Lewisville Independent School District

Killian Middle School

2026-2027 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

Value Proposition

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

Beliefs

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Killian Middle School opened its doors in the fall of 2007 and serves the community of Lewisville. The feeder elementary schools include Castle Hills Elementary and Independence Elementary. Our schools feed into the Hebron 9th Grade Center, and then Hebron High School. We have a current enrollment of 910 students. The demographics of our campus are listed below. Killian Middle School has 71 staff members. Killian demographics ethnic distribution: Asian: 39.78%, White: 21.76 %, Hispanic: 25.49%, African. Am.: 7.03%, Two or More: 5.38%, American Ind.: 0.44%, Pacific Isl.: 0.11%, Economically disadvantaged: 22.2%, At Risk, 34.73%, English learners: 30.33%, 504: 9.67%, Special Education: 12.86%, Gifted and Talented: 17.14%.

Demographics Strengths

Our strengths are student achievement in both the classroom and extra-curricular activities, specifically in athletics and fine arts programs. Our Fine Arts staff, athletic coaches, auxiliary staff, and Special Education staff are outstanding. Our students excel in opportunities such as academic NJHS, Student Council, Kindness Club, and Circle of Friends. Killian received academic distinctions in the areas of ELA, Math, Science and Social Studies based on the state accountability report.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Despite Killian Middle School earning state academic distinctions in ELA, Math, Science, and Social Studies, there is a persistent achievement and growth gap between English Learners (comprising 30.33% of the student population) and the "All Students" group on state assessments.
Root Cause: A need for practical job-embedded professional development for non-ESL certified content teachers regarding consistent implementation of sheltered instruction strategies (ELPS integration) across all subject areas, combined with a need for more high-yield, Tier 1 linguistic accommodations in core classrooms.

Student Learning

Student Learning Summary

Texas Education Agency

2026 Accountability Rating Overall Summary

KILLIAN MIDDLE (061902059) - LEWISVILLE ISD - DENTON COUNTY

✷ Confidential ✷

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**87**	**B**	
Student Achievement		**92**	**A**	**70%**
STAAR Performance	67	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**82**	**B**	**0%**
Academic Growth	69	81	B	
Relative Performance (Eco Dis: 21.5%)		82	B	✓
Closing the Gaps	**48**	**75**	**C**	**30%**

Identification of Schools for Improvement

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

Distinction Designations





Texas Education Agency

2025 School Report Card
KILLIAN MIDDLE (061902059) - LEWISVILLE ISD - DENTON COUNTY

School Information

Campus Type: **Middle School**
Total Students: **997**
Grade Span: **06 - 08**

For more information about this campus, see: https://TXschools.gov or the Texas Academic Performance Report (TAPR) at: https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr_srch.html

Overall Performance Details

This data represents how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military. State accountability is based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100.

Overall Rating	Student Achievement	School Progress	Closing the Gaps
B	A	B	B
89 of 100	92 of 100	87 of 100	83 of 100

Distinction Designations

Schools that earn a overall scale scores of 70 are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Student Information

This section provides demographic information including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

Attendance Rate and Enrollment

	Campus	District	State
Attendance Rate (2023-24)	**96.8%**	95.4%	93.6%
Mobility Rate (2023-24)	**7.5%**	12.3%	16.4%
Enrollment by Race/Ethnicity			
African American	**11.3%**	11.3%	12.8%
Hispanic	**23.3%**	33.4%	53.5%
White	**24.5%**	32.7%	24.4%
American Indian	**0.2%**	0.4%	0.3%
Asian	**34.8%**	17.1%	5.6%
Pacific Islander	**0.1%**	0.1%	0.2%
Two or More Races	**5.8%**	5.0%	3.3%
Enrollment by Student Group			
Economically Disadvantaged	**25.4%**	36.3%	60.5%
Special Education	**17.7%**	19.8%	15.3%
Emergent Bilingual/EL	**17.5%**	23.7%	24.3%

