Austin Independent School District

LBJ High School

2025-2026 Campus Improvement Plan

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Mission Statement

To graduate all students of Lyndon B. Early College High School college, career, work, and life ready.

Vision

All students are authentically engaged in classroom activities that require them to read, write, listen and speak to their maximum potential everyday.

Value Statement

At LBJ, we will
Make decisions in the best interest of students.
Operate in a Spirit of Excellence.
Engage in honest and professional learning dialogue.
Remember that it's a Family/Villiage Affair.
Work together to build positive and productive relationships.
Lyndon Baines Johnson Early College High School

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Goals

Goal 1

Austin ISD Stronger Together
By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 1

☑ **High Priority** ☑ **Dual Capacity/Caregiver Engagement Goal**

(CPM 2.1) Enhance community collaboration by developing strategies to implement the Dual Capacity Building Framework for Family-School Partnerships and increase school family partnerships by 25%.

Evaluation Data Source: Plan4Learning

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Recommendation: Launch a Family Engagement Leadership Academy (FELA) by Fall 2026 This initiative will train both school staff and a cohort of family leaders to co-develop and lead family engagement strategies aligned with the Dual Capacity Framework. The Academy should include: Monthly collaborative workshops focused on key framework components: trust-building, cultural responsiveness, shared responsibility, and co-learning. Biannual community forums co-hosted by family and staff leaders to gather input, share outcomes, and align school goals with community needs. Ongoing coaching and reflection sessions for staff and families to assess progress and adapt strategies using data and feedback loops.

Performance Objective 2

☑ **High Priority**

100% of teachers on campus will utilize inclusive and restorative disciplinary measures to improve student achievement through the resource Character Strong. The expectation is that truancy, through these measures and attendance contracts, is lowered by at least 25%.

Evaluation Data Source: Resources: Character Strong
Frontline SIS
Attendance Contracts

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue strategies implemented and improve

Performance Objective 3

☑ **High Priority**

(CPM 1.1) The percentage of Average Daily Attendance will be over 90% for the 25-26 Academic Year.

Evaluation Data Source: Frontline SIS

Performance Objective 4

(CPM 3.2) The number of walkthroughs will increase; LBJ will be following the Get Better Faster model and other strategies like QSSSA and Talk, Read, Talk, Write.

Evaluation Data Source: Dual Language Data Collection Tool

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Create classroom monitoring and walkthrough schedule. Weekly meetings and admin team review of walk troughs

Performance Objective 5

(CPM 3.3) The representation index between African American students identified as gifted and talented and the total African American student enrollment will enable students to receive scholarships this year at minimum 25%. for Seniors.

Evaluation Data Source: Gifted and Talented Office

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Consistent monitoring and data review

Performance Objective 6

(CPM 5.1)The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from 25% in June 2025 to 75% by EOY.

Evaluation Data Source: SEL and CP&I implementation measurement tool

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Data Monitoring and purposeful content and teacher placement

Performance Objective 7

(CPM 5.2) The percent disproportionality in discipline for African American students will decrease from 10% in June 2025 to 5% by June 2026. (Alternate: Develop a performance objective to reduce one of the top offenses accounting for a significant number of removals, or develop a performance objective to maintain the currently low number of discipline events on campus.)

Performance Objective 8

(TEC) Campuses will implement the required coordinated school health activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals. Delete these after you complete your Strategies. Required Strategy: Write a strategy to support Fitnessgram implementation and performance. Make sure you discussed Fitnessgram in your CNA Optional Strategy 2: Throughout the 2025-2026 academic year, each campus will complete and implement 100% of the Healthier Generation Assessment tool by EOY. The Healthier Generation Assessment tool is used to inform the development and execution of coordinated school health activities.

Goal 2

Postsecondary Success
In Austin ISD, we are committed to preparing students for success in college, career, and life. We believe that preparing students for post-secondary success while still in high school equips students with the knowledge, skills, and confidence they need to thrive after graduation.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

(GPM 3.1) With a strong plan for the TSI Exam, students who meet the college readiness standard as assessed by TSI test requirements (TSIA, SAT, and/or ACT) in mathematics and ELAR will increase from 35% to over 50%.

Evaluation Data Source: On Data Suite

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with strategies and improving those strategies

Performance Objective 2

☑ **HB3 Goal**

(GPM 3.2) The percentage of 12th-grade students who are eligible for college credit (passing a dual credit, OnRamps, 3-5 on the AP exam, and/or 4-7 on the IB exam) will increase from 35% in June 2025 to 50% by June 2026.

Evaluation Data Source: On Data Suite, Frontline, Vendor Files

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with strategies and improving those strategies

Performance Objective 3

☑ **High Priority** ☑ **HB3 Goal**

(GPM 3.3) The percentage of 12th grade students who enroll in courses aligned with an Industry Based Certification and persist to successful course completion will increase from 50% in June 2025 to 75% by June 2026.

Evaluation Data Source: On Data Suite, Vendor Files

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with strategies and improving those strategies

Performance Objective 4

☑ **HB3 Goal**

Increase of graduates earning a state or district recognition of bilingualism and biliteracy (Austin ISD Dual Language Seal of Biliteracy and theTexas Performance Acknowledgement in Bilingualism and Biliteracy, Global Seal of Biliteracy). The goal is to increase from 5% in June 2025 to 10% by June 2026.

Evaluation Data Source: LOTE Department, LPAC Committee, Ellevation

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with strategies and improving those strategies

Performance Objective 5 ☑ HB3 Goal

(CPM 3.1) The percentage of 9-12th grade students who successfully complete an advanced academic course (a course that earns weighted credit as defined by Policy EIC) will increase from 80% in June 2025 to 90% by June 2026.

Evaluation Data Source: Frontline SIS, Gifted and Talented/Advanced Academics office

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with strategies and improving those strategies

Special Education Initiative

Goal 3

Austin ISD will ensure compliance with all requirements as identified in the TEA Agreed Order, including the Strategic Plan for Special Education (English, Spanish). All referenced documents are included in the Policies section.

Performance Objective 1 ☑ High Priority

Our goal is for students in the IGC list, coded as Special Education, will complete their IGC requirements to graduate. We'd like to set a 100% goal on this as we want all students to graduate.

Evaluation Data Source: IGC Tracking, target bubble students and phases of documentation.

Performance Objective 2 ☑ High Priority

Completed documentation during each phase (includes paperwork, case load, phones calls).

Evaluation Data Source: IGC Dashboard with set phase dates; EOC Re-Test results.

Goal 4 Campus Specific Goals/Performance Objectives (Optional)

Performance Objective 1

Consistency and fidelity among teachers is high priority. By utilizing a PLC Protocol, and through a collaborative push, teachers are vertically aligned and utilizing data driven processes to make decisions. This is especially evident when preparing for STAAR as the focus is on high leverage TEKS.

Evaluation Data Source: District Resources

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with strategies and improving those strategies

Performance Objective 2 ☑ High Priority

Improvement in lesson planning, pacing and collaboration in PLC. By modeling lesson plans teachers will receive feedback from other teachers during PLC in real time (for glows, grows and I wonders).

Evaluation Data Source: PLC running agenda and minutes.

Addendums