Lewisville Independent School District

Lewisville High School Killough

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 Killough serves approximately 700 students in grades 9–10 as part of the LHS Triad. The majority of students transition to Killough from two feeder middle schools, DeLay and Huffines. Over the past three years, the campus student demographic and identified student population distributions have remained relatively consistent, with changes generally within 5%.

The campus's primary racial and ethnic student populations are Hispanic (66.22%), African American (14.51%), White (10.24%), and Asian (5.37%). Additionally, Killough serves a high percentage of students identified as economically disadvantaged (77.32%) and at risk (77.32%), with 44.02% identified as English Learners and 21.71% receiving special education services. Approximately 7% of students are identified as gifted and talented.

These demographics highlight the need for consistent, culturally responsive, and high-quality instructional practices, targeted academic interventions, and a strong system of student supports to ensure equitable access to rigorous instruction and opportunities for academic success.

Demographics Strengths

LHS Killough's diverse student population is a significant campus strength and provides opportunities to build a collaborative, inclusive, and culturally responsive school community. The campus leverages the strengths, experiences, and perspectives of its diverse students and staff to foster a strong sense of belonging and create meaningful opportunities for student success.

Killough has a comprehensive network of student support teams, including MTSS, ESL, Counseling, Communities In Schools (CIS), and the Campus Support Specialist, that provides targeted support for our economically disadvantaged, at-risk, Emergent Bilingual (EB), and Special Education populations. These teams work collaboratively to identify student needs and connect students with appropriate academic, behavioral, and social-emotional supports.

The campus also benefits from a strong AVID site team that promotes college and career readiness and integrates high-impact strategies across classrooms. Weekly campus leadership collaboration supports the identification of student needs and the coordination of interventions.

Killough's diverse student population is further strengthened by opportunities for students to build connections and develop leadership through clubs, organizations, campus/community experiences, tutoring, Killough Help, and AP course offerings. These opportunities allow students to engage beyond the traditional classroom and contribute to a positive campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Certain student populations receive discipline referrals at disproportionately higher rates, reflecting inequities in student engagement, behavioral expectations, and support systems. (ESF 1.3 and 3.1)
Root Cause: Inconsistent implementation of relevant and engaging instruction, combined with limited parent and community collaboration in establishing shared campus cultural norms and behavioral expectations, contributes to disparities in student engagement and discipline referrals.

Problem Statement 2 (Prioritized): Identified student subpopulations are not demonstrating sufficient academic growth on STAAR/EOC assessments to close existing achievement gaps, resulting in continued disparities in student performance. (ESF 5.3)
Root Cause: The campus lacks a consistently implemented system for identifying, monitoring, and responding to the specific academic needs of identified student subpopulations. Instructional differentiation, targeted interventions, and progress monitoring are not consistently aligned to student gaps and grade-level TEKS, limiting students' opportunities to accelerate learning and close achievement gaps.

Student Learning

Student Learning Summary

Our students are making progress and demonstrating strengths in several areas. Many students are successful in science and social studies, and a strong percentage of students are graduating and becoming ready for college, careers, or the military. Students are also demonstrating academic growth, particularly in mathematics.

Staff use common PLC time to collaboratively plan standards-aligned lessons, develop instructional strategies, and analyze student assessment and classroom data. PLC teams use this data to identify student strengths and areas of need, adjust instruction, provide targeted interventions, and monitor student progress. This collaborative, data-driven approach is contributing to academic growth and more consistent instructional practices across classrooms.

At the same time, reading and math achievement, particularly at the higher performance levels, remain areas for continued growth. We also continue to focus on improving attendance and closing achievement gaps among student groups, including Emergent Bilingual students, students receiving special education services, and economically disadvantaged students.

Our goal is to continue strengthening collaborative PLC practices and using data to drive instruction so that every student experiences measurable academic growth, graduates prepared for their future, and receives the support and opportunities needed to be successful.

Student Learning Strengths

Killough has a strong commitment to high-quality instruction, ongoing professional learning, and collaborative PLCs. All staff participated in Lead4Ward training, and ELAR and Math teachers completed RBSI Level 1, with many advancing to Level 2. Teachers use PLC time to analyze data, plan instruction, and adjust interventions to meet student needs. The campus CORE Values of GRIT—Growth, Respect, Integrity, and Taking Ownership—provide consistent expectations that support student achievement, positive relationships, and overall growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): PLC Data meetings occur, but inconsistent campus-wide data analysis practices and limited staff capacity to access, interpret, and track data result in varied data-driven practices and outcomes across departments. (ESF 5.3)
Root Cause: The campus lacks a consistent data analysis protocol and sufficient staff training on generating reports, analyzing data, and maintaining effective data trackers.

