Lewisville Independent School District

Coyote Ridge Elementary 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

As a *Leader in Me* school, Coyote Ridge Elementary promotes student leadership while celebrating the rich diversity of our community. Our mission is to empower safe, confident leaders who advocate for themselves and others, grow through challenges, and thrive as lifelong learners within a supportive community. We are committed to educating the whole child by nurturing each student's academic growth, social-emotional well-being, individual strengths, talents, and leadership potential. Through meaningful learning experiences, goal setting, and strong partnerships with families, we celebrate every student's progress throughout their educational journey. Our vision is to build a warm, inviting environment where every student feels valued, welcomed, and loved like family.

Coyote Ridge Elementary is a thriving school supported by a wonderful and diverse community. Built in 2005, the campus currently serves 412 students in Pre-K through 5th grade. The student population was 31.8% African American, 28.4% Asian, 19.66% Hispanic, 13.11% White, 5.34% two or more races, 1.21% American Indian, and 0.49% Pacific Islander. Additionally, 4.85% of students were identified as Emergent Bilingual/English Learners, 15.29% received special education services, 4.37% participated in Gifted and Talented Education, and 48.31% are economically disadvantaged. This data reflects the rich diversity of our campus and reinforce the importance of providing inclusive, responsive programs that address the academic, linguistic, social-emotional, and individual learning needs of every student.

Coyote Ridge elementary staff consists of:

20 General Education teachers, 1 Art, 1 Music, 1 PE, 1 Librarian, 3 SDI teachers, 1 LAS teacher, 1 GT teacher, 1 MTA teacher, 1 Counselor, 13 instructional paraprofessionals, 2 Speech teachers, 3 Office Staff members, 1 Nurse, 1 Assistant Principal, 1 Principal, 1 Technology Staff Member, 2 Instructional Facilitators

Demographics Strengths

Coyote Ridge Elementary is strengthened by a richly diverse student population whose varied cultures, backgrounds, abilities, and experiences contribute to a vibrant and inclusive school community. Our students bring unique strengths, talents, perspectives, and leadership potential to the campus each day. With 24.7% of students identified as Emergent Bilingual and 23.2% receiving special education services, our school is committed to providing responsive, inclusive learning experiences that help every child feel valued, supported, and capable of success.

Kindness, empathy, and a strong sense of family are defining qualities of Coyote Ridge. Our experienced and dedicated staff fosters a collaborative, team-oriented culture grounded in the belief that all children are our children. Staff members work together to support students' academic achievement, leadership development, social-emotional well-being, and individual learning needs. This collective commitment contributes to a safe, welcoming environment where students are encouraged to grow through challenges and advocate for themselves and others. During the 2025–2026 school year, campus attendance reached 95.67%, reflecting the combined efforts of students, families, and staff to prioritize consistent attendance and engagement.

As a *Leader in Me* school, Coyote Ridge provides students with meaningful opportunities to develop their voices, interests, talents, and leadership skills. Our Student Lighthouse Committee regularly serves the campus and community, and students can participate in a variety of leadership and enrichment opportunities, including Student Lighthouse, Library Helpers, Assistant Coaches, Choir Club, Spirit Squad, Coyote Pups, Math Buddies, Kindness Ambassadors, Green Team, Habit Heroes Media Club, Running Club, Technology Club, Principal's PACK Leadership Committee, Circle of Friends, and Garden Club. Together, these opportunities help us fulfill our commitment to developing safe, confident leaders and creating a school where every student feels valued, welcomed, and loved like family.

Our surrounding community and the families we serve are among the greatest strengths of Coyote Ridge Elementary. Each year, our PTA partners with the campus to engage students and families in meaningful experiences that support academic growth, social-emotional well-being, school pride, and a strong sense of belonging. These opportunities include our Back-to-School Bash, Art Night, Fall Festival, Veterans Day Breakfast, Literacy Night, Family Game Night, STEM Night, Health and Wellness Night, school spirit nights, family fundraisers, holiday celebrations, classroom parties, staff appreciation activities, and Room Parent program. Through volunteerism, fundraising, campus beautification, and ongoing support of students and staff, our PTA helps strengthen the connection between home, school, and the wider Coyote Ridge community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although Coyote Ridge Elementary thrives as a Leader in Me campus, achievement gaps persist among Emergent Bilingual students, students receiving special education services, economically disadvantaged students, and students identifying as two or more races. Current instructional, intervention, and progress-monitoring systems are not yet producing consistent, equitable academic growth for all.

