Language Arts STAAR (2026) - Special Populations Achieving Level			
Subject	**Approaches Grade Level**	**Meets Grade Level**	**Masters Grade Level**
All Students	86%	76%	55%
African American	70%	45%	24%
Hispanic	85%	70%	41%
White	90%	87%	69%
Asian	83%	78%	56%
Two or More Races	94%	89%	72%

Reading Language Arts STAAR (2026) - Special Populations Achieving Level			
Economically Disadvantaged	64%	53%	29%
Non-Economically Disadvantaged	92%	83%	62%
Emergent Bilingual (current)	71%	71%	24%
Special Education (current)	53%	36%	12%

Math STAAR (2026) - Special Populations Achieving Level			
Subject	**Approaches Grade Level**	**Meets Grade Level**	**Masters Grade Level**
All Students	80%	66%	30%
African American	56%	32%	9%
Hispanic	70%	56%	20%
White	90%	78%	40%
Asian	83%	69%	33%
Two or More Races	95%	89%	37%
Economically Disadvantaged	51%	37%	12%
Non-Economically Disadvantaged	89%	75%	35%
Emergent Bilingual (current)	71%	57%	10%
Special Education (current)	58%	27%	7%

Science STAAR (2026) - Special Populations Achieving Level			
Subject	**Approaches Grade Level**	**Meets Grade Level**	**Masters Grade Level**
All Students	86%	64%	34%
African American	60%	0%	0%
Hispanic	78%	39%	22%
White	95%	78%	46%
Asian	67%	67%	22%
Two or More Races	100%	86%	29%
Economically Disadvantaged	71%	47%	18%
Non-Economically Disadvantaged	90%	68%	38%
Emergent Bilingual (current)	*	*	*
Special Education (current)	62%	33%	5%

Student Learning Strengths

We have a strong STAAR performance in ELAR and Science for all populations except African Americans, Economically Disadvantaged and Special Education.

The overall Masters Grade Level is 55% for ELAR, and 65% of our fifth graders achieved Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Achievement gaps exist between student groups, with African American, Special Education, Economically Disadvantaged, and Hispanic students performing significantly below other student groups in both reading and math.
Root Cause: Academic gaps exist due to lack of academic experience, trauma, the pandemic, and cultural aspects. These challenges demand the need for appropriate academic and intervention strategies training for staff, which should include data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group instruction.

Problem Statement 2: Only 38% of our African American students made adequate Math growth Spring 2026, which is down from 68% in 2025.
Root Cause: Tier I instruction has not consistently closed learning gaps for African American students, particularly in numeracy foundations. Campus schedules and professional development structures have historically prioritized operational planning over structured, data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group instruction.

Problem Statement 3: 52% of our African American students made adequate Reading Language Arts growth as measured by the Spring 2026 STAAR RLA exam, which is a

decrease from 80% in 2025.
Root Cause: Tier I instruction has not consistently closed learning gaps for African American students, particularly in literacy and numeracy foundations. Campus schedules and professional development structures have historically prioritized operational planning over structured, data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group inst

Problem Statement 4: During the 2025-2026 school year, 34% of students did not achieve "Meets Grade Level" or higher on the STAAR Mathematics assessment.
Root Cause: Current instructional methods are not adequately preparing students for complex mathematical reasoning. By expanding math instruction beyond algorithmic practice to incorporate strong visual and conceptual frameworks, we can better equip students to master complex problem-solving on the district and state required assessments.

School Processes & Programs

School Processes & Programs Summary

Homestead Elementary students, staff and community work in partnership to create a positive, caring learning environment where students will be challenged through collaborative and innovative experiences to succeed in academics and life. Guided by our mission ot partner with parents and the community to engage, challenge, and empower every Mustang through meaningful individual and collaborative experiences, we continually seek ways to refine performance.

We provide targeted staff professional learning on evidence-based math and literacy practices and prioritize high-fidelity implementation of the new Amplify Math curriculum. We strengthen core instructional process through Professional Learning Communities (PLCs), structured Multi-Tiered System of Supports (MTSS), and utilize Math Check-ins to track and accelerate student growth.

We empower the whole child by embedding Restorative Practices, cultural appreciation, and TEKS-based character education into daily learning. Through our Mustangs With Character (student of the month program) and "Mustang Market" incentive program, we equip students with the social-emotional competencies and sense of belonging needed to thrive.

School Processes & Programs Strengths

Belief that every student has the capacity to grow, overcome challenges, and reach their full potential

Belief that failure/mistakes are an opportunity for learning and growth

Building positive relationships with students and families

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Achievement gaps exist between student groups, with African American, Special Education, Economically Disadvantaged, and Hispanic students performing significantly below other student groups in both reading and math.
Root Cause: Academic gaps exist due to lack of academic experience, trauma, the pandemic, and cultural aspects. These challenges demand the need for appropriate academic and intervention strategies training for staff, which should include data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group instruction.

