Lewisville Independent School District

Lewisville High 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

Texas Education Agency

2026 Accountability Rating Overall Summary
LEWISVILLE H S (061902001) - LEWISVILLE ISD - DENTON COUNTY

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

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**79**	**C**	
Student Achievement		**74**	**C**	**0%**
STAAR Performance	45	73		
College, Career and Military Readiness	72	76		
Graduation Rate	94.9	70		
School Progress		**78**	**C**	**70%**
Academic Growth	71	75	C	
Relative Performance (Eco Dis: 65.6%)		78	C	✓
Closing the Gaps	**63**	**81**	**B**	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



TEA | Analytics, Assessment, and Reporting | Performance Reporting

Demographics Strengths

Our strength is our diversity and in our ability to reach and teach many different students in many different areas. LHS has structures in place to support our students. The MTSS team, ESL team, Counseling team and CIS provide intervention for our at-risk and Emergent Bilingual populations.. LHS offers AVID and dual credit classes to our students. We also off certification opportunities in Real Estate. We utilize AVID and Restorative strategies across the curriculum to support all students. We have a college and career counselor on campus to help students plan for postsecondary. LHS has implemented College and Career Nights along with Harmon and Killough and our four feeder middle schools to help students be college and career ready.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): LHS: Discipline referrals are disproportionately higher for certain student subpopulations.
Root Cause: There are significant challenges in maintaining instructional relevance and engagement, alongside a lack of collaborative input from parents and the community to help build campus cultural norms.

Student Learning

Student Learning Summary

Lewisville High School offers school day SAT, and will test nearly all of our seniors. We also offer the PSAT to sophomores/juniors and we tested over 600 juniors. We will administer the TSI to over 1000 juniors and seniors for dual credit in order to ensure college and career ready. LHS staff utilize PLC time weekly to collaborate on data, classroom instruction and create lessons to ensure student success. This process has resulted in significant gains in our US History EOC scores. Utilizing TRIO, are partnership with NCTC, allows for a foccus and students learning support for college bound students.

Student Learning Strengths

LHS is committed to learning growth through preparation and access to high level learning and instructional practices. We have increased our dual enrollment over recent years, opened our college and career room, grown our AVID program, and made available a college and career counselor. Our counselors offer college workshop Saturdays that have tripled in attendance over the recent years.

- 100% of staff participated in Safe and Civil Schools training
- Develop a campus wide definition of our academic culture as led by teachers and admin (an environment that supports student success by adhering to punctuality, preparedness, and productivity)
- Created a LHS Graduate Profile (Persistent - Hopeful - Adaptable - Resilient -Respectful)
- Academic Culture committee has rewritten the Vision and Mission to read; Vision - At Lewisville High School, we prepare graduates to be successful in their future. Mission - Lewisville High School students are persistent, hopeful, adaptable, resilient, and respectful
- Utilize tutorial data to facilitate instructional strategies in PLC's

Finally, our school report card came out and we are officially a 'C' rated campus with a score of 79! On top of that we received 2 distinctions in Academic Achievement in Mathematics and Academic Achievement in Social Studies!

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): LHS: Subpopulations are not showing enough growth to close academic gaps on STAAR tests.
Root Cause: A lack of student sense of belonging and understanding of the importance of regular attendance is hindering growth, combined with test preparation that is not well-aligned for these specific groups (Scorecard).

Problem Statement 2 (Prioritized): LHS: Classroom assignments in Math and RLA often fail to meet grade-level rigor, even when they align with district materials.
Root Cause: The campus lacks a unified instructional framework that explicitly aligns teaching practices to research-based instructional strategies (RBIS) and clearly defines stakeholder roles.

School Processes & Programs

School Processes & Programs Summary

HS is committed to providing TEKS-aligned instruction, which includes dedicated time for department planning during the summer. Additionally, our staff members have common planning time built into their school day, allowing for collaboration and teamwork. Our dedicated staff at LHS is focused on enhancing the academic achievement of our students, with support from instructional support , Leadership Team and administration. When utilizing technology, we intentionally provide opportunities for students to be creators of products rather than consumers of content. We have specific professional learning opportunities in place for new hires, support staff, interns, and student teachers that are tailored to our campus. At LHS, we believe in providing our students with numerous opportunities to flourish through various programs, clubs, and organizations. These include Athletics, Career and Technical Education (CTE), ESL, Fine Arts, Gifted & Talented (GT), Student Council, National Honor Society, ROTC, Student Clubs, and AVID.