Root Cause:

Campus and PLC data-review processes have not consistently examined performance by individual student group--including students identifying as two or more races--or translated identified needs into timely, targeted instructional responses. As a result, gaps in learning may not be recognized early enough, and students do not always receive consistent reteaching, differentiation, and intervention.

Student Learning

Student Learning Summary

STAAR Scores for Spring 2026

- Students passing 3rd Grade Reading STAAR: 66%
- Students passing 4th Grade Reading STAAR: 76%
- Students passing 5th Grade Reading STAAR: 85%
- Students passing 3rd Grade Math STAAR: 53%
- Students passing 4th Grade Math STAAR: 63%
- Students passing 5th Grade Math STAAR: 63%
- Students passing 5th Grade Science STAAR: 46%

iReady Reading 2025-2026	**BOY**	**MOY**	**EOY**
Kindergarten	24% On Grade Level	60% On Grade Level	82% On Grade Level
1st Grade	14% On Grade Level	39% On Grade Level	67% On Grade Level
2nd Grade	21% On Grade Level	54% On Grade Level	67% On Grade Level
3rd Grade	52% On Grade Level	56% On Grade Level	60% On Grade Level
4th Grade	33% On Grade Level	41% On Grade Level	54% On Grade Level
5th Grade	29% On Grade Level	44% On Grade Level	49% On Grade Level

iReady Math 2025-2026	**BOY**	**MOY**	**EOY**
Kindergarten	18% On Grade Level	44% On Grade Level	56% On Grade Level

1st Grade	6% On Grade Level	34% On Grade Level	58% On Grade Level
2nd Grade	11% On Grade Level	36% On Grade Level	55% On Grade Level
3rd Grade	16% On Grade Level	26% On Grade Level	37% On Grade Level
4th Grade	29% On Grade Level	45% On Grade Level	52% On Grade Level
5th Grade	29% On Grade Level	45% On Grade Level	46% On Grade Level

Student progress is also measured by a variety of other sources of data including learning binders, writing samples, performance tasks by subject, and End of Unit assessments

Kindergarten students are assessed with TX-KEA, Pre-K students are assessed using the CLI Circle Progress Monitoring assessment tool, and are assessed three times annually in a variety of areas including phonological awareness, math, and social-emotional behaviors.

Key Takeaways from 2025-2026 Data:

The 2025–2026 student achievement data demonstrates academic growth across all grade levels in both i-Ready Reading and Math from BOY to EOY, with particularly strong growth in primary reading and mathematics. Reading achievement remains stronger overall, while mathematics continues to be a significant area of focus, particularly in grades 3–5. EOY i-Ready Math results showed 37% of 3rd grade, 52% of 4th grade, and 46% of 5th grade students performing on grade level, while STAAR Math passing rates ranged from 53% to 63%. Fifth-grade Science, at 46% passing, also remains an area for improvement. These results support continued emphasis on rigorous Tier 1 instruction, targeted small-group instruction, responsive intervention, progress monitoring, and intentional use of student data through PLCs to accelerate growth and close achievement gaps.

Student Learning Strengths

At Coyote Ridge Elementary, we believe our students are more than a test score, and we value multiple measures of learning, growth, and success. As a Leader in Me campus, we intentionally develop students as leaders of their own learning by helping them understand learning goals, monitor their progress, reflect on their growth, and celebrate accomplishments. Students are provided opportunities to demonstrate learning through formative and summative assessments, student work, performance tasks, classroom discussions, i-Ready assessments, and other authentic learning experiences.

A strength of Coyote Ridge is our commitment to using student data to inform instruction and respond to individual learning needs. Teachers collaborate through weekly team planning, monthly Professional Learning Communities using the LISD 5-Step PLC process, and Just-in-Time PLCs following common and unit assessments. During these collaborative cycles, teachers analyze student performance and work samples, identify misconceptions, and determine appropriate next steps for whole-group instruction, reteaching, intervention, enrichment, and targeted small-group instruction. WIN Time provides an additional structure for students to receive responsive support or enrichment based on current learning needs.

