Lewisville Independent School District

District Improvement Plan

2026-2027

Board Approval Date: September 14, 2026
Public Presentation Date: August 10, 2026

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 high 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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lewisville ISD serves 46,000+ students in grades EE, PK, and KG-12. The district features two dedicated Early Childhood Campuses (Lillie J. Jackson and Vernell Gregg) that provides Pre-Kindergarten (PK) classrooms and 19 elementary campuses also provide PPCD. In addition to the early childhood campus, LISD has 33 elementary schools, 15 middle schools serving students in 6th grade through 8th grade, and five high school feeder patterns. Additionally, facilities in LISD include two Career Centers (TECC-E & TECC-W), a Night High School, Special Education Support Center, Student Success Center and the Lewisville Learning Center. Unique learning experiences are provided through LISD Outdoor Learning Area (LISDOLA), Collegiate Academy, STEM Academies, Discovery PreK Academy, and Virtual Learning Academy (VLA).

The demographics of LISD students are: 33.4% Hispanic, 32.7% White, 17.1% Asian, 11.3% African-American, 5.5% American-Indian/Pacific Islander/Two or More Races. 36.3% are economically disadvantaged, 19.8% Special Education, 11.2% Gifted/Talented and 23.7% are English Learners.

The demographics of LISD teachers are: 73.2% White, 13.3% Hispanic, 7.5% African-American, 6% Asian/American-Indian/Pacific Islander/Two or More Races. Approximately 28.5% of teachers are within 1-5 years of experience. Approximately 71.5% of teachers have six or more years' experience. The average years of teaching experience is 12.7 and the average years of teacher experience with the district is 8.7. LISD has a teacher turnover rate of 16.9%, compared to 18.8% for the state.

Demographics Strengths

In Lewisville ISD:

- 95.6% of students attend school regularly
- 95.1% of ELL students attend school regularly
- 94.6% of Economically Disadvantaged students attend school regularly
- All campus leaders and district leaders walk classrooms regularly and collect instructional data with curriculum alignment and trend walkthrough instruments
- The district's annual dropout rate was 0.8% (class of 2023-24, grades 9-12)
- LISD has a teacher turnover rate of 16.9%, compared to 18.8% for the state
- The average years of teaching experience is 12.7 and the average years of teacher experience with the district is 8.7.

- Data source: 2024-25 TAPR

Problem Statements Identifying Demographics Needs

Problem Statement 1: Maintaining highly qualified staff. Finding highly qualified staff for special programs (SPED, EB).
Root Cause: Fewer certified staff and graduates interested in employment. Increased workload and required paperwork.

Student Learning

Student Learning Summary

Lewisville ISD students, on average, score above state and national averages on college and career readiness exams. Lewisville ISD students average a 23.6 on the ACT exam, the state average is 19.3. Lewisville ISD students average an 1103 on the SAT exam, the state average is 975.

The LISD Class of 2024 had a 96.8% graduation rate, state was 90.7%.

92.6% of EB/EL students graduated compared to 85.7% at the state level.

93.7% of students served in Special Education graduated compared to 80.9% for the state.

The five year graduation rate for the Class of 2023 was 96.7% with the EB/EL rate reaching 86.8% and SPED was 93.6%.

69.1% of graduates were College, Career, and Military ready, compared to state 81.8%.

58.5% of LISD graduates were College Ready compared to 70% of the state.

LISD exceeds the state participation rate for math AP courses. The TEA formula is limited to 11th and 12th grades, so not all LISD participants are included as may take AP courses in 9th and 10th grades. For example, students taking AP Human Geography and AP Biology as Freshman are not reflected in the TAPR calculations.

In 2024, 18.4% of graduates completed a dual credit course.

