Lewisville Independent School District

Lewisville High School Harmon

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

LHS Harmon serves over 1,000 students in grades 9 and 10 as a part of the Lewisville High School Triad. We have three middle schools that feed into our campus, DeLay, Hedrick, and Durham Middle Schools. Our campus demographics have been consistent over the last 3-5 years even though we have declined in student enrollment by 100 students. Our campus' primary racial and ethnic student populations are Hispanic (56.6%), African America (20.3%), White (7.2%), and Asian (11.6%). Additionally Harmon serves a high percentage of students identified as economically disadvantaged (63%) with 51.4% identified as English Learners and over 24% of our population receive special education services. This year Harmon has 6.7% of students qualifying for Gifted and Talented services.

LHS Harmon has high teacher retention with a turnover percentage of less than 15% the last two school years. We continue to focus on the high drop out rate with Harmon 9th and 10th graders while addressing high discipline numbers.

Demographics Strengths

LHS Harmon celebrates a vibrant student body that provides a multicultural setting that naturally prepares students for real world collaboration and paves the way for meaningful, culturally responsive campus programming. With systematic and operational stability with high teacher retention and demographic predictability, we can focus on our significant specialized sub populations of Special Education and ESL students.

To serve our EL, Special Education, and Economically Disadvantaged students, Harmon leverages an integrated support network made of our MTSS, ESL, Counseling, Communities In Schools (CIS), and campus support specialists. Through continuous interdisciplinary collaboration, these teams proactively identify student needs and deliver tailored academic, behavioral, and social- emotional interventions. For students outside of these identifiers, we have general programing through robust NHS and AVID groups who promote advanced academics and integrate College and Career Readiness standards and expectations. We have numerous opportunities for students to build their leadership skills through a strong Student Council program and multiple leadership organizations, such as LISD's Student Leadership Experience, LISD Superintendent Council, the Principal Advisory Council, AP classes and our own Harmon Breakfast Club.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our students lack support and opportunities outside of school. With our diverse student population, student needs vary widely in the classroom. (ESF Levers 3.1, 3.3)
Root Cause: Families need to work multiple jobs (larger families, housing and economic challenges) and families have less free time. Communication barriers between parents/ guardians and children can exacerbate relationships and understanding.

Student Learning

Student Learning Summary

In the Approaches category STAAR EOC exams, Harmon students saw the following scores from 2025 to the 2026 school year; Algebra I scores increased by 13%, Biology scores dropped 5%, English I scores increased by 3%, and English II scores dropped by 5%. When we look at the Masters and Meets categories, we see improvement across the board, doubling our Meet scores from the previous year.

More Harmon students have participated in CCMR pathways aligned with Lewisville High School than ever before, with two new pathways created this year for Harmon students to complete their CCMR credit with 4 levels of classes.

LHS Harmon has implemented common planning periods for content area teachers, guaranteeing them 1 hour weekly dedicated to PLCs where they collaboratively align instructional practices, rehearsal lesson designs, and develop strategies while analyzing student progress. This time is protected from outside teacher duties or responsibilities and is supported through campus admin and instructional coaches.

We continue to see higher numbers of English Learners who no longer need ESL supports and perform high enough to be exempt from TELPAS testing. Harmon hast hit an all time high of 135 ESL students on the monitor list for this school year.

Student Learning Strengths

Harmon has a campus wide expectation and definition of Farmer Pride, we call it the Farmer FIVE. This motto is displayed in every classroom, repeated through lessons in an advisory setting, discussed in parent/teacher/student meetings, and frequently shared over announcements each week with how it applies to students. **F**ocus on Growth, **F**avor Community, **I**nspire Others, **V**alue Respect, and **E**ngage in Learning

Lewisville High School was able to raise our Accountability Score from a D rating the last three years to a C rated campus with a score of 79 last year. Collectively staff and students have committed to improving that score to be a B rated campus this year.