Problem Statement 2 (Prioritized): Despite multilayered academic supports, classroom grades at Killough do not consistently align with student performance on EOC assessments, indicating that grades may not accurately reflect students' mastery of grade-level and EOC-aligned standards. This disconnect is further impacted by inconsistent implementation of high-quality, rigorous, TEKS-aligned instruction and curriculum. (ESF 4.1)
Root Cause: The campus lacks consistent implementation of high-quality, rigorous, TEKS-aligned instruction and curriculum. Inconsistent alignment of instruction, assignments, grading, and EOC expectations, along with inconsistent or excessive scaffolding, contributes to the disconnect between classroom grades and EOC performance.

Problem Statement 3 (Prioritized): Classroom assignments in Math and RLA do not consistently reflect grade-level rigor and the depth of knowledge required by TEKS-aligned instruction and STAAR expectations, even when district-adopted instructional materials are utilized. (ESF 4.1)
Root Cause: The campus lacks a unified instructional framework that consistently aligns classroom practices, research-based instructional strategies (RBIS), and stakeholder roles to ensure rigorous, TEKS-aligned instruction across classrooms.

School Processes & Programs

School Processes & Programs Summary

Killough is focused on strengthening campus systems to ensure consistent support for both teachers and students. A priority is establishing a consistent, campus-wide system for instructional feedback, coaching, and follow-up so teachers receive timely support aligned to instructional and student needs. Common PLC time will support collaboration, data analysis, lesson planning, and ongoing instructional improvement.

Killough is also strengthening the implementation of its Multi-Tiered System of Supports (MTSS) to better serve the high percentage of students identified as at risk. Staff will receive ongoing support in understanding and consistently implementing MTSS processes, including referral, progress monitoring, intervention, and documentation. These systems will help ensure students receive timely academic, behavioral, and social-emotional supports.

Through stronger instructional coaching, collaborative PLCs, data-driven decision-making, and consistent MTSS implementation, Killough will build more effective school processes and programs that improve instructional practices, increase student achievement, and ensure students receive the support needed to succeed.

School Processes & Programs Strengths

Killough will strengthen campus systems to ensure consistent instructional support and timely interventions for students. Instructional coaching, feedback, and common PLC time will support collaborative planning, data analysis, and continuous improvement. The campus will also strengthen MTSS implementation through consistent referral, intervention, progress monitoring, and documentation processes. These efforts will improve instructional practices, increase student achievement, and ensure students receive timely academic, behavioral, and social-emotional support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher feedback and instructional coaching are inconsistent across the campus, resulting in some teachers not receiving timely, ongoing support to strengthen instructional practices and improve student outcomes. (ESF 5.2)
Root Cause: The campus lacks a consistent, campus-wide system and schedule for instructional feedback, coaching, and follow-up aligned to identified teacher and student needs.

Problem Statement 2 (Prioritized): The campus's Multi-Tiered System of Supports (MTSS) is underutilized despite a high percentage of students identified as at risk, limiting the campus's ability to provide timely, targeted academic, behavioral, and social-emotional support. (ESF 5.4)
Root Cause: Inconsistent implementation and understanding of MTSS processes, including referral, progress monitoring, and intervention practices, limits staff capacity to effectively identify and support students in need.

Perceptions

Perceptions Summary

Based on student, staff, and community survey feedback, as well as classroom, assessment, and EOC data, there is evidence of a disconnect between students' classroom performance and their demonstrated mastery on grade-level and EOC-aligned assessments at Killough. Survey feedback and assessment data indicate that students do not consistently experience the same level of academic rigor and expectations across classrooms. In Math and RLA, classroom assignments and grading practices do not always reflect the depth of knowledge, cognitive demand, and TEKS-aligned expectations measured on STAAR/EOC assessments.