At the end of the 2025-26 school year:

- 75% of 1st grade students demonstrated overall readiness in literacy
- 83% of 2nd grade students demonstrated overall readiness in literacy

The above data comes from LISD Readiness Dashboards, LISD Campus profiles, TAPR, and 2025-26 Board Student Learning Update Presentations

State mandated test data for students in grades 3-12 can be located in the Texas Academic Performance Report (TAPR) on the district website at https://www.lisd.net/our-district/all-departments/data-and-ratings/state-accountability

Student Learning Strengths

1. Maintaining strong graduation rates overall and for students served in EB and Special Education programs.
2. The LISD Class of 2024 had a 96.8% graduation rate, state was 90.7%.
3. LISD students outperform the state on AP, SAT, and ACT exams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The graduation rate is not 100%
Root Cause: Student needs vary greatly, as do underlying causes that create the need and our time/talent/funds are a limited resource.

Problem Statement 2 (Prioritized): 69% of graduates were College, Career and Military ready
Root Cause: Definition of CCMR presents challenges as well as not adapting to student change in pathways.

District Processes & Programs

District Processes & Programs Summary

The district approved a Long Range Plan in spring 2026 and has created a strategic process to monitor implementation as part of the continuous improvement cycle. The onboarding process has been streamlined to align with the new vision, mission, and beliefs to ground new hires in LISD values. Each campus and department participates in goal setting and develops strategies to ensure achievement of targeted outcomes on campus and district scorecard. The district continues to evaluate opportunities for changes to programs and processes that will address declining enrollment and revenue.

District Processes & Programs Strengths

1. Clear direction and alignment in priorities with the Long Range Plan and scorecard.
2. Thorough 3-year support program to grow first year teacher.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Declining revenue and enrollment
Root Cause: Changing enrollment patterns, instructional expectations, and financial conditions due to evolving needs, demands, funding sources.

Perceptions

Perceptions Summary

LISD continues to prioritize building partnerships with stakeholders to understand and respond to stakeholder perceptions through surveys, input groups, committees, and communication. Feedback from families and stakeholders is used to inform decisions, strengthen relationships, and improve the overall district experience. Through staff feedback loops and engagement opportunities, the district gathers input to identify opportunities for continuous improvement. The district's commitment to fostering a positive work environment is reflected through recognition, including being named among Forbes' Best Employers, and highlighted for strong culture.

Survey data indicate that:

92% of families feel they receive the appropriate amount of communication from the district

90% of families feel they receive the appropriate amount of communication from their campus

81% of families feel they receive the appropriate amount of communication from their teacher

96% indicate positive customer service experience

Perceptions Strengths

1. A high percentage of parents indicated their child is glad to come to school.
2. District recognized for strong culture with multiple Forbes best place to work and culture awards.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Less than 100% of students have a staff member they are comfortable talking to.
Root Cause: Building trusting relationships and connections with staff and students takes time and intentional work.

Problem Statement 2: Minimal opportunities to develop a network of active partners
Root Cause: Engagement typically limited to enrolled stakeholder.

Priority Problem Statements

Problem Statement 1: The graduation rate is not 100%

Root Cause 1: Student needs vary greatly, as do underlying causes that create the need and our time/talent/funds are a limited resource.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 69% of graduates were College, Career and Military ready

Root Cause 2: Definition of CCMR presents challenges as well as not adapting to student change in pathways.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Intervention data
- Other
    - iReady data and indicators of progress for reading and math