Harmon is in year 3 with practicing Tier 1 and 2 supports through MTSS with establishing a solid system of reporting and monitoring by our MTSS team as well as in year 3 with a fantastic Safe and Civil team. They consistently meet year round to identify areas of improvement in the school and submit solutions impacting the safety and campus culture for all students and staff. Through our new Treatment Agreements posted in every classroom to hallway reminders, no area of the building is left untouched by our intentional leadership teams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our student subpopulations have limited opportunities during the school day to receive supplemental instructional support and lack buy-in. (ESF Levers 1.2, 3.2, 5.4)
Root Cause: As a campus, we have not created opportunities during the school day for students to receive targeted, supplemental instruction. The new bell schedule presents challenges to providing remediation.

School Processes & Programs

School Processes & Programs Summary

LHS Harmon continues to build on our FLIPS coaching from last year where school systems and processes were highlighted as an area to work on. The administration team has built student trackers in order to monitor attendance, grades, and discipline to better prepare themselves for parent/ teacher conferences as well as support their alpha students. We've strengthened our committees on campus and devoted quality time to meeting, ensuring that processes are refined and priorities remain the focus of the work.

Harmon has a direct line of communication open with all district curriculum directors and facilitators, with many instructional coaches and facilitators being present on campus every week for PLCs and one on one conversations. Opportunities for students has increased this year with many new clubs added to our schedule, including Breakfast Club which is a supportive group of peer tutoring, and College and Career readiness club for those who want more practice with standardized tests.

School Processes & Programs Strengths

Our Region 11 FLIPS coaching was attended by all 6 administrators which allows for more accountability when reevaluating our processes this school year and ensuring we are operating at maximum ability. Harmon staff have worked diligently in their committees and through August in-service sessions to be consistent with instructional supports based on clear expectations from our administrative team. Common PLC time, frequent feedback and coaching cycles with staff, and strong collaborative opportunities through clubs and committees will improve daily instructional practices and ultimately improve student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need more opportunities to collaborate, share best practices, and get to know one another. Whole-campus assemblies are not divided by grade level/language barriers. (ESF Levers 1.2, 5.1).
Root Cause: It's difficult to get teachers together outside of work. There aren't currently many opportunities for teachers to get to know one another and collaborate. We're just continuing the prior year's processes for assemblies and not differentiating.

Perceptions

Perceptions Summary

Through staff and student surveys, a climate of supportive and safe adults surround our students to provide transparency on difficult situations and encourage engagement with on campus activities or opportunities. The student perception of Harmon is a diverse and welcoming community of students, a complex system within the triad network and the school often becomes a transition school for 30% of our students. The staff's perception of Harmon is a supportive environment on campus with safe and familiar staff and admin, but many admit that the outside view of our students carries a negative tone. With a transient and mobile population living in temporary housing within city limits, Harmon overcomes the obstacles of single parent households, limited funds or resources, and minimal educational values to show students school is important and vital to their success as adults. Harmon has a high staff retention percentage, going from 35% turnover five years ago to under 15% the last two years.

Perceptions Strengths

93% of Harmon parents report their child is happy to come to school and 80.5% of students say Harmon is a positive environment, which is a true testament to the teaching staff we have at Harmon and how comfortable they make students no matter what their learning gap is or what background they have. Overall Harmon data from parent, student, and staff surveys show a commitment to high quality education and a dedication to supporting the whole child through academic and social-emotional growth.

Almost 500 parents and guardians showed up at Harmon Orientation before the school year started and over 150 parents were present for Fall Open House night. Through BLT, PTSA, AVID nights and Friday Night Football games we see lots of parent involvement but strive to include more voices and get more feedback from parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There are still some lingering negative student perceptions of LHS Harmon; however staff perceptions remain positive. There are limited opportunities for parents and community members to be involved in campus activities (that focus on student achievement/curriculum). Existing pathways need to be expanded to include more students. (ESF Lever 3.1, 3.2, 3.3)
Root Cause: Historical and external perceptions of LHS Harmon remain unchanged. Our sudent demographics include stereotypes of their abilities and limitations. Parents have limited time available (or reduced interest) to commit to involvement in campus activities and student achievement. A focus on subpopulations can unintentionally exclude some students.

