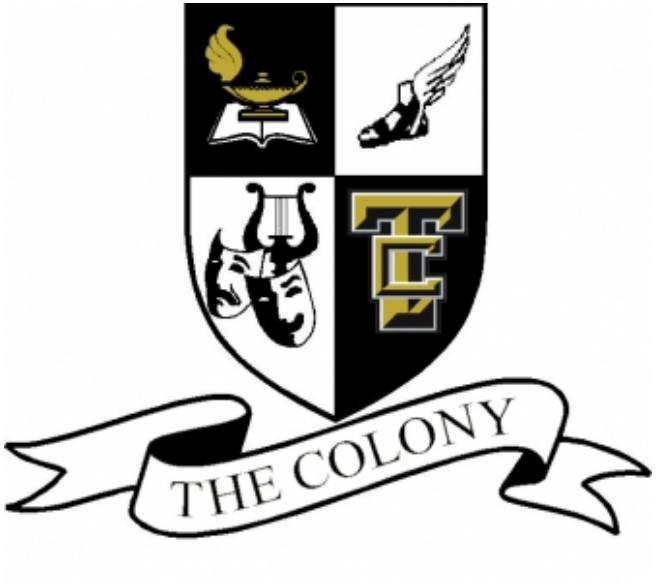
Lewisville Independent School District

The Colony High School

2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

Value Proposition

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

Beliefs

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

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

TCHS experienced a year of significant success in the State Accountability system. While the campus overall rating remains a C, the overall score increased from 73 to 79, placing TCHS just one step away from a B rating. Building on this progress, TCHS is committed to sustaining this success and continuing to improve student outcomes during the 2026–2027 school year.

In May 2026, a Think Tank consisting of key campus staff members **began the CIP development process**. The team reviewed campus needs, shared input and perspectives, identified areas for growth, and brainstormed future priorities and strategies. This staff input, along with campus performance data, student needs, stakeholder feedback, and district priorities, informed the identification of campus needs and the development of the 2026–2027 CIP goals, strategies, and action steps.

School Processes & Programs

School Processes & Programs Summary

Our Collegiate Academy works in conjunction with Collin County Community College and allows students the opportunity to complete high school with an associate's degree. TCHS has a dedicated AVID Program that works with our students on developing their study and organizational skills while also helping students to research college and career choices. In conjunction with our district's Technology, Exploration, and Career Centers, TCHS offers our students the opportunity to begin learning about and training for various careers, such as audio-video projection, welding, cosmetology, criminal justice, auto collision repair, etc. For our students seeking more challenging academics, TCHS offers a wide variety of Honors and AP courses. For faculty, TCHS provides a plethora of professional development opportunities throughout the year through the district.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students thrive when learning environments are structured, supportive, and secure. By providing targeted academic support and implementing proactive measures
Root Cause: Opportunities exist to strengthen campus supervision, clarify expectations, and deepen student connection to school culture to support improved attendance behaviors.

Problem Statement 2 (Prioritized): TCHS needs greater consistency in attendance, tardy enforcement, hallway management, discipline, and student expectations.
Root Cause: Inconsistent communication, implementation, and enforcement of campus procedures and expectations.

Perceptions

Perceptions Summary

At The Colony High School, we are committed to fostering a positive climate and culture where every student, staff member, and family feels valued, supported, and empowered to succeed. Our theme for this year, **"Where Tradition Meets Tomorrow,"** reflects our commitment to honoring the traditions, relationships, and accomplishments that make The Colony High School special while embracing innovation, growth, and the opportunities of the future.

Through this theme, we encourage students, teachers, and families to work collaboratively toward shared success. We celebrate achievements—whether individual or team-based, academic or athletic—through a variety of channels, including pep rallies, weekly callouts, emails, personal classroom visits, and announcements on the school marquee.

"Where Tradition Meets Tomorrow" also guides our instructional focus. We encourage teachers to provide collaborative, engaging, and purposeful learning experiences that honor proven practices while preparing students with the skills, confidence, and mindset they need for the future.

At TCHS, we believe excellence is built by honoring where we have been, embracing where we are going, and empowering every Cougar to make a difference along the way.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students and families need more chances to connect, build literacy, and grow digital skills together.
Root Cause: Parents don't always have the tools, time, or confidence to support learning at home, especially with tech and literacy.

Priority Problem Statements

Problem Statement 1: Many high school students are not meeting key goals like a 2.7 GPA, ACT/SAT readiness, or CCMR standards. Gaps in consistent instruction and limited access to academic support make it harder for students to stay on track. More targeted teaching and expanded tutoring opportunities are needed to boost achievement and readiness.