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

Goals

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

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

High Priority

HB3 Goal

Evaluation Data Sources: Scorecard measures to include Reading and Math Assessment, Readiness dashboard measures, and walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Support implementation of K-12 math high-quality instructional materials (HQIM) through regular instructional walk-throughs, feedback, and targeted classroom support Develop and facilitate professional learning and participate in data conversations at identified campuses to monitor and support student achievement Provide campuses with training and guides to assist in data verification and identification of areas of need Establish district assessment calendar that outlines specific expectations for unit assessment Utilize the MS Diagnostic program to monitor student learning and growth School Chiefs and L&T admin attend and support data-checks at targeted improvement campuses Refine PLC district model expectations and conduct Principal Connect PLC to analyze data on a monthly basis School Chiefs will review student achievement data during all TPESS conferences **Strategy's Expected Result/Impact:** See Imagine 2030 district scorecard for targeted outcomes for Goal 1 **Staff Responsible for Monitoring:** Learning and Teaching Schools Assessment and Evaluation **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Align Special Education and Counseling systems by creating CCMR tracking tool, conducting data dives, and establishing routine pre-ARD collaboration to optimize four-year planning and post-secondary outcomes Create and deploy a standardized district-wide CCMR tracker on each high school campus to monitor student progress toward post-secondary readiness Ensure the successful districtwide implementation and adoption of OneScreen Interactive flat panel through coordinated installation, differentiated professional learning, and responsive ongoing support **Strategy's Expected Result/Impact:** See Imagine 2030 district scorecard for targeted outcomes for Goal 1 **Staff Responsible for Monitoring:** Learning and Teaching Schools Assessment and Evaluation **Problem Statements:** Student Learning 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The graduation rate is not 100% **Root Cause**: Student needs vary greatly, as do underlying causes that create the need and our time/talent/funds are a limited resource.
Problem Statement 2: 69% of graduates were College, Career and Military ready **Root Cause**: Definition of CCMR presents challenges as well as not adapting to student change in pathways.

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.

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

<table>
<tr><th rowspan="3">Strategy 1 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Nov</th><th>Feb</th><th>May</th><th></th></tr>
<tr><td>Strategy 1: Train all Principals and Aps on One Vision Walkthrough instrument
Implement the One Vision Walkthrough instruction and utilize data analysis to determine trends
Develop and deliver One Vision Train the Trainer module to support implementation of the expected high-yield instructional strategies as measured by the One Vision Walkthrough form
Instructional facilitators for continuous improvement and results - facilitators build staff capacity in high-need schools through job-embedded coaching, professional learning, and actionable feedback.
Progress will be monitored through campus walks and regular student data checks
Intentional planning of job-embedded professional learning through PLCs aligned to student needs and staff growth areas
Special Education implementation of ULS (Unique Learning System) evidenced-based curriculum to connect instruction, assessment, IEP development, and student progress in Life Skills classrooms districtwide. The consistent use of this standards-aligned curriculum K-12 will provide objective progress monitoring and BOY/MOY/EOY Benchmark Assessments to demonstrate both growth and accelerated learning for students accessing learning through pre-requisite skills.
Strategy's Expected Result/Impact: Walkthrough data
academic data
Staff Responsible for Monitoring: Learning and Teaching, Schools

Problem Statements: Student Learning 1</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">No Progress   Accomplished   Continue/Modify   Discontinue</td></tr>
</table>

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The graduation rate is not 100% **Root Cause**: Student needs vary greatly, as do underlying causes that create the need and our time/talent/funds are a limited resource.

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.

Evaluation Data Sources: Scorecard measures to include survey and input group data, safety reports, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Prioritize trends and patterns in data to establish campus behavior goals at scorecard check-ins Embed Safe and Civil strategies into Campus Improvement Plan and review progress in dedicated Behavior PLC bi-monthly in Principal and AP Connect Implement and monitor Safe and Civil Schools framework district-wide using tiered supports, targeted walks, and monthly bite-sized staff modules. Support principals in the implementation with effective supervision plans Utilizing PLE Implementation Specialists and behavior technicians across the district to support PLE. Utilize monthly Student Services disproportionality and placement data to identify trends and provide targeted support to campuses in implementing restorative practices that foster student accountability, repair harm and rebuild trust Deploy Reg Ed bus monitors strategically on targeted routes to address bus rider routines and procedures. Establish clear behavioral expectations for teaching of students and families at student orientations **Strategy's Expected Result/Impact:** see Imagine 2030 scorecard measures for 2026-27 **Staff Responsible for Monitoring:** School Chiefs Schools Dpt Student Services				

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.