The data also suggest that while students receive significant scaffolding and academic support, these supports are not consistently implemented in ways that maintain grade-level rigor and promote independence. In addition, campus interventions and specialized supports designed to address significant learning gaps are not consistently utilized or aligned to students' specific needs. These inconsistencies contribute to variability in instructional quality, student experiences, and academic outcomes and help explain the misalignment between classroom grades and EOC performance.

Perceptions Strengths

Based on student, staff, and community survey feedback and assessment data, Killough's strengths include a committed staff focused on student success, positive relationships with students and families, and a strong commitment to providing academic and social-emotional support. The campus has access to aligned instructional resources, interventions, and data to identify student needs and inform instruction. Staff demonstrate a willingness to collaborate, reflect on outcomes, and strengthen practices to improve student achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our campus serves a high percentage of economically disadvantaged students, with persistent achievement gaps. Perceptions that socioeconomic status limits academic success and belonging must be addressed by eliminating opportunity gaps, maintaining high expectations, and providing targeted academic and campus cultural belonging.
Root Cause: Our campus serves a high percentage of economically disadvantaged students, and data reflect persistent achievement gaps. A perception exists that socioeconomic status limits academic success. The campus must address opportunity gaps, maintain high expectations, and provide targeted support to ensure all students have equitable access to rigorous instruction and resources.

Problem Statement 2 (Prioritized): Our campus serves a high percentage of economically disadvantaged students, and work and family demands may limit consistent parent engagement. The campus must strengthen family engagement through accessible communication, flexible opportunities, and meaningful partnerships.
Root Cause: Work and family demands create barriers to consistent parent engagement and communication with the campus.

Priority Problem Statements

Problem Statement 1: Certain student populations receive discipline referrals at disproportionately higher rates, reflecting inequities in student engagement, behavioral expectations, and support systems. (ESF 1.3 and 3.1)

Root Cause 1: Inconsistent implementation of relevant and engaging instruction, combined with limited parent and community collaboration in establishing shared campus cultural norms and behavioral expectations, contributes to disparities in student engagement and discipline referrals.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Identified student subpopulations are not demonstrating sufficient academic growth on STAAR/EOC assessments to close existing achievement gaps, resulting in continued disparities in student performance. (ESF 5.3)

Root Cause 2: The campus lacks a consistently implemented system for identifying, monitoring, and responding to the specific academic needs of identified student subpopulations. Instructional differentiation, targeted interventions, and progress monitoring are not consistently aligned to student gaps and grade-level TEKS, limiting students' opportunities to accelerate learning and close achievement gaps.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Despite multilayered academic supports, classroom grades at Killough do not consistently align with student performance on EOC assessments, indicating that grades may not accurately reflect students' mastery of grade-level and EOC-aligned standards. This disconnect is further impacted by inconsistent implementation of high-quality, rigorous, TEKS-aligned instruction and curriculum. (ESF 4.1)

Root Cause 3: The campus lacks consistent implementation of high-quality, rigorous, TEKS-aligned instruction and curriculum. Inconsistent alignment of instruction, assignments, grading, and EOC expectations, along with inconsistent or excessive scaffolding, contributes to the disconnect between classroom grades and EOC performance.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: PLC Data meetings occur, but inconsistent campus-wide data analysis practices and limited staff capacity to access, interpret, and track data result in varied data-driven practices and outcomes across departments. (ESF 5.3)

Root Cause 4: The campus lacks a consistent data analysis protocol and sufficient staff training on generating reports, analyzing data, and maintaining effective data trackers.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Classroom assignments in Math and RLA do not consistently reflect grade-level rigor and the depth of knowledge required by TEKS-aligned instruction and STAAR expectations, even when district-adopted instructional materials are utilized. (ESF 4.1)

Root Cause 5: The campus lacks a unified instructional framework that consistently aligns classroom practices, research-based instructional strategies (RBIS), and stakeholder roles to ensure rigorous, TEKS-aligned instruction across classrooms.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Teacher feedback and instructional coaching are inconsistent across the campus, resulting in some teachers not receiving timely, ongoing support to strengthen instructional practices and improve student outcomes. (ESF 5.2)

Root Cause 6: The campus lacks a consistent, campus-wide system and schedule for instructional feedback, coaching, and follow-up aligned to identified teacher and student needs.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The campus's Multi-Tiered System of Supports (MTSS) is underutilized despite a high percentage of students identified as at risk, limiting the campus's ability to provide timely, targeted academic, behavioral, and social-emotional support. (ESF 5.4)

Root Cause 7: Inconsistent implementation and understanding of MTSS processes, including referral, progress monitoring, and intervention practices, limits staff capacity to effectively identify and support students in need.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Our campus serves a high percentage of economically disadvantaged students, and work and family demands may limit consistent parent engagement. The campus must strengthen family engagement through accessible communication, flexible opportunities, and meaningful partnerships.

