



Lewisville ISD

Public Hearing

Targeted Improvement Plans

February 9, 2026

LISD School Ratings

Overall Rating	2025 Ratings	2024 Ratings
A	25 campuses	22 campuses
B	13 campuses	17 campuses
C	12 campuses	12 campuses
D	6 campuses	6 campuses
F	5 campuses	4 campuses

2024 to 2025 Comparison

- 82% of LISD schools have an acceptable state rating
- 7 campuses improved by a letter grade
- 48 campuses maintained the same letter grade
- 7 campuses decreased letter grades
- **28 campuses had an increase in their overall score from 2024 to 2025**

School Improvement:

TEA Identified: Targeted Improvement Plans (TIPs)

- Rockbrook ES
- Huffines MS
- Lakeview MS
- Lewisville HS

Rockbrook ES

Rockbrook: ESF Lever Focus



1

Strong School Leadership & Planning

Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement.

1.3: Leadership

- The campus conducted a holistic needs assessment to identify areas of opportunity and strengths across the campus.
- Academic goals were set based on STAAR Comparison Data with grades 3-5.
- Campus leadership and instructional staff meet weekly to monitor progress and make appropriate instructional adjustments.
- The campus developed a Parent University based on discipline and attendance data with a goal to build a stronger home-school connection.

Rockbrook: ESF Lever Focus



5

Effective Instruction

Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

5.2: Build teacher capacity through observation and feedback cycles.

- The campus created a systems to ensure that there is a regular cadence to ensure all staff receive timely and actionable feedback.
- Provided professional development and engaged teachers in lesson internalization and rehearsals to strengthen tier one instruction.
- Campus administrators use the One Vision walkthrough tool to provide feedback.

Rockbrook: Action Steps

ONGOING

**WEEKLY PLC
MEETINGS**

ONGOING

**PROFESSIONAL
LEARNING FOCUSED
ON TIER 1
INSTRUCTION**

ONGOING

**WEEKLY CAMPUS
PLC'S TO ANALYZE
STUDENT
PERFORMANCE DATA**

ONGOING

**MATH HQIM
IMPLEMENTED IN
OCTOBER**

ONGOING

**COMMON
FORMATIVE
ASSESSMENTS**

ONGOING

**INSTRUCTIONAL
COACH HIRED TO
SUPPORT TIER 1
INSTRUCTION**

ONGOING

FLIPS COACHING: PRINCIPAL & Region XI COACH - 2 of 4 SESSIONS COMPLETED

Huffines MS

Huffines: ESF Lever Focus



4

High-Quality Instructional Materials & Assessments

All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor.

4.1: Formative Assessment

- Teachers consistently utilize district-adopted, TEKS-aligned instructional materials across core content areas. Blue Bonnet Math pilot and strong Tier 1 instruction support diverse learner needs.
- Campus maintains district assessment calendar and planned collaboration time to review formative and summative assessments to guide intervention and enrichment for students.
- Campus and district staff provide training, coaching, and instructional support to ensure effective implementation of adopted materials. Rigor and alignment are monitored by HFMS administrators and district staff through observation and feedback cycles.

Huffines: ESF Lever Focus



5

Effective Instruction

Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

5.3: Data-Driven Instruction

- Campus instructional leaders analyze disaggregated student data to monitor progress across all student groups, identify trends, and provide feedback that informs instruction.
- Campus leadership leveraged required district-led instructional and data support trainings in September, November, and February as protected time for teachers to engage in in-depth analysis, timely instructional adjustments and lesson internalization.
- Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

Huffines: Milestones

FULLY
IMPLEMENTED

**Academic Clarity
and Formative
Assessment**
observed during
TREND and One
Vision Walks

ONGOING

**Ongoing
PROFESSIONAL
LEARNING**
focused on strong
Tier 1 instruction
using One Vision
Framework

ONGOING

**Campus and
District
PLC'S** focus on
lesson
internalization,
intervention and
enrichment

FULLY
IMPLEMENTED

**Full
implementation
of Bluebonnet
Math curriculum
(Week 12)
In grades 6-8**

ONGOING

**District developed
UNIT EXAMS** used
to ensure grade
level alignment
and rigor

ONGOING

**Ongoing
ONE VISION
OBSERVATION and
FEEDBACK
coaching cycles**

ONGOING

FLIPS Coaching with Region XI I: 2 of 4 sessions complete

Lakeview MS

Lakeview: ESF Lever Focus



4

High-Quality Instructional
Materials and Assessments

**All students engage daily with
TEKS-aligned, high-quality
instructional materials, and
assessments that support
learning at appropriate levels of
rigor.**