Our campus continues to strengthen the connection between grade-level standards, learning targets, student tasks, and evidence of learning so students understand what they are

learning and can demonstrate their understanding in meaningful ways. One Vision instructional walkthroughs, collaborative planning, and support from campus and district instructional leaders provide teachers with ongoing feedback and opportunities to strengthen instructional practices. Student progress is monitored throughout the year using multiple data sources, with intentional attention to the growth and achievement of all learners, including students receiving Special Education services, Emergent Bilingual students, Economically Disadvantaged students, African American students, and other student groups identified through campus data.

Coyote Ridge's greatest student-learning strength is the collective commitment of our staff to know our students, respond to their needs, and continually adjust instruction based on evidence of learning. Through strong relationships, purposeful collaboration, targeted support, and opportunities for student leadership and ownership, we are building confident learners who understand that growth is a process. Our Coyotes are learning to set goals, advocate for what they need, persevere through challenges, and take increasing ownership of their academic success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Spring 2026 STAAR data indicates that mathematics achievement remains an area of need across grades 3-5, with only 37% of 3rd grade students and 38% of both 4th and 5th grade students performing at the Meets Grade Level standard or above. Achievement gaps are particularly evident among African American, Special Education, and Economically Disadvantaged students.
Root Cause: Mathematics instructional practices and intervention systems are not yet implemented with consistent fidelity across grade levels to ensure all students receive rigorous Tier 1 instruction and timely, targeted support based on their individual learning needs. There is a need for greater consistency in standards-aligned instruction, differentiation and scaffolding, and small-group instruction.

School Processes & Programs

School Processes & Programs Summary

Coyote Ridge Elementary is a learning organization committed to student growth and achievement, leadership development, and supporting the whole child. Our mission is to empower safe, confident leaders who advocate for themselves and others, grow through challenges, and thrive as lifelong learners within a supportive community. As a Leader in Me campus, we intentionally develop student ownership through the 8 Habits of Happy Kids, goal-setting, progress monitoring, reflection, and leadership opportunities such as Student Lighthouse, dozens of student clubs like Kindness Ambassadors, Recognition Rally Leaders, CRE Spirit Squad, and many other campus student leadership roles. We are equally committed to creating a safe, positive, and inclusive environment through Safe & Civil Schools, Coyote Training Camp, LEAD expectations, Treatment Agreements, restorative practices, and positive student recognition.

Our 2026–2027 instructional focus is on strengthening rigorous Tier 1 instruction and consistent implementation of LISD One Vision instructional priorities. Administrators and Instructional Facilitators conduct weekly One Vision walkthroughs to monitor alignment among TEKS, learning targets, student tasks, and evidence of learning, along with rigorous questioning, academic discourse, engagement, differentiation, scaffolding, and small-group instruction. Teachers collaborate through weekly planning, monthly PLCs, and Just-in-Time PLCs following common and unit assessments. Using the LISD 5-Step PLC process, teams analyze student data and work samples to identify misconceptions and plan reteaching, intervention, enrichment, and responsive small-group instruction.

Coyote Ridge uses multiple measures including i-Ready, common End of Unit assessments, STAAR, classroom formative assessments, student work, and progress-monitoring data to monitor learning and adjust instruction. WIN Time provides targeted intervention and enrichment, with an intentional 2026–2027 focus on strengthening mathematics achievement and monitoring the progress of African American, Special Education, Emergent Bilingual, and Economically Disadvantaged students. Through ongoing walkthrough feedback, coaching, professional learning, PLC collaboration, and shared leadership through our campus leadership teams, we continuously evaluate and strengthen our practices. Ultimately, we are committed to ensuring every Coyote experiences high-quality instruction, strong relationships, meaningful leadership opportunities, and the support necessary to learn, lead, grow, and thrive.

School Processes & Programs Strengths

Coyote Ridge Elementary teachers and staff are committed to continuous learning and improvement to meet the academic, behavioral, social-emotional, and leadership needs of every learner. As a Leader in Me campus, we provide students with meaningful opportunities to lead within their classrooms and across the school through Student Lighthouse, student clubs, campus leadership roles, goal-setting, service, and opportunities to advocate for themselves and others. Our commitment to a positive school culture is strengthened through Safe & Civil Schools, Coyote Training Camp, LEAD expectations, Treatment Agreements, restorative practices, and relationship-building experiences for students and staff that reinforce kindness, belonging, responsibility, and high expectations. We strive to create an inclusive Coyote family where students feel valued, supported, and empowered to grow through challenges while recognizing and celebrating the unique strengths and talents of every learner.