Root Cause 1: Instruction and support aren't always tailored to meet the wide range of student needs. Not all students have access to the help or resources they need to stay on track and succeed.

Problem Statement 1 Areas: Demographics

Problem Statement 2: TCHS needs greater consistency in attendance, tardy enforcement, hallway management, discipline, and student expectations.

Root Cause 2: Inconsistent communication, implementation, and enforcement of campus procedures and expectations.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students thrive when learning environments are structured, supportive, and secure. By providing targeted academic support and implementing proactive measures

Root Cause 3: Opportunities exist to strengthen campus supervision, clarify expectations, and deepen student connection to school culture to support improved attendance behaviors.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students and families need more chances to connect, build literacy, and grow digital skills together.

Root Cause 4: Parents don't always have the tools, time, or confidence to support learning at home, especially with tech and literacy.

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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

Goals

Goal 1: Student Learning - Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness, maximizes student learning, and promotes authentic engagement through innovative, real-world learning experiences. Embrace emerging technologies and appropriate uses of AI while maintaining high expectations for academic achievement, critical thinking, transferable skills, and alignment with the TEA Accountability System.

Performance Objective 1: By May 2027, TCHS will increase the percentage of students meeting or exceeding campus targets on GPA and CCMR measures by at least 3-5 percentage points from the 2025-26 baseline, with progress monitored at least quarterly.

*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: By May 2027, TCHS will implement targeted academic and CCMR support systems that use student performance data to identify students needing additional support and provide timely interventions, tutoring, progress monitoring, and college/career readiness opportunities to increase the percentage of students meeting or exceeding campus GPA and CCMR targets. Student group progress will be reviewed at least quarterly, with administrators, counselors, and teachers monitoring identified students and adjusting supports as needed. Action Step:- Eduphoria/AWARE training and data-use support **Strategy's Expected Result/Impact:** Identify students at risk of not meeting GPA and CCMR targets through quarterly data reviews. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Teachers **Title I:** 2.52 **Problem Statements:** Demographics 1 **Funding Sources:** College, Career & Academic Readiness- teacher extra duty - 211 - Title I, Part A - 211 E 11 6117 00 004 7 24 000 842 0000 - $11,964, TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $3,646				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Many high school students are not meeting key goals like a 2.7 GPA, ACT/SAT readiness, or CCMR standards. Gaps in consistent instruction and limited access to academic support make it harder for students to stay on track. More targeted teaching and expanded tutoring opportunities are needed to boost achievement and readiness. **Root Cause**: Instruction and support aren't always tailored to meet the wide range of student needs. Not all students have access to the help or resources they need to stay on track and succeed.

Goal 1: Student Learning - Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness, maximizes student learning, and promotes authentic engagement through innovative, real-world learning experiences. Embrace emerging technologies and appropriate uses of AI while maintaining high expectations for academic achievement, critical thinking, transferable skills, and alignment with the TEA Accountability System.

Performance Objective 2: By May 2027, at least 85% of observed classrooms will demonstrate consistent implementation of identified high-yield instructional strategies aligned to the One Vision framework, as measured through walkthrough data, with progress increasing each review cycle.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Goal 2: Student Experience - Cultivate a safe, positive, and consistent learning environment where strong relationships, clear expectations, and effective systems foster student belonging, wellbeing, accountability, and success. Strengthen and consistently implement systems and expectations related to attendance, tardies, time for credit, truancy, discipline, hallway management, ID and dress code compliance, and other campus operations.

Performance Objective 1: By May 2027, TCHS will reduce major discipline referrals by 10% from the 2025-26 baseline and increase the percentage of students reporting that they feel safe, respected, and connected to campus by at least 5 percentage points on the student survey.

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Strategies to achieve campus behavior goal. Implement and monitor a focused set of Safe and Civil Schools strategies to strengthen consistent campus-wide behavior expectations and positive student interactions. **Strategy's Expected Result/Impact:** Consistent implementation of 1-3 Safe and Civil Schools strategies with MTSS Tier 2 and Tier 3 students will contribute to a reduction in major discipline referrals and a 5-percentage-point increase in students reporting that they feel safe, respected, and connected to campus by May 2027. **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers, Safe and Civil Schools Team **Title I:** 2.51, 2.52, 2.53 - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Students thrive when learning environments are structured, supportive, and secure. By providing targeted academic support and implementing proactive measures **Root Cause**: Opportunities exist to strengthen campus supervision, clarify expectations, and deepen student connection to school culture to support improved attendance behaviors.