School Processes & Programs Strengths

Our campus prioritizes department and content specific PLCs as a coveted practice that allows teachers to assess student performance data, instruction and delivery, and alignment in an effort to make the best collective decisions for students. Teachers meet with their PLCs either Tuesday, Wednesday, or Thursday mornings to keep this practice consistent and done with fidelity throughout the school. This leads to a culture of professional dialogue based on student needs and data. LISD is an iPad district for kids which gives the students an ability to utilize a technology device as a tool for creative and relevant production as well as daily instruction and learning in and outside of the classroom. Long standing programs and initiatives designed to recognize students and amplify their value such as positive referrals, Student of the Month, and honor rolls contribute to positive student experience and campus culture at LHS. Our library media specialist has created a space of authentic engagement that has turned the library into a central hub on the campus where students have access to non-traditional learning opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): LHS: While data meetings occur, there is no consistent campus-wide protocol for data analysis, leading to varied results across departments
Root Cause: Approaches to data differ by site, and there is no formal method for following up to ensure that instructional adjustments planned during meetings are actually implemented in the classroom (PLC Framework)

Problem Statement 2 (Prioritized): LHS: There is a misalignment between classroom grades and EOC (End-of-Course) scores at LHS.
Root Cause: An over-emphasis on providing intensive support within the general classroom setting is diminishing overall rigor instead of utilizing specialized campus supports designed for major deficits.

Problem Statement 3 (Prioritized): Lewisville High School's attendance rate is below the desired level, resulting in lost instructional time and reduced opportunities for students to successfully engage in learning. Chronic absenteeism disproportionately impacts students who are already at greater risk academically and can contribute to lower course performance, credit loss, and reduced progress toward graduation.
Root Cause: LHS's attendance rate is impacted by barriers to regular attendance that are not consistently identified and addressed early through a coordinated, data-driven intervention system.

Perceptions

Perceptions Summary

At LHS,.our devoted staff routinely collaborates to foster a positive atmosphere where every student can flourish. Through various committees, we cultivate a campus culture dedicated to serving our community, engaging parents, and enhancing the overall learning experience. EB students receive specific supports tailored to their unique needs, promoting a sense of belonging among all students. Teachers are equipped with resources and tools that enable them to provide engaging and innovative academic experiences, fostering confidence and inclusiveness. Our unwavering commitment is to ensure that each student develops the essential academic skills and social-emotional well-being required for success in life. We prioritize establishing relationships, encouraging student expression and curiosity, and providing diverse learning opportunities that expand students' horizons. Real-world learning experiences further prepare our students for college and career achievements, empowering them to shape their own productive futures.

Communication between the school, parents and the community is paramount to our campus. Efforts to prioritize communication include (but is not limited to): a website that is updated weekly, social media, weekly emails and call-outs to the parents and students, Canvas, staff websites and invitations to members of the community to serve in different capacities at school. Parent and community members are also an integral part of our Building Leadership Team (BLT).

Perceptions Strengths

Parents report 89% positive engagement regarding communication and 92% customer satisfaction. LHS continuously seeks ways to prioritize our campus and community connections. We proactively incorporate systems and intervention groups such as our student support team, ESL liaisons, MTSS, CIS, and the campus L-team that all assist in creating an environment designed to provide quality services and assistance to students in an effort to meet needs and foster a culture of support and connectedness. LHS parents and community members are involved in parent nights, Open House, PTSA, BLT, Farmer Fest, BOTA, AVID nights, and they participate as mentors, judges and speakers on the campus. In addition, the Kindness Initiative at LHS focuses on normalizing and amplifying kindness on the campus. LHS partners with local colleges within the DFW metroplex for college visits and to recruit speakers, mentors and tutors for our campus. LHS also offers a myriad of professional development opportunities for staff members. In addition, the administrative team uses flex time (where teams are pulled as PLC's for cooperative planning and professional learning) to ensure accountability and consistency among teams, the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): LHS: Teacher coaching and feedback cycles are inconsistent, with many teachers not receiving regular instructional growth support.
Root Cause: There is no formal system or schedule to ensure coaching occurs outside of the annual LEAD evaluation, and there is no mechanism to track if teachers complete assigned action steps.

Priority Problem Statements

Problem Statement 1: LHS: Discipline referrals are disproportionately higher for certain student subpopulations.

Root Cause 1: There are significant challenges in maintaining instructional relevance and engagement, alongside a lack of collaborative input from parents and the community to help build campus cultural norms.

Problem Statement 1 Areas: Demographics

Problem Statement 2: LHS: Subpopulations are not showing enough growth to close academic gaps on STAAR tests.

Root Cause 2: A lack of student sense of belonging and understanding of the importance of regular attendance is hindering growth, combined with test preparation that is not well-aligned for these specific groups (Scorecard).