Evaluation Data Sources: Scorecard measures to include attendance reports, dropout data, student survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Expansion of Student Leadership Experience (SLE) Implement a 6-week review cycle to review dropout and attendance data at the campus level. Provide campuses with lists of students not engaged in an activity twice a year. Establish end of year retention/summer school processes for campus administration and counselors. School chiefs will review opportunities for student engagement in activities and clubs during all TPESS conferences with principals (BOY, MOY, EOY) Train all Principals and AP's on the Principal Playbook defining leadership essentials. Create a monitoring system for providing actionable feedback to Principals related to the articulated expectations in the playbook. District department collaboration and execution of training through Principal Connect and One Vision Leadership Teams to support implementation of the Principal Essential Playbook. **Strategy's Expected Result/Impact:** See Imagine 2030 scorecard measures for 2026-27 **Staff Responsible for Monitoring:** School Chiefs and Schools Dpt. Student Services Chief of Staff				

No Progress Accomplished Continue/Modify Discontinue

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.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Utilize annual facility assessment and efficiency assessment to monitor facility utilization Conduct ongoing budget performance meetings with key departments related to large-scale programs and budget efficiencies (Transportation, Special Ed, and Learning & Teaching) Identify budget reductions aligned to Board Guiding Principles Continue to align central office and campus staffing levels in alignment with enrollment decline Conduct ongoing analysis of operational costs due to budget reductions over the past several years. This includes adjusting per student licensing, right sizing our fleet of devices, implementing or developing new or different software, etc. Receive Transparency Star for Contracts & Procurement Partner with the Education Foundation for new revenue sources **Strategy's Expected Result/Impact:** See Imagine 2030 scorecard measures for 26-27 **Staff Responsible for Monitoring:** Finance				

No Progress   Accomplished   Continue/Modify   Discontinue

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.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Implement LISD Everywhere virtual learning options Address bilingual programming Bring integrated services in house (pest management, blackflow testing) Receivable for sponsorships and ESD payment tracking Oversee SHARS implementation by ensuring staff have the necessary training, parent consents are obtained, and providers are documenting services promptly and correctly. Consider service providers for SHARS reimbursement. Continue to seek high cost fund reimbursement for students served in special education programming with three times the APPE. Apply for state grants to support special education program implementation when available. Partner with School Revenue Partners **Strategy's Expected Result/Impact:** See Imagine 2030 scorecard measures for 26-27 **Staff Responsible for Monitoring:** Finance Virtual Learning Schools Chief of Staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Course numbering scheme review in SIS Explore 3rd party comprehensive enrollment system SIS leveraging AI for operational efficiency - task force recommendations and prioritize dpt Explore and consider implementation of AI for service desk tier 1 support Continue of revenue mgm Implement Q-ERP time off Implement website AI chatbot to assist in finding accurate information **Strategy's Expected Result/Impact:** see Imagine 2030 scorecard measures for 26-27 **Staff Responsible for Monitoring:** Fiance Technology Communications				

No Progress | Accomplished | Continue/Modify | Discontinue

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.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Engage community partner networks through regular, structured updates to build informed ambassadors Develop turnkey resources to build consistent community understanding of public school finance and legislative priorities Broaden outreach and community capacity by leveraging RYHT fellowship to and equip local leadership and community partners with tools and resources Provide timely updates to community partners to build clear, aligned messaging regarding school funding realities during legislative session Expand finance/budget training for campus/department administrators and budget managers **Strategy's Expected Result/Impact:** See Imagine 2030 measures **Staff Responsible for Monitoring:** Finance Chief of Staff Communications				

No Progress Accomplished Continue/Modify Discontinue

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.

Evaluation Data Sources: Scorecard measures to include Human Resource staffing reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Yearly evaluation of compensation (including place in the market and hard to fill areas) Research and implement strategies to use K12JobSpot for soliciting and recruiting out-of-area candidates. Evaluate AI-driven recruiting platforms to conduct a cost-benefit analysis on nationwide sourcing automation. Partner with the University of North Texas to increase the number of residents in LISD. Identify and attend 5 new Bilingual/Special Education-focused job fairs that LISD has not previously attended Grow your own Certified Academic Language Practitioner (CALP) for dyslexia interventionists. Recruit and select paraprofessionals to add to our Dallas College Cohort maintaining participants to 25 or more. **Strategy's Expected Result/Impact:** Imagine 2030 measures **Staff Responsible for Monitoring:** Human Resources Technology				
No Progress Accomplished Continue/Modify Discontinue				

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.