Goal 2: Student Experience - Cultivate a safe, positive, and consistent learning environment where strong relationships, clear expectations, and effective systems foster student belonging, wellbeing, accountability, and success. Strengthen and consistently implement systems and expectations related to attendance, tardies, time for credit, truancy, discipline, hallway management, ID and dress code compliance, and other campus operations.

Performance Objective 2: By May 2027, TCHS will increase the campus attendance rate from the 2025-26 baseline of 93.3% to 95% through early identification, targeted intervention, consistent attendance monitoring, and family engagement.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: By May 2027, TCHS will implement a proactive attendance intervention system that uses weekly attendance data to identify students at risk for chronic absenteeism, provides individualized student and family outreach, and connects students to targeted supports and incentives to improve attendance and reduce barriers to consistent school participation. **Strategy's Expected Result/Impact:** TCHS will identify students at risk for chronic absenteeism earlier and provide timely interventions and family engagement supports to improve attendance and reduce chronic absenteeism. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors, Attendance Staff, Teachers **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Student Engagement- teacher extra duty - 211 - Title I, Part A - 211 E 11 6117 00 004 7 24 000 842 0000 - $6,354				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Students thrive when learning environments are structured, supportive, and secure. By providing targeted academic support and implementing proactive measures **Root Cause**: Opportunities exist to strengthen campus supervision, clarify expectations, and deepen student connection to school culture to support improved attendance behaviors.

Goal 3: Strategic Investment - Optimize resources through proactive fiscal stewardship, strategic decision-making, and effective resource allocation to ensure long-term sustainability and maximize the impact of campus resources on student learning, staff success, and campus priorities.

Performance Objective 1: By May 2027, TCHS will maintain 100% compliance with district budget procedures and conduct quarterly reviews of campus expenditures to ensure resources are aligned to identified campus priorities and student needs.

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

Goal 3: Strategic Investment - Optimize resources through proactive fiscal stewardship, strategic decision-making, and effective resource allocation to ensure long-term sustainability and maximize the impact of campus resources on student learning, staff success, and campus priorities.

Performance Objective 2: By May 2027, TCHS will maintain 100% compliance with district budget procedures and conduct quarterly reviews of campus expenditures to ensure resources are aligned to identified campus priorities and student needs.

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

Goal 3: Strategic Investment - Optimize resources through proactive fiscal stewardship, strategic decision-making, and effective resource allocation to ensure long-term sustainability and maximize the impact of campus resources on student learning, staff success, and campus priorities.

Performance Objective 3: By May 2027, TCHS will provide at least four opportunities for staff, families, or community stakeholders to receive information about campus/district financial decisions and will use participant feedback to inform at least two resource-allocation decisions.

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

Goal 4: Build and sustain a community of skilled, collaborative staff united by a shared purpose and commitment to student success. Provide meaningful professional growth, effective systems, and the resources necessary to support staff effectiveness, innovation, accountability, and a high-performing campus culture.

Performance Objective 1: By May 2027, TCHS will maintain at least 95% retention of highly effective teachers and reduce the number of teachers requiring certification waivers from the 2025-26 baseline, while ensuring 100% of staff requiring certification support have an identified pathway and campus/district support.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Build and sustain a community of skilled, collaborative staff united by a shared purpose and commitment to student success. Provide meaningful professional growth, effective systems, and the resources necessary to support staff effectiveness, innovation, accountability, and a high-performing campus culture.

Performance Objective 2: By May 2027, TCHS will increase favorable responses on campus staff feedback measures by at least 5 percentage points from the 2025-26 baseline, with at least three documented feedback cycles and evidence that campus leadership responds to identified concerns.

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

Goal 5: Strengthen partnerships with families, students, staff, and the broader community through clear, consistent communication and meaningful engagement that elevates TCHS programs, people, and traditions and strengthens our shared commitment as ONE LISD. Increase the visibility of TCHS within the community while celebrating our history and legacy through the 40th Anniversary.

Performance Objective 1: By May 2027, TCHS will increase family engagement and campus visibility by increasing favorable parent survey responses from the 2025-26 baseline of 84.9% to 90% on campus to family communication.

*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: Implement a consistent, multi-channel family engagement plan that increases meaningful opportunities for parents and guardians to connect with TCHS, understand their student's academic experience, and participate in campus and community events. **Strategy's Expected Result/Impact:** More parents and guardians will participate in TCHS campus and community events, with overall participation increasing 5% in favorable parent survey responses and increasing participation in campus/community events by 10% from the 2025-26 baseline. **Staff Responsible for Monitoring:** Campus Principal, Counselors, Grade-Level Assistant Principals, **Title I:** 2.52 **Problem Statements:** Perceptions 1 **Funding Sources:** Parent & Family Engagement - supplies - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 004 7 24 404 842 0000 - $2,085				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Students and families need more chances to connect, build literacy, and grow digital skills together. **Root Cause**: Parents don't always have the tools, time, or confidence to support learning at home, especially with tech and literacy.