Problem Statement 2: Only 38% of our African American students made adequate Math growth Spring 2026, which is down from 68% in 2025.
Root Cause: Tier I instruction has not consistently closed learning gaps for African American students, particularly in numeracy foundations. Campus schedules and professional

development structures have historically prioritized operational planning over structured, data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group instruction.

Problem Statement 3: 52% of our African American students made adequate Reading Language Arts growth as measured by the Spring 2026 STAAR RLA exam, which is a decrease from 80% in 2025.
Root Cause: Tier I instruction has not consistently closed learning gaps for African American students, particularly in literacy and numeracy foundations. Campus schedules and professional development structures have historically prioritized operational planning over structured, data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group inst

Problem Statement 4: During the 2025-2026 school year, 34% of students did not achieve "Meets Grade Level" or higher on the STAAR Mathematics assessment.
Root Cause: Current instructional methods are not adequately preparing students for complex mathematical reasoning. By expanding math instruction beyond algorithmic practice to incorporate strong visual and conceptual frameworks, we can better equip students to master complex problem-solving on the district and state required assessments.

Perceptions

Perceptions Summary

At Homestead, stakeholders view our campus as a school family built on strong relationships and a commitment to student success. There is a strong unified belief that each Mustang should feel known, valued, supported, and included. Our staff is committed to creating a safe and engaging environment that supports the academic, social, and emotional growth of every learner.

Families are valued as important partners, and open communication and opportunities for involvement help strengthen the connection between home and school. Homestead staff embrace a commitment to continuous improvement, working collaboratively to respond to student needs and strengthen instructional practices. Together, our students, staff, and families take pride in being part of our Homestead family and share a commitment to ensuring every Mustang feels seen and thrives.

Perceptions Strengths

Customer satisfaction and community engagement data reveal strong school-to-home alignment, securing a highly competitive 96.6% approval rating on the parent survey.

Campus climate indicators highlight a deeply connected elementary culture, with 94.9% of surveyed students reporting they feel comfortable talking to campus staff.

School culture metrics reinforce excellent peer-to-adult relationships, establishing a solid 90.5% baseline on the student connectedness index.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Achievement gaps exist between student groups, with African American, Special Education, Economically Disadvantaged, and Hispanic students performing significantly below other student groups in both reading and math.
Root Cause: Academic gaps exist due to lack of academic experience, trauma, the pandemic, and cultural aspects. These challenges demand the need for appropriate academic and intervention strategies training for staff, which should include data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group instruction.

Problem Statement 2: Only 38% of our African American students made adequate Math growth Spring 2026, which is down from 68% in 2025.
Root Cause: Tier I instruction has not consistently closed learning gaps for African American students, particularly in numeracy foundations. Campus schedules and professional development structures have historically prioritized operational planning over structured, data-driven PLC protocols that focus on analyzing student work, unpacking TEKS standards, and co-planning targeted small-group instruction.

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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: Provide students with individualized support, resources, and encouragement that strengthen mathematics skills and help them confidently access, understand, and participate in academic learning. All staff will learn about new Amplify/Desmos Math Curriculum during August Trade Credit and during math PLCs. All math teachers will implement the new Amplify/Desmos Math Curriculum and utilize district math scope and sequence, iReday resources, and data to inform lesson planning and student activities. Use the Master Schedule as a tool to ensure all students receive required math instruction. Staff will have one day a week designated as PL time to collaborate and plan with their grade level teams. **Strategy's Expected Result/Impact:** At least 91.0% of K-5 students will meet their iReady Math target goal by May 2027. **Staff Responsible for Monitoring:** Principals, classroom teachers, and special education teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Provide students with individualized support, resources, and encouragement that strengthen English language skills and help them confidently access, understand, and participate in academic learning. Use the Master Schedule as a tool to ensure all students receive required ELAR instruction. Staff will have one day a week designated as PL time to collaborate and plan with their grade level teams. Literacy check-ins **Strategy's Expected Result/Impact:** At least 94.5% of K-5 students will meet their iReady Reading target goal by May 2027. **Staff Responsible for Monitoring:** Principals, classroom teachers, and special education 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: Homestead staff will begin to use of the Safe & Civil processes for common areas and will make adjustments as needed based on regular data reviews. Treatment agreements will be posted in every classroom. Staff will continue to be trained in Safe & Civil and restorative practices. **Strategy's Expected Result/Impact:** Standardize transitional expectations in high-traffic shared areas utilizing district Positive Learning Environment models, keeping behavioral infractions in high-traffic areas less than 50% of overall infractions. **Staff Responsible for Monitoring:** Principals, teachers, counselor				

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: We will use a variety of forms of communication - social media, weekly newsletters, direct parent emails, phone calls - to share with our entire school community about the amazing learning, achievements, recognition, and activities that our students are participating in. **Strategy's Expected Result/Impact:** Our students, parents, and community will see the incredible learning and opportunities that we are providing and be proud of our campus, our district and public education. **Staff Responsible for Monitoring:** Principals, counselor, teachers, paraprofessionals, and auxiliary staff				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

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

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

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

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details	Reviews			
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