Priority Problem Statements

Problem Statement 1: Our students lack support and opportunities outside of school. With our diverse student population, student needs vary widely in the classroom. (ESF Levers 3.1, 3.3)

Root Cause 1: Families need to work multiple jobs (larger families, housing and economic challenges) and families have less free time. Communication barriers between parents/ guardians and children can exacerbate relationships and understanding.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our student subpopulations have limited opportunities during the school day to receive supplemental instructional support and lack buy-in. (ESF Levers 1.2, 3.2, 5.4)

Root Cause 2: As a campus, we have not created opportunities during the school day for students to receive targeted, supplemental instruction. The new bell schedule presents challenges to providing remediation.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers need more opportunities to collaborate, share best practices, and get to know one another. Whole-campus assemblies are not divided by grade level/ language barriers. (ESF Levers 1.2, 5.1).

Root Cause 3: It's difficult to get teachers together outside of work. There aren't currently many opportunities for teachers to get to know one another and collaborate. We're just continuing the prior year's processes for assemblies and not differentiating.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There are still some lingering negative student perceptions of LHS Harmon; however staff perceptions remain positive. There are limited opportunities for parents and community members to be involved in campus activities (that focus on student achievement/curriculum). Existing pathways need to be expanded to include more students. (ESF Lever 3.1, 3.2, 3.3)

Root Cause 4: Historical and external perceptions of LHS Harmon remain unchanged. Our sudent demographics include stereotypes of their abilities and limitations. Parents have limited time available (or reduced interest) to commit to involvement in campus activities and student achievement. A focus on subpopulations can unintentionally exclude some students.

Problem Statement 4 Areas: Perceptions

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)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- 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 released test questions
- 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
- Intervention data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- 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
- Graduation plan types

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Staff mobility/stability
- 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
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Horizontal and vertical team alignments processes
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

Goals

Revised/Approved: September 2, 2026

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Using campus-wide/subject-wide high-yield instructional/AVID strategies such as WICOR (writing, inquiry, collaboration, organization, reading) and CER (claim, evidence, reasoning), all classes will implement strategies that prioritize student growth in reading and writing. **Strategy's Expected Result/Impact:** All PLCs on campus will identify and implement high-yield instructional strategies that focus on improving student reading and writing. Student achievement in these respective areas will increase over time, and state assessment scores will improve compared to the year prior. **Staff Responsible for Monitoring:** Administrators, department chairs, teachers, instructional coaches, and testing coordinator. **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $13,306				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: All classes will increase opportunities for students to engage in discourse, demonstrate thinking, verbalize productive struggle, practice new vocabulary, debate, and strengthen their English language proficiency. **Strategy's Expected Result/Impact:** Students, especially EB/EL students, will have more opportunities to explore and apply their knowledge verbally, collaborate with peers, expand their vocabulary, and navigate new challenges related to demonstrating content and language mastery. TELPAS scores should also increase and student involvement will improve. **Staff Responsible for Monitoring:** Administrators, teachers, instructional coaches, ESL liaisons **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: LHS Harmon will provide supplemental targeted academic intervention and extended learning opportunities for students, including identified student subpopulations, based on assessment data, progress monitoring, course performance, and other student achievement data. Opportunities will include weekly extended-day intervention and intensive multi-week intervention cycles during the fall and spring semesters. Title I funds will support instructional personnel, support personnel, program supervision, student transportation, and other allowable resources necessary to provide students with access to supplemental academic support beyond the regular instructional day. **Strategy's Expected Result/Impact:** Students participating in supplemental academic intervention will demonstrate increased mastery of targeted TEKS and improved academic performance as measured by formative assessments, common assessments, course performance, and applicable state assessment data. Student participation and progress will be monitored throughout each intervention cycle to determine effectiveness and identify additional instructional needs. **Staff Responsible for Monitoring:** Administration, Intervention Teachers and Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1 **Funding Sources:** Extended-Day Academic Intervention Instructional Staff, Teacher Preparation, and Program Supervision for Wednesday School and Fall/Spring EOC Prep Academies - 211 - Title I, Part A - 211 E 11 6117 00 014 7 24 000 842 0000 - $10,000, Paraprofessional Support for Fall and Spring EOC Prep Academies - 211 - Title I, Part A - 211 E 11 6121 00 014 7 24 000 842 0000 - $1,000, Student Transportation for Wednesday School and Fall/Spring EOC Prep Academies - 211 - Title I, Part A - 211 E 34 6412 00 014 7 24 414 842 0000 - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our students lack support and opportunities outside of school. With our diverse student population, student needs vary widely in the classroom. (ESF Levers 3.1, 3.3) **Root Cause**: Families need to work multiple jobs (larger families, housing and economic challenges) and families have less free time. Communication barriers between parents/guardians and children can exacerbate relationships and understanding.
Student Learning
Problem Statement 1: Our student subpopulations have limited opportunities during the school day to receive supplemental instructional support and lack buy-in. (ESF Levers 1.2, 3.2, 5.4) **Root Cause**: As a campus, we have not created opportunities during the school day for students to receive targeted, supplemental instruction. The new bell schedule presents challenges to providing remediation.