Professional learning during the 2026–2027 school year is intentionally aligned to campus achievement needs, with a strong focus on rigorous Tier 1 instruction, mathematics achievement, differentiation, small-group instruction, and responsive intervention. Teachers collaborate through weekly team planning, monthly PLCs using the LISD 5-Step PLC process, and Just-in-Time PLCs following common and unit assessments to analyze student work and data and plan for reteaching, intervention, enrichment, and WIN Time. Administrators and Instructional Facilitators conduct weekly One Vision walkthroughs to monitor alignment among TEKS, learning targets, student tasks, and evidence of learning, as well as academic discourse, rigorous questioning, engagement, differentiation, and instructional supports. Walkthrough, PLC, i-Ready, student achievement, and behavior data are used to identify trends and provide teachers with targeted feedback, coaching, modeling, and professional learning, with intentional monitoring of the needs of African American, Special Education, Emergent Bilingual, and Economically Disadvantaged students. Through collaborative leadership, differentiated professional learning, mentoring, and ongoing coaching and feedback, Coyote Ridge is committed to strengthening teacher capacity and ensuring high-quality learning experiences for every student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although Coyote Ridge has established collaborative structures such as weekly team planning, monthly PLCs, Just-in-Time PLCs, instructional coaching, and professional learning, implementation of identified instructional priorities is not yet consistent across all classrooms. Walkthrough observations indicate varying levels of implementation of standards-aligned learning targets and tasks.
Root Cause: Systems for monitoring the transfer of professional learning and PLC decisions into classroom practice have not previously included consistent cycles of observation, actionable feedback, differentiated coaching, and follow-up. As a result, teachers have varying levels of support in translating new learning into sustained instructional practice including a more systematic PLC/professional learning

Perceptions

Perceptions Summary

Perceptions Summary

Parent and staff perceptions of Coyote Ridge Elementary consistently highlight a strong sense of community, highly dedicated teachers, and a safe, nurturing campus atmosphere where students and families feel welcomed, valued, and supported. As a Leader in Me campus, we intentionally develop leadership through the 8 Habits of Happy Kids and our campus LEAD expectations. Students are recognized for demonstrating leadership, kindness, responsibility, respect, and positive choices through Coyote Cash, Student Positive Office Referrals, and the Principal's Golden PAW Awards, 8 Habit Awards, and End of Year Awards. Our Leader in Me Lighthouse Action Teams meet monthly to strengthen our work in leadership, culture, academics, and family engagement while creating meaningful opportunities for student voice and leadership.

Coyote Ridge remains committed to maintaining a positive school climate through the Safe & Civil Schools framework and Restorative Practices, which provide proactive systems for strengthening relationships, reinforcing behavioral expectations, and reducing classroom disruptions. Family and community partnerships are also an important part of our campus culture. Our PTA membership continues to grow as we strive toward 100% staff participation while increasing parent and student participation in PTA and campus activities. Through family events, volunteer opportunities, ongoing communication, and collaboration among staff, families, PTA, and community partners, we continue to strengthen the sense of belonging reflected in our commitment to One Pack. One Purpose. One Coyote Family.

Perceptions Strengths

Parent survey results from April 2026 reflect strong overall satisfaction with Coyote Ridge Elementary, including positive perceptions of students' experiences at school, well-being, safety, and the support provided by teachers and staff. Families continue to value teacher quality, academic opportunities, a positive classroom environment, and school safety as important components of their child's educational experience.

Communication and family partnership remain strengths at Coyote Ridge. Families report positive perceptions of staff communication, feel comfortable discussing concerns with school personnel, and indicate that parents and families are welcomed, treated with respect, and encouraged to be involved. The majority of families also report that the amount of school and teacher communication is "just right." Survey results further indicate that families believe students' cultures and individual needs are recognized by school personnel, reinforcing our commitment to creating a welcoming, inclusive environment where every student and family feels known, valued, and supported.