Evaluation Data Sources: Survey results, feedback data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Conduct listening circles with two targeted groups of current employees to gather direct feedback Establish a transparent communication cadence to report back to listening circle groups and staff on informed decisions based on feedback Equip campus leaders with turnkey protocols to establish an ongoing feedback loop with staff at campus level. Embed one-question surveys into internal staff updates to gauge clarity Analyze exit survey feedback to identify the top three district-influenced reasons employees voluntarily leave the district. Develop and implement targeted strategies to address these areas, with measurable actions designed to improve employee satisfaction and increase retention. **Strategy's Expected Result/Impact:** Imagine 2030 measures on feedback loops **Staff Responsible for Monitoring:** Human Resources Chief of Staff Accountability and Evaluation Leadership Team				

No Progress Accomplished Continue/Modify Discontinue

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.

Evaluation Data Sources: Scorecard measures to include survey results, input group feedback, communication reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Reimagine district parent communications using concise, scannable format to optimize readability, accessibility, and engagement Add quick one-question surveys to district communications to measure clarity and gather actionable feedback Establish communication content toolkit to support campuses and Brand Ambassadors Share campus exemplars and communication success stories, model language with campus leaders and brand ambassadors Increase participation in Brand Ambassadors. Provide toolkit and monthly tasks and shareables Use social media data dashboards to monitor effectiveness and share successes Launch senior network to engage local senior citizens through VIP campus access, updates, and volunteer opportunities as active partners. Host realtor breakfast and briefing to provide shareable facts toolkit, highlight district achievements, and points of pride Optimize and monitor district chat-bot performance for accuracy, themes, and customizing content based on needs Spotlight campaign to reconnect with graduates and celebrate achievements Continue Agreement with PTA and highlight at Principal Connect Engage with local PTA for legislative advocacy in the 90th Legislative Session Educate parents and community on critical bills and legislation that impact public education **Strategy's Expected Result/Impact:** Imagine 2030 measures, survey results **Staff Responsible for Monitoring:** Communications Chief of Staff Accountability and Evaluation Leadership Team				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 6: Federal and State Mandates

Performance Objective 1: Coordinated Health - School Health Advisory Council (SHAC) Strategies

Evaluation Data Sources: Annual report to the Board of Trustees

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Hold regular meetings of the SHAC throughout the school year in alignment with Texas Education Code. **Strategy's Expected Result/Impact:** Committee membership will reflect diverse perspectives of the community along with district staff to focus on initiatives that are related to student health and well-being. **Staff Responsible for Monitoring:** SHAC leads, Student Services				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 6: Federal and State Mandates

Performance Objective 2: Comprehensive School Counseling Program - Trauma Informed Care and Positive Behavior Supports

Evaluation Data Sources: Staff training data, counselor data and logs, counseling dpt reports, discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: LISD incorporates and implements trauma informed care practices through: Increasing staff and parent awareness of trauma-informed care by using resources developed by TEA. Increased awareness in staff compliance training materials. Counselors are trained on the (Adverse Childhood Experiences Study) ACEs practices which is highlighted as an intervention/awareness practice by TEA. Implementation of trauma-informed practices with Trust Based Relational Intervention (TBRI) and ACES (included in BOY training). Dedicated school counseling staff who are trained in providing support to students experiencing grief and/or in need of trauma support. Training for staff is based on best practice research and evidence based materials. The Substance Abuse and Mental Health Services Administration (SAMSHA) registry is the go to for recommended best practice or evidence-based practice. The Guidance and Counseling team is integrating Trust Based Relational Intervention (TBRI) in all campus counselor training at the local level. This practice does meet the criteria for evidence based. LISD staff receive Mental Health Awareness training. In addition to district partnerships with local resources like MHMR and other ancillary mental health authorities, the district has invested in experts on staff to ensure comprehensive school program and trauma informed care mandates are met. **Strategy's Expected Result/Impact:** Eduphoria Strive keeps track of professional learning and hours earned by staff in trauma informed care and mental health and wellness learning **Staff Responsible for Monitoring:** Schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Counseling and Social Work team presents staff and student education on the prevention and legal responsibilities related to dating violence. Awareness and training information provided to staff in compliance training materials. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parent notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law. **Strategy's Expected Result/Impact:** Increasing education and reporting pathway to support students in participation in healthy dating relationships **Staff Responsible for Monitoring:** Schools				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: Federal and State Mandates