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: The campus will utilize visuals, dedicated instructional spaces, modeling, physical cues, manipulatives, and similar high-yield instructional strategies (ex. posters, graphic organizers, student binders, anchor charts) to create more engaging and memorable learning experiences that promote retention and academic growth. **Strategy's Expected Result/Impact:** Teachers will consistently identify and internalize high-yield instructional strategies and research-based instructional strategies during PLCs. Students will demonstrate more engagement in class as observed during OneVision walkthroughs. **Staff Responsible for Monitoring:** Administrators, department chairs, teachers, instructional coaches.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: LHS Harmon will provide supplemental instructional materials, supplies, and consumable resources to support high-quality instruction, student organization, engagement, and implementation of evidence-based instructional practices aligned with identified student needs and district curriculum. Title I funds will be used to provide supplemental student-facing resources that support academic achievement and access to rigorous learning experiences. **Strategy's Expected Result/Impact:** Students will have increased access to supplemental instructional resources that support organization, engagement, completion of rigorous learning tasks, and mastery of academic content. Impact will be monitored through classroom implementation, student work, formative assessment data, course performance, and student achievement data. **Staff Responsible for Monitoring:** Campus Administration, Department Leaders, and Classroom Teachers **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1 **Funding Sources:** Supplemental Student Instructional Supplies, Materials, and Consumable Resources - 211 - Title I, Part A - 211 E 11 6399 00 014 7 24 414 842 0000 - $10,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our student subpopulations have limited opportunities during the school day to receive supplemental instructional support and lack buy-in. (ESF Levers 1.2, 3.2, 5.4) **Root Cause**: As a campus, we have not created opportunities during the school day for students to receive targeted, supplemental instruction. The new bell schedule presents challenges to providing remediation.