Are satisfied overall	
My child is glad to come to school	96.4% (***Increased .84% from last school year***)
Overall staff communication with parents	96.4%
I am satisfied with my child's school	100% (***Increase 3.52% from last school year)***
Teachers do whatever it takes to help my child meet high academic standards	96.4% (***Increased .84% from last school year***)
My child generally feels safe at school	98.8% (***Increased 1.44% from last school year)***
My child's culture and individual needs are recognized by school personnel	100% ***(Increased 5.93% from last school year)***

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While overall staff communication with parents remains a strength at 96.4%, parent survey results show a slight decline from 96.6%, indicating an opportunity to strengthen consistent, timely, and effective communication with all families.
Root Cause: Communication practices and methods vary across classrooms and grade levels, resulting in differences in the frequency, clarity, and consistency of information families receive. Campuswide expectations and systems for proactive parent communication need continued monitoring and reinforcement to ensure all families experience consistent communication and opportunities for two-way engagement.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data
- T-PESS data

- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback

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: By May 2027, 100% of grade-level/content PLCs will consistently implement Lesson Internalization and a rehearsal process through collaborative planning and the LISD 5-step PLC process to strengthen rigorous, TEKS-aligned Tier 1 instruction across content areas, with a focus on mathematics, differentiation, and small-group instruction. Just-in-Time PLCs will guide responsive reteaching, intervention, enrichment, and WIN Time. Administrators, the Title 1 Tutor, and Instructional Facilitator will provide targeted support, while weekly One Vision walkthroughs will monitor instructional alignment and implementation. The Building Leadership Team and Team Leaders will support implementation and progress monitoring of campus instructional priorities. Teachers will use i-Ready, common assessments, student work, and other progress-monitoring data to establish targeted small groups, monitor growth, and adjust instruction, supported by the i-Ready Teacher Toolbox and campus-created visual resources for differentiated instruction, intervention, student goal-setting, and progress monitoring. **Strategy's Expected Result/Impact:** The expected result is increased consistency and fidelity of rigorous, TEKS-aligned Tier 1 instruction and responsive intervention across classrooms, supported by effective PLCs, targeted coaching, and data-driven instructional decisions. As a result, students will demonstrate increased academic growth and achievement, particularly in mathematics, with achievement gaps narrowing among identified student groups. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitators, Team Leaders **Funding Sources:** TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $2,404, iReady Toolkit - 211 - Title I, Part A - 211 E 11 6399 00 140 7 24 140 842 0000 - $6,120, Materials & Supplies for Literacy & STEM Night - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 140 7 24 140 842 0000 - $1,021, Title 1 Temp - 211 - Title I, Part A - 211 E 11 6117 00 140 7 24 TMP 842 0000 - $14,798				

 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			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Coyote Ridge will strengthen implementation of the Safe & Civil Schools framework and Restorative Practices to promote a safe, positive, and supportive learning environment. Staff will explicitly teach, model, practice, and reinforce L.E.A.D. expectations across classrooms and common areas through Coyote Training Camp and ongoing refreshers. The campus will use behavior referral data during Behavior PLCs to identify trends by location, time, grade level, and behavior type; adjust supervision and supports accordingly; and recognize students demonstrating positive behavior and leadership through Coyote Cash, Positive Office Referrals, Counselor Guidance Lessons, Kindness Ambassadors, Student Lighthouse Club, Second Step Lessons, and Principal's Golden PAW Awards. The Safe & Civil Schools Team and campus leadership will regularly monitor implementation and referral data to determine progress toward the campus goal and make adjustments as needed. **Strategy's Expected Result/Impact:** Consistent implementation of L.E.A.D. expectations, Safe & Civil Schools, Restorative Practices, and active supervision will reduce inappropriate physical contact and horseplay to fewer than 160 incidents. These efforts will create a safer, more positive school environment while protecting instructional time and supporting student success. **Staff Responsible for Monitoring:** Classroom teachers, Administration, Counselor, Safe & Civil Schools Team **Title I:** 2.53 **- Targeted Support Strategy**				

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.

Goal 6: Federal and State Mandates

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

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

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

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

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

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

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Coyote Ridge ES conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Coyote Ridge ES documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

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

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

Coyote Ridge ES initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Coyote Ridge ES involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

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

Coyote Ridge ES ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

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

Coyote Ridge ES coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

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

Coyote Ridge ES addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Coyote Ridge ES evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Allsop, Katie	Title 1 Elem Instructional Facilitator	Title 1 Part A	.5

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