Problem Statement 2 Areas: Student Learning

Problem Statement 3: LHS: Classroom assignments in Math and RLA often fail to meet grade-level rigor, even when they align with district materials.

Root Cause 3: The campus lacks a unified instructional framework that explicitly aligns teaching practices to research-based instructional strategies (RBIS) and clearly defines stakeholder roles.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: LHS: While data meetings occur, there is no consistent campus-wide protocol for data analysis, leading to varied results across departments

Root Cause 4: Approaches to data differ by site, and there is no formal method for following up to ensure that instructional adjustments planned during meetings are actually implemented in the classroom (PLC Framework)

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: LHS: There is a misalignment between classroom grades and EOC (End-of-Course) scores at LHS.

Root Cause 5: An over-emphasis on providing intensive support within the general classroom setting is diminishing overall rigor instead of utilizing specialized campus supports designed for major deficits.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: LHS: Teacher coaching and feedback cycles are inconsistent, with many teachers not receiving regular instructional growth support.

Root Cause 6: There is no formal system or schedule to ensure coaching occurs outside of the annual LEAD evaluation, and there is no mechanism to track if teachers complete assigned action steps.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Lewisville High School's attendance rate is below the desired level, resulting in lost instructional time and reduced opportunities for students to successfully engage in learning. Chronic absenteeism disproportionately impacts students who are already at greater risk academically and can contribute to lower course performance, credit loss,

and reduced progress toward graduation.

Root Cause 7: LHS's attendance rate is impacted by barriers to regular attendance that are not consistently identified and addressed early through a coordinated, data-driven intervention system.

Problem Statement 7 Areas: School Processes & Programs

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 CCMR 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS
- Texas Success Initiative (TSI) 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends
- 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
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- Support structures: mentors
- 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 activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

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: LHS will monitor and provide supports, including tutoring and transportation with the tutoring, for students who are struggling or need additional supports. This includes STAAR, TSI2, SAT, ACT, AP, Dual Credit, and Industry Based Certification support for learning and performance. **Strategy's Expected Result/Impact:** LHS will grow our HS State CCMR percentage from 53.9% to 60+%. **Staff Responsible for Monitoring:** LHS Administration. LHS Counselors. LHS MTSS Coordinator. LHS Department Chairs. LHS Teachers. **Title I:** 2.51, 2.52, 2.53 **- 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 **Problem Statements:** School Processes & Programs 2 **Funding Sources:** TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $13,860				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: LHS: There is a misalignment between classroom grades and EOC (End-of-Course) scores at LHS. **Root Cause**: An over-emphasis on providing intensive support within the general classroom setting is diminishing overall rigor instead of utilizing specialized campus supports designed for major deficits.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: By implementing weekly Professional Learning Communities (PLCs), LHS teachers will regularly assess and revise their instructional practices and implement common assessments/benchmark assessments to maximize student learning. **Strategy's Expected Result/Impact:** The percentage of students qualifying as HS Readiness - Local will grow from 91.3% in 2026 to 93% in 2027. **Staff Responsible for Monitoring:** Administrators, Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, 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 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Leadership team will address weekly submitted students of concern forms, and teachers will use the student work/assessment data and/or trackers during their weekly PLCs in order to better determine student needs in an effort to prepare students for classroom and state assessment success. **Strategy's Expected Result/Impact:** Data driven decision making will help to identify student needs, close student gaps, and improve academic performance in the classroom and on EOC assessments resulting in STAAR Achievement Distinctions. **Staff Responsible for Monitoring:** Administration, leadership team, 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 **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: LHS: Discipline referrals are disproportionately higher for certain student subpopulations. **Root Cause**: There are significant challenges in maintaining instructional relevance and engagement, alongside a lack of collaborative input from parents and the community to help build campus cultural norms.

Student Learning
Problem Statement 1: LHS: Subpopulations are not showing enough growth to close academic gaps on STAAR tests. **Root Cause**: A lack of student sense of belonging and understanding of the importance of regular attendance is hindering growth, combined with test preparation that is not well-aligned for these specific groups (Scorecard).

School Processes & Programs
Problem Statement 1: LHS: While data meetings occur, there is no consistent campus-wide protocol for data analysis, leading to varied results across departments **Root Cause**: Approaches to data differ by site, and there is no formal method for following up to ensure that instructional adjustments planned during meetings are actually implemented in the classroom (PLC Framework)
Problem Statement 2: LHS: There is a misalignment between classroom grades and EOC (End-of-Course) scores at LHS. **Root Cause**: An over-emphasis on providing intensive support within the general classroom setting is diminishing overall rigor instead of utilizing specialized campus supports designed for major deficits.