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

The Colony High School conducts an annual Comprehensive Needs Assessment (CNA) process to identify areas of strength, areas of need, and priorities for continuous improvement. For the 2026–27 school year, the CNA process began in August 2026 and continues throughout the school year through scheduled meetings and ongoing data review. Stakeholders, including administrators, teachers, counselors, support staff, parents, and other campus and community representatives, are included based on their roles and ability to provide insight into student needs and campus programs.

The CNA team reviews multiple sources of quantitative and qualitative data, including student achievement and growth, attendance, discipline, demographics, graduation and CCMR readiness, intervention and support data, program effectiveness, and stakeholder feedback. Data is selected based on relevance to student outcomes and campus improvement priorities and is reviewed to identify trends, gaps, and areas requiring additional support. CNA findings are used to develop and refine campus goals, strategies, and action steps throughout the school year.

1.2: Location for Evidence of Multiple Meetings Held

The Colony High School provided multiple opportunities for stakeholder participation through Building Leadership Team (BLT) meetings, staff meetings, parent/family engagement opportunities, and campus planning meetings throughout the 2026–27 school year. Evidence is maintained in the CNA/Title I documentation and includes meeting agendas, notes/minutes, sign-in sheets, stakeholder feedback, and the BLT planning timeline.

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

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

For the 2026–27 school year, The Colony High School began developing the Campus Improvement Plan (CIP) in the summer and continued the process through the fall. The timeline included data review, stakeholder input, goal development, and plan revisions aligned with the district planning cycle. Evidence of stakeholder involvement is maintained in the campus CIP/Title I documentation, including agendas, meeting notes/minutes, and sign-in sheets.

2.2: Stakeholders 1114(b)(2)

The Colony High School includes staff, families, and community members in the development of the Campus Improvement Plan through the Building Leadership Team (BLT), staff meetings, and family engagement opportunities. Feedback is solicited through meetings, discussions, and stakeholder input during the planning process. The list of participating stakeholders, including names and roles, is maintained in the campus CIP/Title I documentation with corresponding sign-in sheets.

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

The Colony High School makes the Campus Improvement Plan accessible to the district, families, and the public through the district and campus websites in an understandable format and language. Translation options are available online, and printed communications and meeting materials are provided in English and Spanish to support accessibility for all stakeholders.

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

The Colony High School coordinates its Campus Improvement Plan with district priorities and applicable federal, state, and local programs and resources. The plan aligns Title I strategies and campus initiatives with services that support emergent bilingual students, at-risk students, students receiving special education services, and college and career readiness. The campus works with district departments to coordinate resources and services that support student success.

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

The Colony High School addresses the required Title I program components within the Campus Improvement Plan (CIP) at the strategy level. Required descriptions are aligned to applicable strategies and reflected in the plan.

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The Colony High School documents program effectiveness in the CIP/Title I files through formative and summative reviews. The process includes reviewing assessment, attendance, discipline, program, and stakeholder feedback data, along with meeting agendas and sign-in sheets. Findings are used in the annual CNA process to inform the development and revision of the next year’s Schoolwide Program Plan.

Title I Personnel

Name	Position	Program	FTE
Harris, Dionne	Title 1 Instructional Support Specialist	Title 1 Part A	1
Jones, Lakeisha	Title 1 Sec Instructional Facilitator	Title 1 Part A	.33

BLT Committee

Committee Role	Name	Position
Community Member	Aryka Nasiatka	Community Member
Community Member	Damian Roberson	Community Member
Community Member	Joe Perez	Community Member
Community Member	Wayne Sueltz	Community Member
Community Member	Pat Keenan	Community Member
Community Member	Bryan Greay	Community Member
Staff Member	Wendy Curran Meyer	Social Studies Department
Staff Member	Allen Domer	Special Education Department
Staff Member	Adam Lowber	English Department
Staff Member	Isabelle Ranieri	English Department
Staff Member	Dixie Turnnball	AVID Department
Staff Member	Jennifer Wilkins-Colvin	Social Studies Department
Administrator	Kristin Tomiello	Assistant Principal
Administrator	Tim Baxter	Principal
District Rep	Cathy Bray	LISD Director of Data

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