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: We will use strategies and structure that work towards achieving our campus behavior goal including implementation of Tier 1 MTSS, Safe and Civil and Restorative Practices. **Strategy's Expected Result/Impact:** Decreased classroom referrals and tardies and reduced exclusionary student disciplinary placements (ISS, OSS, DAEP; <500). **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: We will increase student involvement opportunities (ex. clubs, STUCO, AVID, NHS, CCMR), increase student recognition/awards, continue to offer special events such as Free 1st/4th Friday and Field Day, strengthen partnerships with community organizations, and maximize advisory lessons so students feel more connected to the campus and one another. **Strategy's Expected Result/Impact:** More students will be recognized for their behavioral and academic achievements (ex. Fantastic Farmers, A/B Honor Roll, perfect attendance) and demonstrate a stronger sense of well-being as measured by student survey data and club participation/attendance. **Staff Responsible for Monitoring:** Administrators, front office staff, teachers, counselors **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our students lack support and opportunities outside of school. With our diverse student population, student needs vary widely in the classroom. (ESF Levers 3.1, 3.3) **Root Cause**: Families need to work multiple jobs (larger families, housing and economic challenges) and families have less free time. Communication barriers between parents/guardians and children can exacerbate relationships and understanding.

Student Learning

Problem Statement 1: Our student subpopulations have limited opportunities during the school day to receive supplemental instructional support and lack buy-in. (ESF Levers 1.2, 3.2, 5.4) **Root Cause**: As a campus, we have not created opportunities during the school day for students to receive targeted, supplemental instruction. The new bell schedule presents challenges to providing remediation.

School Processes & Programs

Problem Statement 1:
Teachers need more opportunities to collaborate, share best practices, and get to know one another. Whole-campus assemblies are not divided by grade level/language barriers. (ESF Levers 1.2, 5.1). **Root Cause**: It's difficult to get teachers together outside of work. There aren't currently many opportunities for teachers to get to know one another and collaborate. We're just continuing the prior year's processes for assemblies and not differentiating.

Perceptions

Problem Statement 1: There are still some lingering negative student perceptions of LHS Harmon; however staff perceptions remain positive. There are limited opportunities for parents and community members to be involved in campus activities (that focus on student achievement/curriculum). Existing pathways need to be expanded to include more students. (ESF Lever 3.1, 3.2, 3.3) **Root Cause**: Historical and external perceptions of LHS Harmon remain unchanged. Our sudent demographics include stereotypes of their abilities and limitations. Parents have limited time available (or reduced interest) to commit to involvement in campus activities and student achievement. A focus on subpopulations can unintentionally exclude some students.

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: By offering more student-facing incentives of their choice (programs, activities, clubs, rewards, etc.), students will demonstrate improved attendance rates at LHS Harmon at or above 94%. Administrators will closely monitor and track chronically absent students and proactively reach out to families. **Strategy's Expected Result/Impact:** LHS Harmon's attendance rate will continue to improve to meet or exceed 94%. **Staff Responsible for Monitoring:** Administrators, teachers, front office staff **Problem Statements:** Demographics 1 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our students lack support and opportunities outside of school. With our diverse student population, student needs vary widely in the classroom. (ESF Levers 3.1, 3.3) **Root Cause**: Families need to work multiple jobs (larger families, housing and economic challenges) and families have less free time. Communication barriers between parents/guardians and children can exacerbate relationships and understanding.
School Processes & Programs
Problem Statement 1: Teachers need more opportunities to collaborate, share best practices, and get to know one another. Whole-campus assemblies are not divided by grade level/language barriers. (ESF Levers 1.2, 5.1). **Root Cause**: It's difficult to get teachers together outside of work. There aren't currently many opportunities for teachers to get to know one another and collaborate. We're just continuing the prior year's processes for assemblies and not differentiating.

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 Harmon departments will responsibly manage their budgets and inventory. Throughout the year, teachers and staff will identify resource needs and surpluses to maximize efficiency and create new dedicated instructional spaces. **Strategy's Expected Result/Impact:** Budgets will be aligned with campus needs and frequently revisited. Teachers and staff will share resources. **Staff Responsible for Monitoring:** Administrators, teachers. **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Parents will receive more information through Harmon Happenings, social media, and other campus communications on the value and importance of student involvement, consistent attendance, and active collaboration with the campus to ensure their students earn credit and understand the financial impact of transferring schools or not earning credit through LISD. **Strategy's Expected Result/Impact:** Parents will have a better understanding of the financial, academic, and emotional aspects of ensuring their student attends and earns credit at LHS Harmon through the duration of the school year as measured by parent surveys. **Staff Responsible for Monitoring:** Administrators, teachers, front office staff, counselors, ESL liaisons, CIS **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our students lack support and opportunities outside of school. With our diverse student population, student needs vary widely in the classroom. (ESF Levers 3.1, 3.3) **Root Cause**: Families need to work multiple jobs (larger families, housing and economic challenges) and families have less free time. Communication barriers between parents/guardians and children can exacerbate relationships and understanding.