Class Size Averages

Grade/Subject	Campus	District	State
Elementary			
Grade 6	**21.4**	17.1	19.8
Secondary			
English/Language Arts	**20.3**	15.4	16.4
Foreign Languages	**21.7**	15.1	18.9
Mathematics	**24.4**	15.1	17.8
Science	**22.0**	17.6	18.9
Social Studies	**24.6**	17.0	18.9

Student Learning Strengths

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2025	75%	81%	**85%**	61%	68%	94%	*	95%	*	86%	64%
	2024	75%	81%	**84%**	64%	66%	91%	*	95%	-	86%	65%
ELA/Reading	2025	76%	82%	**87%**	67%	74%	96%	*	96%	*	93%	72%
	2024	76%	84%	**89%**	78%	77%	91%	*	97%	-	90%	74%
Mathematics	2025	72%	78%	**84%**	59%	65%	94%	*	96%	*	82%	61%
	2024	72%	78%	**81%**	52%	61%	90%	*	94%	-	83%	59%
Science	2025	78%	83%	**87%**	63%	70%	95%	-	96%	-	84%	64%
	2024	75%	80%	**83%**	64%	63%	92%	-	97%	-	80%	64%
Social Studies	2025	77%	82%	**77%**	50%	52%	85%	-	88%	-	79%	50%
	2024	78%	84%	**79%**	64%	56%	90%	-	93%	-	90%	60%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2025	50%	59%	**67%**	38%	42%	76%	*	84%	*	65%	38%
	2024	48%	59%	**67%**	39%	38%	77%	*	86%	-	70%	39%
ELA/Reading	2025	54%	64%	**75%**	51%	52%	87%	*	90%	*	75%	51%
	2024	54%	66%	**76%**	53%	51%	87%	*	91%	-	85%	52%
Mathematics	2025	45%	54%	**62%**	30%	35%	69%	*	85%	*	55%	26%
	2024	43%	52%	**61%**	26%	31%	68%	*	84%	-	56%	27%
Science	2025	47%	58%	**70%**	34%	43%	80%	-	85%	-	63%	40%
	2024	43%	54%	**69%**	39%	38%	85%	-	90%	-	80%	43%
Social Studies	2025	50%	61%	**55%**	29%	32%	62%	-	67%	-	63%	31%
	2024	51%	62%	**56%**	33%	26%	68%	-	77%	-	50%	30%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2025	21%	30%	**45%**	20%	21%	47%	*	66%	*	44%	20%
	2024	20%	29%	**43%**	18%	16%	47%	*	65%	-	40%	18%
ELA/Reading	2025	23%	31%	**56%**	32%	30%	60%	*	77%	*	56%	28%
	2024	22%	32%	**53%**	28%	22%	61%	*	74%	-	56%	25%
Mathematics	2025	20%	28%	**39%**	12%	12%	38%	*	65%	*	32%	12%
	2024	17%	25%	**34%**	9%	10%	34%	*	57%	-	27%	12%
Science	2025	17%	27%	**41%**	11%	21%	43%	-	56%	-	47%	18%
	2024	16%	26%	**44%**	15%	18%	47%	-	70%	-	40%	22%
Social Studies	2025	27%	38%	**36%**	18%	14%	41%	-	47%	-	42%	19%
	2024	27%	39%	**39%**	18%	12%	45%	-	60%	-	30%	14%

From 2025:

From 2026:

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	905	910	274	271	2,360	
Approaches GL or Above	804	735	245	221	2,005	85%
Meets GL or Above	691	551	215	165	1,622	69%
Masters GL	506	306	166	109	1,087	46%
Total Percentage Points						200%
Component Score						**67**