Performance Objective 3: Federal and State Program Strategies (ESSA, Funding)

Evaluation Data Sources: 2026-27 Every Student Succeeds Act (ESSA) Application for Federal Funding, other LISD grant applications and compliance submissions

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: All Title I campuses will receive training and regular support from the federal programs administrator, who will attend trainings to ensure that all LISD federal programs are in compliance. Training materials, office supplies, Title I Crate software, travel expenditures, and other administrative costs are expected; approximately $75,500 in T1 expenditures are anticipated for this initiative. The Title I administrator will ensure that federally required equitable services are provided to participating private/nonprofit schools; approximately $20,000 in Title I expenditures are anticipated. School attendance areas for Title I funding purposes will use Free or Reduced Lunch eligibility for poverty criteria. **Strategy's Expected Result/Impact:** Schools with 40% or more of students receiving Free or Reduced Lunch will receive federal funding through the Title I program. All expenditures will be supporting a need identified by a comprehensive needs assessment, supporting a goal in the campus or district improvement plan, necessary and reasonable, evaluated by the end of the grant period, and providing an upgrade to the entire educational program. 27 campuses will be served through the SchoolWide model. **Staff Responsible for Monitoring:** Finance, Title I Campuses				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: The Title II administrator (1 FTE, Title II-funded) will provide professional learning services, district-wide, to support campus staff in growth and practices in alignment with DIP and CIP goals. A review process is in place to ensure that the learning carried out under Title II is aligned with the State academic standards and Title II guidelines. Multiple committees, including the District Advisory Council, the Learning and Teaching leadership team and the school chiefs, discuss and advise on the priorities for Title II fund spending as part of an ongoing process based on data. Federally required equitable services will be provided to participating private/nonprofit schools. District initiatives approved for Title II funding support mentoring/induction of teachers and principals, recruiting and retaining using teacher leaders, support school climate and culture, provide educators with knowledge and skills to enable students to succeed in a well-rounded education to meet the challenging state academic standards. Initiatives include but are not limited to Restorative Practices and Safe and Civil Schools, recruiting and inducting residency and mentorship programs, professional development focused on differentiation and other instructional practices aligned with LISD curriculum to drive district and campus goals. Funds are prioritized to serve schools with high needs and areas identified based on needs assessments. **Staff Responsible for Monitoring:** Finance, Professional Learning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: The Title III specialists (8 FTE, Title III-funded) will provide services to support students who are identified as English Learners in PEIMS. The Title III secretary (1 FTE, Title III-funded) will provide program support to the Title III grant program. District initiatives for Title III funding include but are not limited to the summer language enrichment programs (SOAR, NISA, Spanish Academies, and other opportunities), and supplemental resources and materials purchased to support English Learners' academic success. Additional funds are allocated to campuses. These funds primarily meet the needs of individual students, by providing resources and materials directly to English Learner classrooms across the district. Estimated Title III, Part A-ELA grant costs are 90% for district initiatives which directly target supporting English Learners based on campus needs as determined by student achievement levels, and 10% for campus-level expenditures targeting individualized needs. **Strategy's Expected Result/Impact:** Program enrollment and student achievement will reflect language acquisition. **Staff Responsible for Monitoring:** Finance, Learning and Teaching				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: The Title IV program will support the ACE Partnership Plan with CISNT, facilitating the after-school programs at four campuses identified by percentage of students served by the free or reduced lunch program, percentage of students identified as at-risk, and student achievement. Approximately $100,000 in Title IV expenditures are anticipated for this program. These expenditures specifically target the support of safe and healthy students. Approximately $100,000 amount utilized for the salary of the LISD Title IV STEM Specialist (1 FTE, Title IV-funded) will provide STEM program support to any campus not currently receiving ongoing STEM support on a daily or weekly basis. The STEM Specialist will drive the Wonder Wagon to 14 campuses for the 26-27 school year serving approximately 3,500 students. Approximately $248,000 In Title IV expenditures are anticipated for this program. Every STEM Academy will be supported by Title IV funds, including but not limited to the STEM certification process, STEM-specific instructional curriculum, supplies, and materials, and items to support the professional learning of educators who are employed at the STEM academy, specific to STEM-centered instruction and curriculum. This includes robotics and computer programming needs that specifically target classroom instruction K-8. Both the wondwer wagon the secondary STEM programs will target the support of well rounded education. Federally required equitable services will be provided to participating private/nonprofit schools; approximately $24,000 in Title IV expenditures are anticipated.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 5: Lewisville ISD receives additional state and federal funding from other programs, including but not limited to Perkins V, SPED Consolidated (IDEA-B) and LASO cycle 4. These sources of funding provide resources for the district in meeting our goals, and in honoring our promise to students, staff, parents, and the communities we serve. **Strategy's Expected Result/Impact:** Efficient use of funding to support student needs				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: Federal and State Mandates