Root Cause 8: Work and family demands create barriers to consistent parent engagement and communication with the campus.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our campus serves a high percentage of economically disadvantaged students, with persistent achievement gaps. Perceptions that socioeconomic status limits academic success and belonging must be addressed by eliminating opportunity gaps, maintaining high expectations, and providing targeted academic and campus cultural belonging.

Root Cause 9: Our campus serves a high percentage of economically disadvantaged students, and data reflect persistent achievement gaps. A perception exists that socioeconomic status limits academic success. The campus must address opportunity gaps, maintain high expectations, and provide targeted support to ensure all students have equitable access to rigorous instruction and resources.

Problem Statement 9 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 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
- 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
- State certified and high quality staff 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

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: Implement scheduled PLCs using Texas PLC Protocols to analyze student data, identify gaps, plan aligned instruction, and provide targeted intervention to increase TEKS mastery, academic growth, and STAAR performance.(Domain II & III) **Strategy's Expected Result/Impact:** Improved instructional consistency, increased student mastery of TEKS, reduced achievement gaps, and increased academic growth and STAAR performance. **Staff Responsible for Monitoring:** Admin Team **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Implement weekly student progress tracking for academics and attendance to increase student ownership, identify barriers early, and provide timely interventions that improve academic growth, attendance, and outcomes for all student groups.(Domain II & III) **Strategy's Expected Result/Impact:** Increased student ownership of academic progress, improved attendance, increased academic growth, and reduced achievement gaps. **Staff Responsible for Monitoring:** Admin, teachers and Campus Support Specialist **Problem Statements:** Student Learning 2 **Funding Sources:** EOC Tutoring Bootcamp (Fall) - 211 - Title I, Part A - 211 E 11 6117 00 009 7 24 000 842 0000 - $2,375, TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $18,106, Tutoring (K-Help and Accountability Hour) - 211 - Title I, Part A - 211 E 11 6117 00 009 7 24 000 842 0000 - $4,750, Transportation - 211 - Title I, Part A - 211 E 34 6412 00 009 7 24 409 842 0000 - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Provide needed instructional and student supplies to remove barriers to learning, increase equitable access to resources, and support student achievement and academic growth. (Domain III) **Strategy's Expected Result/Impact:** Increased access to instructional resources, reduced barriers to learning, improved student engagement, and increased academic achievement and growth. **Funding Sources:** Whiteboards for Math - 211 - Title I, Part A - 211 E 11 6399 00 009 7 24 409 842 0000 - $600				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: PLC Data meetings occur, but inconsistent campus-wide data analysis practices and limited staff capacity to access, interpret, and track data result in varied data-driven practices and outcomes across departments. (ESF 5.3) **Root Cause**: The campus lacks a consistent data analysis protocol and sufficient staff training on generating reports, analyzing data, and maintaining effective data trackers.
Problem Statement 2: Despite multilayered academic supports, classroom grades at Killough do not consistently align with student performance on EOC assessments, indicating that grades may not accurately reflect students' mastery of grade-level and EOC-aligned standards. This disconnect is further impacted by inconsistent implementation of high-quality, rigorous, TEKS-aligned instruction and curriculum. (ESF 4.1) **Root Cause**: The campus lacks consistent implementation of high-quality, rigorous, TEKS-aligned instruction and curriculum. Inconsistent alignment of instruction, assignments, grading, and EOC expectations, along with inconsistent or excessive scaffolding, contributes to the disconnect between classroom grades and EOC performance.