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	85%	73%	62%	94%	67%	97%	*	88%	67%
At Meets GL Standard or Above	69%	46%	41%	75%	58%	87%	*	72%	44%
At Masters GL Standard	46%	26%	20%	47%	42%	67%	*	43%	23%
Number of Tests									
At Approaches GL Standard or Above	2,005	134	359	536	**	871	*	95	628
At Meets GL Standard or Above	1,622	84	238	429	**	784	*	78	410
At Masters GL Standard	1,087	47	114	271	**	603	*	46	216
Total Tests	2,360	184	579	573	**	902	*	108	942
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	89%	85%	70%	95%	*	98%	*	90%	74%
At Meets GL Standard or Above	76%	56%	50%	85%	*	91%	*	83%	53%
At Masters GL Standard	56%	30%	28%	59%	*	77%	*	57%	28%
Number of Tests									
At Approaches GL Standard or Above	804	60	157	205	*	340	*	38	271
At Meets GL Standard or Above	691	40	112	182	*	318	*	35	193
At Masters GL Standard	506	21	62	127	*	268	*	24	104
Total Tests	905	71	224	215	*	348	*	42	367

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	81%	62%	53%	91%	*	96%	*	83%	60%
At Meets GL Standard or Above	61%	28%	32%	63%	*	84%	*	64%	35%
At Masters GL Standard	34%	13%	10%	30%	*	56%	*	29%	17%
Number of Tests									
At Approaches GL Standard or Above	735	44	120	198	*	334	*	35	220
At Meets GL Standard or Above	551	20	73	137	*	291	*	27	127
At Masters GL Standard	306	9	22	66	*	196	*	12	62
Total Tests	910	71	226	218	*	348	*	42	368
Science									
Percent of Tests									
At Approaches GL Standard or Above	89%	76%	74%	97%	*	96%	-	100%	74%
At Meets GL Standard or Above	78%	67%	53%	87%	*	92%	-	75%	55%
At Masters GL Standard	61%	48%	29%	70%	*	79%	-	50%	31%
Number of Tests									
At Approaches GL Standard or Above	245	16	49	68	*	99	-	**	78
At Meets GL Standard or Above	215	14	35	61	*	95	-	**	58
At Masters GL Standard	166	10	19	49	*	81	-	**	33
Total Tests	274	21	66	70	*	103	-	**	105
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	82%	67%	52%	93%	*	95%	-	83%	58%
At Meets GL Standard or Above	61%	48%	29%	70%	*	78%	-	58%	31%
At Masters GL Standard	40%	33%	17%	41%	*	56%	-	33%	17%
Number of Tests									
At Approaches GL Standard or Above	221	14	33	65	*	98	-	**	59
At Meets GL Standard or Above	165	10	18	49	*	80	-	**	32
At Masters GL Standard	109	7	11	29	*	58	-	**	17
Total Tests	271	21	63	70	*	103	-	**	102

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)✦	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile ★	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	85%	56%	93%	100%	47%	66%	48%	93%	86%	80%	58%	*	64%	-
At Meets GL Standard or Above	69%	35%	78%	98%	23%	45%	24%	78%	70%	64%	33%	*	36%	-
At Masters GL Standard	46%	16%	54%	87%	10%	25%	9%	49%	47%	43%	21%	*	23%	-
Number of Tests														
At Approaches GL Standard or Above	2,005	293	1,712	499	170	389	174	81	1,666	339	14	*	14	-
At Meets GL Standard or Above	1,622	181	1,441	490	84	267	85	68	1,350	272	8	*	8	-
At Masters GL Standard	1,087	84	1,003	435	36	148	31	43	906	181	5	*	5	-
Total Tests	2,360	519	1,841	499	359	591	361	87	1,935	425	24	*	22	-
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	89%	66%	95%	100%	59%	74%	54%	97%	90%	82%	75%	*	86%	-
At Meets GL Standard or Above	76%	44%	86%	99%	31%	54%	28%	84%	78%	70%	63%	*	71%	-
At Masters GL Standard	56%	21%	66%	95%	11%	30%	10%	61%	58%	48%	38%	*	43%	-
Number of Tests														
At Approaches GL Standard or Above	804	132	672	184	82	168	79	30	673	131	6	*	6	-
At Meets GL Standard or Above	691	87	604	183	43	124	41	26	580	111	5	*	5	-
At Masters GL Standard	506	42	464	175	15	69	15	19	430	76	3	*	3	-
Total Tests	905	199	706	184	139	228	147	31	746	159	8	*	7	-
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	81%	47%	90%	100%	40%	61%	41%	91%	82%	76%	63%	*	71%	-
At Meets GL Standard or Above	61%	26%	70%	97%	19%	39%	16%	75%	61%	59%	25%	*	29%	-
At Masters GL Standard	34%	11%	40%	78%	11%	21%	7%	31%	33%	36%	13%	*	14%	-
Number of Tests														
At Approaches GL Standard or Above	735	93	642	185	56	138	60	29	615	120	5	*	5	-
At Meets GL Standard or Above	551	52	499	180	26	89	24	24	457	94	2	*	2	-
At Masters GL Standard	306	21	285	145	15	48	10	10	249	57	1	*	1	-
Total Tests	910	199	711	185	139	228	148	32	752	158	8	*	7	-