Lever 4.1 Daily Use of High Quality Instructional Materials

- All CORE Teachers access LISD Secondary Curriculum (LHUB), and campus administrators monitor use of district approved materials and resources. The Principal ensures fidelity in curriculum implementation.
- Teachers provide explicit instructions for student behavior expectations in the classroom. January LEOPARD Camp used to re-teach student behavior expectations on campus. Behavior expectation videos shared with parents through Principal newsletter.
- District Learning and Teaching staff support lesson design to provide high-yield instruction that is differentiated for all students, including special populations. Math and ELAR instructional facilitators dedicate time to individual teachers as well as departments.
- Blue Bonnet math pilot, grades 6-8 was initiated in October. Teachers received, 12 hours of formal learning, weekly observation and coaching, planning and PLC's with the guidance of district Learning and Teaching staff.

Lakeview: ESF Lever Focus



5

Lever 5.2 Build teacher capacity through observation and feedback cycles

- Campus instructional leaders and district staff have conducted over 150 classroom visits to collect trends, observe classroom instruction, and monitor student learning. FLIPS coaching reinforces instructional leadership as well.
- Campus instructional leaders provide both in-person and written feedback to staff with high leverage action steps. New and associate teachers require more in-depth training and modeling.
- Campus principal has implemented a revised schedule and protocols to review student data to reflect on student progress and provide feedback to teachers for intervention and enrichment, in a timely manner.

Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Lakeview: Milestones

ONGOING

Ongoing use and monitoring of
**ONE VISION LESSON
DESIGN TOOL**

ONGOING

Instructionals
strategies shared with
teachers weekly to
enhance TIER 1
INSTRUCTION,
scaffolding, and EB
strategies

ONGOING

Intercampus PLC with
TC middle school to
enrich TIER 1 AND TIER
2 INSTRUCTION
among singleton
teachers

FULLY
IMPLEMENTED

Full implementation
of Bluebonnet Math
curriculum
(Week 12)
In grades 6-8

ONGOING

Ongoing TREND, One
Vision, and LEAD
observations provide
feedback and coaching
and reinforce ESF
Diagnostic
recommendations

ONGOING

ELAR
Instructional
facilitator provides
weekly planning
sessions and
coaching

FLIPS Coaching with Region XI I: 1 of 4 sessions complete

Lewisville HS

Lewisville HS: ESF Lever Focus



4

High-Quality Instructional Materials and Assessments

Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement.

Lever 4.1 - High Quality Instructional Materials & Assessments

- Teachers have access to and use high-quality instructional materials that:
 - a. fully cover state standards
 - b. are aligned to research-based instructional strategies
 - c. meet the needs of all students, including special populations. • •
- Teachers are provided training and support to implement instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.
- Instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.

Lewisville HS: ESF Lever Focus



5

Lever 5.3 - Data Driven Instruction

Effective Instruction

Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

- Teachers, campus administrators, and LISD Curriculum Facilitators will work together in PLCs to analyze student performance data yielded from common assessments.
- After reviewing formative and summative assessment data, teachers and administrators will discuss:
 - a. High areas of student achievement and how that can be replicated across all classrooms.
 - b. Lower areas of student understanding, and what changes need to be made moving forward to increase student learning.

Lewisville HS: Milestones

WEEKLY
PLC'S and DISTRICT
PLC's / ANALYZE
STUDENT
PERFORMANCE
DATA

IMPLEMENTATION
OF CBAs AND
COMMON
ASSESSMENTS IN
ENGLISH 1, 2 &
ALGEBRA 1

OBSERVATION
AND TEACHER
FEEDBACK CYCLES
BASED ON ONE
VISION
FRAMEWORK

CAMPUS DATA
TRACKER
DEVELOPMENT
TO TRACK
STUDENT DATA
8TH THRU 10TH
GRADE

PROFESSIONAL
LEARNING
FOCUSED ON RBIS

ADJUSTED
COURSE
OFFERINGS TO
MAXIMIZE
STUDENT
OPPORTUNITIES
TO MEET CCMR

LEAD4WARD:
DATA MEETING &
PROFESSIONAL
LEARNING
OPPORTUNITY

FLIPS TRAINING PROVIDED FOR TRIAD CAMPUS PRINCIPALS



Lewisville ISD

Thank You