School Processes & Programs

Problem Statement 1:
Teachers need more opportunities to collaborate, share best practices, and get to know one another. Whole-campus assemblies are not divided by grade level/language barriers. (ESF Levers 1.2, 5.1). **Root Cause**: It's difficult to get teachers together outside of work. There aren't currently many opportunities for teachers to get to know one another and collaborate. We're just continuing the prior year's processes for assemblies and not differentiating.

Perceptions

Problem Statement 1: There are still some lingering negative student perceptions of LHS Harmon; however staff perceptions remain positive. There are limited opportunities for parents and community members to be involved in campus activities (that focus on student achievement/curriculum). Existing pathways need to be expanded to include more students. (ESF Lever 3.1, 3.2, 3.3) **Root Cause**: Historical and external perceptions of LHS Harmon remain unchanged. Our sudent demographics include stereotypes of their abilities and limitations. Parents have limited time available (or reduced interest) to commit to involvement in campus activities and student achievement. A focus on subpopulations can unintentionally exclude some students.

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: LHS Harmon will repost/share district communications regarding finances and include relevant information for parents in Harmon Happenings and social media. **Strategy's Expected Result/Impact:** Families and community members will have a better understanding of the financial impact, use, and outlook of their tax dollars. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: There are still some lingering negative student perceptions of LHS Harmon; however staff perceptions remain positive. There are limited opportunities for parents and community members to be involved in campus activities (that focus on student achievement/curriculum). Existing pathways need to be expanded to include more students. (ESF Lever 3.1, 3.2, 3.3) **Root Cause**: Historical and external perceptions of LHS Harmon remain unchanged. Our sudent demographics include stereotypes of their abilities and limitations. Parents have limited time available (or reduced interest) to commit to involvement in campus activities and student achievement. A focus on subpopulations can unintentionally exclude some students.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: We will increase staff recognition each month and be more intentional about sharing positive messages from the staff (including videos) and staff statistics (ex. number of graduate degrees, accomplishments) within the campus, and on our website and social media. **Strategy's Expected Result/Impact:** Staff will feel more celebrated as measured by the staff survey, and families and community members will gain more awareness of staff successes and accomplishments at LHS Harmon. **Staff Responsible for Monitoring:** Administration, teachers, front office staff **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: LHS Harmon will provide targeted, evidence-based professional learning and instructional support to strengthen staff capacity in identified areas of academic need, including literacy, writing, effective instructional practices, data analysis, and intervention. Title I funds will support professional development, teacher participation, substitute personnel, temporary/ support personnel, instructional resources, and other allowable costs necessary to implement and sustain professional learning designed to improve student achievement. **Strategy's Expected Result/Impact:** Staff participating in targeted professional learning will demonstrate increased knowledge and implementation of evidence-based instructional practices. Impact will be monitored through professional learning participation, classroom implementation, student performance data, formative assessment results, and other evidence of improved instructional practice. **Staff Responsible for Monitoring:** Campus Administration, Instructional Leadership Team, and Department Leaders **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Professional Learning - Services - 211 - Title I, Part A - 211 E 13 6299 00 014 7 24 414 840 0000 - $5,000, Professional Learning - Conferences - 211 - Title I, Part A - 211 E 13 6299 00 014 7 24 414 840 0000 - $5,000, Instructional Training - PLC Teacher Training - 211 - Title I, Part A - 211 E 13 6117 00 014 7 24 000 842 0000 - $10,000, Substitute - 211 - Title I, Part A - 211 E 11 6112 00 014 7 24 SUP 842 0000 - $10,000, Temporary Personnel - 211 - Title I, Part A - 211 E 11 6117 00 014 7 24 TMP 842 0000 - $10,923				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our student subpopulations have limited opportunities during the school day to receive supplemental instructional support and lack buy-in. (ESF Levers 1.2, 3.2, 5.4) **Root Cause**: As a campus, we have not created opportunities during the school day for students to receive targeted, supplemental instruction. The new bell schedule presents challenges to providing remediation.
School Processes & Programs
Problem Statement 1: Teachers need more opportunities to collaborate, share best practices, and get to know one another. Whole-campus assemblies are not divided by grade level/language barriers. (ESF Levers 1.2, 5.1). **Root Cause**: It's difficult to get teachers together outside of work. There aren't currently many opportunities for teachers to get to know one another and collaborate. We're just continuing the prior year's processes for assemblies and not differentiating.
Perceptions
Problem Statement 1: There are still some lingering negative student perceptions of LHS Harmon; however staff perceptions remain positive. There are limited opportunities for parents and community members to be involved in campus activities (that focus on student achievement/curriculum). Existing pathways need to be expanded to include more students. (ESF Lever 3.1, 3.2, 3.3) **Root Cause**: Historical and external perceptions of LHS Harmon remain unchanged. Our sudent demographics include stereotypes of their abilities and limitations. Parents have limited time available (or reduced interest) to commit to involvement in campus activities and student achievement. A focus on subpopulations can unintentionally exclude some students.