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)✦	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile ★	Foster	Homeless	Migrant
At Approaches GL Standard or Above	81%	47%	90%	100%	40%	61%	41%	91%	82%	76%	63%	*	71%	-
At Meets GL Standard or Above	61%	26%	70%	97%	19%	39%	16%	75%	61%	59%	25%	*	29%	-
At Masters GL Standard	34%	11%	40%	78%	11%	21%	7%	31%	33%	36%	13%	*	14%	-
Number of Tests														
At Approaches GL Standard or Above	735	93	642	185	56	138	60	29	615	120	5	*	5	-
At Meets GL Standard or Above	551	52	499	180	26	89	24	24	457	94	2	*	2	-
At Masters GL Standard	306	21	285	145	15	48	10	10	249	57	1	*	1	-
Total Tests	910	199	711	185	139	228	148	32	752	158	8	*	7	-
Science														
Percent of Tests														
At Approaches GL Standard or Above	89%	65%	97%	100%	50%	68%	64%	92%	91%	83%	*	-	*	-
At Meets GL Standard or Above	78%	45%	88%	100%	29%	51%	42%	83%	79%	76%	*	-	*	-
At Masters GL Standard	61%	21%	72%	98%	12%	30%	12%	75%	61%	57%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	245	40	205	65	21	47	21	11	200	45	*	-	*	-
At Meets GL Standard or Above	215	28	187	65	12	35	14	10	174	41	*	-	*	-
At Masters GL Standard	166	13	153	64	5	21	4	9	135	31	*	-	*	-
Total Tests	274	62	212	65	42	69	33	12	220	54	*	-	*	-
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	82%	47%	91%	100%	28%	55%	42%	92%	82%	80%	*	-	*	-
At Meets GL Standard or Above	61%	24%	71%	95%	8%	29%	18%	67%	64%	48%	*	-	*	-
At Masters GL Standard	40%	14%	48%	78%	3%	15%	6%	42%	42%	31%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	221	28	193	65	11	36	14	11	178	43	*	-	*	-
At Meets GL Standard or Above	165	14	151	62	3	19	6	8	139	26	*	-	*	-
At Masters GL Standard	109	8	101	51	1	10	2	5	92	17	*	-	*	-
Total Tests	271	59	212	65	39	66	33	12	217	54	*	-	*	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.
^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB (Current & Monitored), Special Ed (Current), or Highly Mobile.
★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.
✦ As of 2026, this group includes students who have received special education services in the preceding school year but not the current school year.

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is significant progress needed to close the gaps, which was a scaled score or 75.
Root Cause: Identify students who can move up a category; support EB and SPED students with academic growth.