Performance Objective 4: Implement coordinated systems that ensure equitable access, educational stability, and targeted supports for students experiencing homelessness and migratory students.

Evaluation Data Sources: NGS generated reports, activity log, sign in sheets, Free breakfast and lunch program.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: McKinney-Ventro Enroll students who seek to enroll and do not have the required enrollment documents. Students are referred to the counselor in order that the counselor can discern if they are entitled to be served under McKinney-Vento. If so, the counselor works to get services set up. Students and families who come to enroll, and disclose a homeless status, are referred to the counselor for wrap-around services to be initiated. Through collaboration with campus admin and attendance clerks, students served by McKinney-Vento who have attendance concerns, are referred to the counselor in order for the counselor to meet with the student and work with the families to overcome any attendance obstacles. Interventions range from individual counseling to connection to community resources. **Strategy's Expected Result/Impact:** Attendance records academic success **Staff Responsible for Monitoring:** Schools, Counseling and Social Work.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Migrant Education Program Monitor the progress of Migrant Education Program (MEP) students who are Priority for Service . Run monthly reports to identify migratory children and youth who require priority access to MEP services. Develop a Priority for action plan for serving MEP students. Communicate the progress and determine needs of PFS migrant students. Provide campus principals and appropriate staff information on Priority of Service criteria and updated TX-NGS Priority for Service reports. Provide parents of PFS students information on the PFS criteria and resources. Parents will be invited to communicate feedback to ESC MEP on student needs. Provide services to PFS migrant students. Use PFS reports to give priority placement to these students in migrant education program activities. Ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. Determine what federal, state, or local programs service PFS students. Access to community resources at region Parent Advisory Council meetings **Strategy's Expected Result/Impact:** NGS generated reports signed plan reviewed by ESC MEP staff Documentation of reports, activity log, sign in sheets from PAC meetings **Staff Responsible for Monitoring:** Finance, federal programs. Counseling				

No Progress　Accomplished　→ Continue/Modify　✕ Discontinue

Goal 7: Student Achievement / State Mandated Testing / Safeguards

Performance Objective 1: Use state assessment and accountability data to drive continuous improvement through strategic analysis of state assessment data, continuous progress monitoring and implementation of campus improvement requirements.