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

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Using the new OneVision walkthrough form and LISD feedback loop protocol, trust between administrators and teachers will improve, strengthening the campus's mission and vision for improving student outcomes. **Strategy's Expected Result/Impact:** Teachers will experience more walkthroughs and actively contribute to feedback loops to improve campus instruction, policies, and practices. Each administrator will complete the district minimum number of walkthroughs. **Staff Responsible for Monitoring:** Administrators, district administrators, teachers **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our student subpopulations have limited opportunities during the school day to receive supplemental instructional support and lack buy-in. (ESF Levers 1.2, 3.2, 5.4) **Root Cause**: As a campus, we have not created opportunities during the school day for students to receive targeted, supplemental instruction. The new bell schedule presents challenges to providing remediation.
School Processes & Programs
Problem Statement 1: Teachers need more opportunities to collaborate, share best practices, and get to know one another. Whole-campus assemblies are not divided by grade level/language barriers. (ESF Levers 1.2, 5.1). **Root Cause**: It's difficult to get teachers together outside of work. There aren't currently many opportunities for teachers to get to know one another and collaborate. We're just continuing the prior year's processes for assemblies and not differentiating.

Perceptions

Problem Statement 1: There are still some lingering negative student perceptions of LHS Harmon; however staff perceptions remain positive. There are limited opportunities for parents and community members to be involved in campus activities (that focus on student achievement/curriculum). Existing pathways need to be expanded to include more students. (ESF Lever 3.1, 3.2, 3.3) **Root Cause**: Historical and external perceptions of LHS Harmon remain unchanged. Our sudent demographics include stereotypes of their abilities and limitations. Parents have limited time available (or reduced interest) to commit to involvement in campus activities and student achievement. A focus on subpopulations can unintentionally exclude some students.