School Processes & Programs

School Processes & Programs Summary

Killian Middle School teachers follow all state standards, or TEKS, as well as the Lewisville ISD curriculum guides for each content area. Teachers collaborate in Professional Learning Communities (PLC's) regularly to ensure best instructional practices, create common formative assessments, and prepare student interventions and enrichments. Staff also meet every three weeks in grade level teams to monitor student progress and create plans for interventions and accelerated learning. Teachers routinely meet with parents and students to ensure student success and address academic, behavioral, and social-emotional needs. Decision making is a shared responsibility of the campus leadership team with as much teacher input as possible. Staff receive ongoing professional learning throughout the school year, with support from district Learning and Teaching personnel. Communication is sent to families weekly via an email Smore newsletter from the principal. Staff and faculty plan and prepare a master schedule to meet the needs of students and consider special services, GT programming, fine arts programming, athletics, and clubs and yearly events to support student involvement and engagement. Killian is a Common Sense Media campus and students and staff complete ongoing technology training. Students utilize iPads and staff use Apple devices including Macbooks and iPads, One-Screen Panels in classrooms, and various other technology tools for instructional and learning purposes.

School Processes & Programs Strengths

Killian Middle School utilizes professional learning communities to positively impact student growth and success. Killian Middle School pursues highly qualified staff and volunteers. The Killian PTA and Castle Hills Educational Foundation provide tremendous support to our campus. They play a vital role in the positive culture of our campus. The campus works closely with teacher leaders and district leadership to collaboratively create an engaging and safe learning environment for all students.

Perceptions

Perceptions Summary

Killian Middle School has a strong, vibrant PTA that collaborates in partnership with our campus to support our school community. The campus hosts and participates in a myriad of annual events including Fall and Spring Open Houses, multiple pep rallies, fundraising events to support local nonprofits, 6th grade Social dance, 7th/8th Grade Dances, Killian Fall Fest, Halloween Hallway Celebrations, PTA Merry Mustangs, Red Ribbon Week, Kindness Week, Spring Multicultural Fair, Student Education Assemblies, Monthly student celebrations, Staff Appreciation events, Spring Awards ceremonies, 8th Grade End-of-Year "Come Together" dance, Parent education opportunities, and much more. The campus works hard to engage all stakeholders and strengthen the community/school relationship.

Perceptions Strengths

Killian Middle School offers many events for parents, the community, and students to participate in. We promote involvement in community service projects including several food drives throughout the year. Teachers bring in experts from the community to help our students understand how what they are studying connects to the world. We collaborate with our feeder elementary schools, fellow middle schools, and Hebron High School to be an inclusive and unified community. We connect with parents via weekly newsletters and our social media presence to highlight the amazing things happening at Killian.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Killian is working to improve communication to all families.
Root Cause: Killian staff work to bridge any communication gaps with families who speak languages other than English.

Priority Problem Statements

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: Ensure quality PLC planning time with a renewed focus on analyzing data, sound instructional strategies, and fidelity of focus on curriculum/standards. **Strategy's Expected Result/Impact:** improve student achievement/growth **Staff Responsible for Monitoring:** admin, department heads, teachers, support staff				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

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

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Strategies to achieve campus behavior goal. Implementation of Safe and Civil and Restorative Practices.	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
Strategy 2: All students belonging; 100% involvement/participation in either athletics, fine arts, or clubs	Formative			Summative
Strategy's Expected Result/Impact: empowering students to grow into confident and engaged contributors of the world around them **Staff Responsible for Monitoring:** admin, counselors, teachers, support personnel	Nov	Feb	May	

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

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

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

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

*Strategies included if this is a campus priority.

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

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

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

*Strategies included if this is a campus priority.

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

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

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

*Strategies included if this is a campus priority.

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

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

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

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

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

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

*Strategies included if this is a campus priority.

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

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

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

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

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Increase positive, proactive, and purposeful teacher communication with parents to strengthen relationships, keep families informed of student progress, and build an engaged partnership between home and school. **Strategy's Expected Result/Impact:** strengthening family-school partnerships and increasing parent satisfaction with communication, as measured by campus parent survey results. **Staff Responsible for Monitoring:** Admin/Staff				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

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

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

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

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details	Reviews			
	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

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