Evaluation Data Sources: CBA's, local tests, STAAR data, TAPR, RDA

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. . Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware. **Strategy's Expected Result/Impact:** Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate. **Staff Responsible for Monitoring:** Accountability and Evaluation Learning and teaching Schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Develop, implement, and monitor Targeted Assistance Plans (TAPs) and Targeted Improvement Plans (TIPs) for identified campuses. **Strategy's Expected Result/Impact:** Achievement of all students as indicated on local academic performance data and STAAR **Staff Responsible for Monitoring:** Accountability and Evaluation Learning and Teaching Schools				

No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Adams, Audrey - Admin	Senior Accountant	Title 1 Part A	.25
Bullough, Michaela - Admin	Secretary of Federal Programs	Title 1 Part A	.5
Garrison, Elizabeth - Hedrick	Title 1 Sec Instructional Facilitator	Title 1 Part A	.5
Garrison, Elizabeth - Huffines	Title 1 Sec Instructional Facilitator	Title 1 Part A	.5
Ridinger, Kerise - Admin	Coordinator of Federal Programs	Title 1 Part A	.85
Smith, Veronica - Admin	Compliance Specialist	Title 1 Part A	1
Zamora, Sandra - Lewisville ES	Title 1 Elem Instructional Facilitator	Title 1 Part A	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

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 District 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

Addendums

Board Outcome Goal- District: 3rd Grade I-Ready Reading Goal									
Early Childhood Literacy Board Outcome Goal									
The percent of 3rd grade students that meet grade level on I-Ready Reading or achieve goals set in IEP's in Reading will increase according to targets for each student group as shown in the table below by June 2031.									
Closing the Gaps Student Groups Yearly Targets									
	All Students	AA	As	H	2+	W	Sp. Ed.	Eco. Dis.	EB
2027	78.5%	75.5%	90.3%	78.5%	86.3%	82.3%	78.5%	76.8%	77.1%
2028	78.7%	78.0%	90.4%	78.7%	86.4%	82.4%	78.7%	78.0%	78.2%
2029	79.0%	79.0%	90.5%	79.0%	86.5%	82.5%	79.0%	79.0%	79.0%
2030	79.2%	79.2%	90.6%	79.2%	86.6%	82.6%	79.2%	79.2%	79.2%
2031	79.3%	79.3%	90.7%	79.3%	86.7%	82.7%	79.3%	79.3%	79.3%

Board Outcome Goal- District: 3rd Grade I-Ready Math Goal									
Early Childhood Math Board Outcome Goal- I-Ready Math									
The percent of 3rd grade students that meet grade on I-Ready Math or achieve goals set in IEP's in mathematics will increase according to targets for each student group as shown in the table below by June 2031.									
Closing the Gaps Student Groups Yearly Targets									
	All Students	AA	As	H	2+	W	Spec. Ed.	Eco. Dis.	EB
2027	76.5%	76.0%	87.3%	76.0%	76.5%	83.3%	73.5%	75.0%	73.5%
2028	76.7%	77.0%	87.4%	76.5%	76.7%	83.4%	75.0%	76.0%	75.0%
2029	77.0%	77.0%	87.5%	77.0%	77.0%	83.5%	77.0%	77.0%	77.0%
2030	77.2%	77.2%	87.6%	77.2%	77.2%	83.6%	77.2%	77.2%	77.2%
2031	77.3%	77.3%	87.7%	77.3%	77.3%	83.7%	77.3%	77.3%	77.3%

Board Outcome Goal- District: CCMR Goal										
CCMR Board Outcome Goal										
The percentage of graduates that engage in CCMR related indicators will increase according to targets for each student group as shown in the table below by June 2031.										
Closing the Gaps Student Groups Yearly Targets										
	All Students	AA	As	H	2+	W	Sped Ed	Eco. Dis.	EB	Cont. Enrolled	Not Cont. Enrolled
2027	84.8%	84.5%	95.4%	82.0%	84.8%	90.4%	74.0%	84.0%	74.0%	89.4%	79.0%
2028	85.0%	85.0%	95.5%	83.0%	85.0%	90.5%	75.0%	85.0%	75.0%	89.5%	80.0%
2029	85.5%	85.5%	95.5%	84.0%	85.5%	90.6%	76.0%	85.5%	76.0%	89.6%	81.0%
2030	86.0%	86.0%	95.5%	85.0%	86.0%	90.7%	77.0%	86.0%	77.0%	89.8%	81.5%
2031	86.5%	86.5%	95.5%	86.0%	86.5%	90.8%	78.0%	86.5%	78.0%	90.0%	82.0%