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: Implement weekly collaborative administrative walkthroughs using the One Vision Framework and LEAD observation tools to monitor instructional fidelity, identify campus-wide needs, and provide timely feedback that strengthens instruction and student outcomes. **Strategy's Expected Result/Impact:** Improved instructional fidelity, academic growth, and student achievement. **Staff Responsible for Monitoring:** ADMIN TEAM **Title I:** 2.51 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Subs for Region 11 RBIS for new staff - 211 - Title I, Part A - 211 E 11 6112 00 009 7 24 SUP 842 0000 - $600				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Implement regular lesson reviews by administrators and instructional leaders to monitor curriculum alignment, instructional rigor, and student needs, using academic data to adjust instruction and provide targeted support.(Domain I & III) **Strategy's Expected Result/Impact:** Improved instructional alignment and rigor, increased student achievement, and reduced achievement gaps. **Staff Responsible for Monitoring:** Admin, Facilitators and Department Heads **Title I:** 2.51, 2.52 **- 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 **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Identified student subpopulations are not demonstrating sufficient academic growth on STAAR/EOC assessments to close existing achievement gaps, resulting in continued disparities in student performance. (ESF 5.3) **Root Cause**: The campus lacks a consistently implemented system for identifying, monitoring, and responding to the specific academic needs of identified student subpopulations. Instructional differentiation, targeted interventions, and progress monitoring are not consistently aligned to student gaps and grade-level TEKS, limiting students' opportunities to accelerate learning and close achievement gaps.

Student Learning

Problem Statement 1: PLC Data meetings occur, but inconsistent campus-wide data analysis practices and limited staff capacity to access, interpret, and track data result in varied data-driven practices and outcomes across departments. (ESF 5.3) **Root Cause**: The campus lacks a consistent data analysis protocol and sufficient staff training on generating reports, analyzing data, and maintaining effective data trackers.

Problem Statement 2: Despite multilayered academic supports, classroom grades at Killough do not consistently align with student performance on EOC assessments, indicating that grades may not accurately reflect students' mastery of grade-level and EOC-aligned standards. This disconnect is further impacted by inconsistent implementation of high-quality, rigorous, TEKS-aligned instruction and curriculum. (ESF 4.1) **Root Cause**: The campus lacks consistent implementation of high-quality, rigorous, TEKS-aligned instruction and curriculum. Inconsistent alignment of instruction, assignments, grading, and EOC expectations, along with inconsistent or excessive scaffolding, contributes to the disconnect between classroom grades and EOC performance.

Problem Statement 3: Classroom assignments in Math and RLA do not consistently reflect grade-level rigor and the depth of knowledge required by TEKS-aligned instruction and STAAR expectations, even when district-adopted instructional materials are utilized. (ESF 4.1) **Root Cause**: The campus lacks a unified instructional framework that consistently aligns classroom practices, research-based instructional strategies (RBIS), and stakeholder roles to ensure rigorous, TEKS-aligned instruction across classrooms.

School Processes & Programs

Problem Statement 1: Teacher feedback and instructional coaching are inconsistent across the campus, resulting in some teachers not receiving timely, ongoing support to strengthen instructional practices and improve student outcomes. (ESF 5.2) **Root Cause**: The campus lacks a consistent, campus-wide system and schedule for instructional feedback, coaching, and follow-up aligned to identified teacher and student needs.

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: Realign and consistently implement the campus discipline matrix to ensure consequences are equitable, appropriate, and aligned to offenses, while using discipline data to identify trends and provide targeted interventions. **Strategy's Expected Result/Impact:** Improved school climate, reduced discipline disparities, fewer disruptions, and increased instructional time. **Staff Responsible for Monitoring:** Admin **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Expand student and family participation in campus events and cross-campus activities to strengthen belonging, engagement, and access to academic and extracurricular opportunities. **Strategy's Expected Result/Impact:** Increased student and family engagement, stronger school belonging, and greater participation in campus opportunities. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Certain student populations receive discipline referrals at disproportionately higher rates, reflecting inequities in student engagement, behavioral expectations, and support systems. (ESF 1.3 and 3.1) **Root Cause**: Inconsistent implementation of relevant and engaging instruction, combined with limited parent and community collaboration in establishing shared campus cultural norms and behavioral expectations, contributes to disparities in student engagement and discipline referrals.
Problem Statement 2: Identified student subpopulations are not demonstrating sufficient academic growth on STAAR/EOC assessments to close existing achievement gaps, resulting in continued disparities in student performance. (ESF 5.3) **Root Cause**: The campus lacks a consistently implemented system for identifying, monitoring, and responding to the specific academic needs of identified student subpopulations. Instructional differentiation, targeted interventions, and progress monitoring are not consistently aligned to student gaps and grade-level TEKS, limiting students' opportunities to accelerate learning and close achievement gaps.