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 Harmon will repost/share district communications and include relevant information for parents in Harmon Happenings and social media. LHS Harmon will invite more guest speakers (including current and recently graduated LHS students) to campus to share workforce skills and opportunities, both in person and via recorded interviews to share during advisory. An active job board for our students will be maintained in the cafeteria along with opportunities to practice job acquisition and retention skills with feedback from employers. **Strategy's Expected Result/Impact:** Families and community members will have a better understanding of campus and district goals and priorities. Students will have more opportunities to hear from local businesses and organizations and demonstrate the willingness and skills needed to attend technical/trade schools and/or attain industry certification. **Staff Responsible for Monitoring:** Administrators, teachers, parents, community members **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: LHS Harmon will provide meaningful parent and family engagement opportunities designed to strengthen families' capacity to support student academic success. The campus will provide workshops, informational sessions, and individualized assistance to help families access and navigate district systems, complete required educational forms, monitor student progress, and connect with campus resources. Title I funds will support staff, translation and interpretation services, parent resources, supplies, and other allowable costs necessary to ensure meaningful and accessible family participation. **Strategy's Expected Result/Impact:** Increase parent and family participation, access to school information and resources, and understanding of systems used to support and monitor student academic progress. Effectiveness will be measured through event participation, parent feedback, completion of required forms, and engagement with campus resources. **Staff Responsible for Monitoring:** Campus Administration, Title I Coordinator, and Staff Supporting Parent and Family Engagement **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Staff Extra-Duty Compensation for Parent and Family Engagement Activities - 211- Title I, Parent & Family Engagement - 211 E 61 6117 00 014 7 24 000 842 0000 - $350, Translation, Interpretation, Communication, and Other Allowable Parent and Family Engagement Costs - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 014 7 24 414 842 0000 - $250, Parent and Family Engagement Educational Materials, Resources, and Supplies - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 014 7 24 414 842 0000 - $3,497				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: LHS Harmon will utilize digital communication and signage systems to provide students and families with timely, accessible information regarding academic programs, student support services, intervention opportunities, college and career readiness, parent and family engagement activities, important deadlines, and campus resources. Title I funds will support digital communication resources that strengthen school-family communication and increase awareness of opportunities that support student success. **Strategy's Expected Result/Impact:** Students and families will have increased access to timely information about academic opportunities, student support services, campus resources, and family engagement activities. Increased awareness and communication will support greater participation in academic programs, interventions, and campus engagement opportunities. **Staff Responsible for Monitoring:** Campus Administration, Title I Coordinator, and Campus Communications Staff **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership **Problem Statements:** Perceptions 1 **Funding Sources:** Digital Communication and Signage Platform to Provide Students and Families with Timely Academic, Campus, and Family Engagement Information - 211- Title I, Parent & Family Engagement - -- not allowable				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our students lack support and opportunities outside of school. With our diverse student population, student needs vary widely in the classroom. (ESF Levers 3.1, 3.3) **Root Cause**: Families need to work multiple jobs (larger families, housing and economic challenges) and families have less free time. Communication barriers between parents/guardians and children can exacerbate relationships and understanding.
Perceptions
Problem Statement 1: There are still some lingering negative student perceptions of LHS Harmon; however staff perceptions remain positive. There are limited opportunities for parents and community members to be involved in campus activities (that focus on student achievement/curriculum). Existing pathways need to be expanded to include more students. (ESF Lever 3.1, 3.2, 3.3) **Root Cause**: Historical and external perceptions of LHS Harmon remain unchanged. Our sudent demographics include stereotypes of their abilities and limitations. Parents have limited time available (or reduced interest) to commit to involvement in campus activities and student achievement. A focus on subpopulations can unintentionally exclude some students.

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

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Lewisville HS Harmon conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Lewisville HS Harmon documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Lewisville HS Harmon initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Lewisville HS Harmon involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Lewisville HS Harmon ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Lewisville HS Harmon coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Lewisville HS Harmon addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Lewisville HS Harmon evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Paull, Jennifer	Title 1 Sec Instructional Facilitator	Title 1 Part A	.4
Raila, Prathiba	Title 1 Aide	Title 1 Part A	1
Vick, Alyson	Title 1 Sec Instructional Facilitator	Title 1 Part A	.4
Zavala, Adriana	Title 1 Assistant Principal	Title 1 Part A	1

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