Perceptions
Problem Statement 1: LHS: Teacher coaching and feedback cycles are inconsistent, with many teachers not receiving regular instructional growth support. **Root Cause**: There is no formal system or schedule to ensure coaching occurs outside of the annual LEAD evaluation, and there is no mechanism to track if teachers complete assigned action steps.

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 will include ongoing training and implementation of Safe and Civil School practices and restorative practices. This will also engage student learning on conflict resolution. **Strategy's Expected Result/Impact:** LHS will reduce the number of out-of-placement behavior consequences for tardies and cell phone violations with the use of Safe and Civil and Restorative Practices by at least 300 placements. **Staff Responsible for Monitoring:** LHS Administrators, counselors, and teachers. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 **Funding Sources:** Training and training materials - 211 - Title I, Part A - $4,780				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: LHS: Discipline referrals are disproportionately higher for certain student subpopulations. **Root Cause**: There are significant challenges in maintaining instructional relevance and engagement, alongside a lack of collaborative input from parents and the community to help build campus cultural norms.

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.

High Priority

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: LHS Main will increase ADA percentage from 92.78% to 94% in the 26-27 school year. **Strategy's Expected Result/Impact:** LHS Main: Admin, counselors, and attendance clerks will utilize RaaWee data, and reports to track truancy and increase our student attendance. We will utilize our MTSS coordinator to help kids at risk of failing and students who are excessively absent. We will follow our incentive program and positive attendance campaign. Teachers will build relationships with students that make them feel valued at school to increase the student connection to school and overall commitment to attendance. **Staff Responsible for Monitoring:** LHS Administration, Counselors, MTSS Coordinator, Teachers, and Attendance Clerks. **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 3 **Funding Sources:** Study materials, educational supplies - 211 - Title I, Part A - 211 E 11 6399 00 001 7 24 401 842 0000 - $3,967				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 3: Lewisville High School's attendance rate is below the desired level, resulting in lost instructional time and reduced opportunities for students to successfully engage in learning. Chronic absenteeism disproportionately impacts students who are already at greater risk academically and can contribute to lower course performance, credit loss, and reduced progress toward graduation. **Root Cause**: LHS's attendance rate is impacted by barriers to regular attendance that are not consistently identified and addressed early through a coordinated, data-driven intervention system.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: LHS will allocate department budgets to ensure all needs are met across the department. LHS will provide tutoring buses weekly for students to access learning beyond the bell. **Strategy's Expected Result/Impact:** 100% of the department budget will be used to meet the resource needs of the department. **Staff Responsible for Monitoring:** Administration, bookkeeper, department leads, teachers, staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Buses for tutoring - 211 - Title I, Part A - 211 E 34 6412 00 001 7 24 401 842 0000 - $14,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: LHS: There is a misalignment between classroom grades and EOC (End-of-Course) scores at LHS. **Root Cause**: An over-emphasis on providing intensive support within the general classroom setting is diminishing overall rigor instead of utilizing specialized campus supports designed for major deficits.

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: By reaching out to individual parents/guardians and using regular newsletter messages, we will focus on increasing the number of free and reduced lunch applications by prioritizing the secondary benefit of reduced iPad fees ($15). LHS will host a Parent Tech Night with a focus on Free/Reduced lunch applications, iPad program, and Skyward. LHS will also host a parent engagement Nights and Saturday with activities for students and family engagement. **Strategy's Expected Result/Impact:** An increase in free/reduced lunch applications should indirectly increase iPad usage by increasing the number of families that pay the required $15 iPad fees in a timely manner. This will also contribute to a more accurate picture of our economically disadvantaged demographic. **Staff Responsible for Monitoring:** Administration, teachers, coaches, librarian, front office staff **Title I:** 2.52, 2.53 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Funding Sources:** Parent Nights/Saturdays Food - 211- Title I, Parent & Family Engagement - 211 E 61 6499 00 001 7 24 401 842 0000 - $300, Parent Night/Saturdays - Extra Duty Translations - 211- Title I, Parent & Family Engagement - 211 E 61 6117 00 001 7 24 000 842 0000 - $300, Parent Engagement - Reading Materials and Post HS Planning - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 001 7 24 401 842 0000 - $2,911				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 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. This data was taken in August, reviewed in September, enacted starts, stops, and continues in October, and monitored for success for the remainder of the school year.

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: LHS will target positive connections with families and encourage parents and community members to engage 'Recognize Someone' to describe their positive interaction and relationships with LHS faculty and staff. **Strategy's Expected Result/Impact:** Improved communication, targeted discourse, positive campus and community support. LHS targets at least 21 more 'Recognize Someone' promotions this school year compared to last. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Recruit, support, retain teachers and principals				

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