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: Use MTSS and the Student Experience Committee to identify students with limited campus connection and provide targeted opportunities that build belonging, engagement, and student voice. **Strategy's Expected Result/Impact:** Increased student belonging, engagement, participation, and academic success, particularly among identified students. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: The campus's Multi-Tiered System of Supports (MTSS) is underutilized despite a high percentage of students identified as at risk, limiting the campus's ability to provide timely, targeted academic, behavioral, and social-emotional support. (ESF 5.4) **Root Cause**: Inconsistent implementation and understanding of MTSS processes, including referral, progress monitoring, and intervention practices, limits staff capacity to effectively identify and support students in need.

Perceptions
Problem Statement 1: Our campus serves a high percentage of economically disadvantaged students, with persistent achievement gaps. Perceptions that socioeconomic status limits academic success and belonging must be addressed by eliminating opportunity gaps, maintaining high expectations, and providing targeted academic and campus cultural belonging. **Root Cause**: Our campus serves a high percentage of economically disadvantaged students, and data reflect persistent achievement gaps. A perception exists that socioeconomic status limits academic success. The campus must address opportunity gaps, maintain high expectations, and provide targeted support to ensure all students have equitable access to rigorous instruction and resources.

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

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

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

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

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

*Strategies included if this is a campus priority.

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

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Host FARMER READ, a feeder-school literacy night, to engage students and families through literacy activities, strengthen school-community partnerships, and promote a culture of reading. (Domain I, II & III) **Strategy's Expected Result/Impact:** Increased family engagement, stronger feeder-school partnerships, and improved student literacy engagement and achievement. **Staff Responsible for Monitoring:** STUCO/AVID/ADMIN/ELAR STAFF **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2 **Funding Sources:** Translator (4) - EXTRA DUTY PARAS - 211- Title I, Parent & Family Engagement - 211 E 61 6121 00 009 7 24 000 842 0000 - $500, Paper - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 009 7 24 409 842 0000 - $50				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Continue a weekly campus newsletter and implement the expectation for staff to communicate with families at least every three weeks to share academic progress, opportunities, and campus information. **Strategy's Expected Result/Impact:** Increased family engagement, timely access to academic information and resources, and stronger partnerships that support student achievement and growth. **Staff Responsible for Monitoring:** ADMIN				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Host a Digital Parent Night to help families access Skyward with a focus on basic navigation, attendance, bussing, assessments, grades, lunch account and passwords. **Strategy's Expected Result/Impact:** Increased parent engagement, improved access to student academic information. **Funding Sources:** Trainers (2) - EXTRA DUTY TEACHERS - 211- Title I, Parent & Family Engagement - 211 E 61 6117 00 009 7 24 000 842 0000 - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Use RaaWee attendance data to identify and address truancy and chronic absenteeism. Admin, the attendance clerk, Campus Support Specialist, and MTSS Coordinator will provide targeted interventions for students at risk of academic failure or excessive absences. Each family will receive a school calendar magnet with important campus contacts, and weekly newsletters, testing dates and holidays to strengthen home-school communication. **Strategy's Expected Result/Impact:** Improved student attendance, reduced chronic absenteeism and truancy, increased academic success, and stronger family engagement through consistent communication and timely support. **Staff Responsible for Monitoring:** Administrators, Attendance clerk, MTSS and Campus Support Specialist **Funding Sources:** magnetic calendars - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 009 7 24 409 842 0000 - $1,212				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Our campus serves a high percentage of economically disadvantaged students, and work and family demands may limit consistent parent engagement. The campus must strengthen family engagement through accessible communication, flexible opportunities, and meaningful partnerships. **Root Cause**: Work and family demands create barriers to consistent parent engagement and communication with the campus.

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			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. 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 Killough 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 Killough 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 Killough 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 Killough 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 Killough 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 Killough 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 Killough 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 Killough 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
Farra, Lindsay	Title 1 Data Specialist	Title 1 Part A	1
Gafford, Diana	Title 1 Data Specialist	Title 1 Part A	1
Paull, Jennifer	Title 1 Sec Instructional Facilitator	Title 1 Part A	.4
Vick, Alyson	Title 1 Sec Instructional Facilitator	Title 1 Part A	.4

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