Lewisville Independent School District

Old Settlers 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

Demographics Summary: Old Settlers (OSE), built in 1994, is an elementary school in the thriving suburban community of Flower Mound, Texas. OSE enjoys a strong PTA representation and an active and supportive parent base. For the past several years, OSE has experienced a gradual decline in enrollment; however, the 2025-2026 school year showed a slight increase in enrollment due to district boundary adjustments. Ending enrollment for the 2025-2026 was 501 students, an increase of approximately 25 students. The current BOY enrollment for the 2026-2027 school year is 492 students, The Old Settlers student body has gradually become more diverse over the last several years. While the majority of the student population is white (56%), the percentage of Asian students has increased by approximately 1% each year, being 20% at the end of the 2025-2026 school year. African-American students make up approximately 4% of students enrolled, Hispanic 10%, and students identifying as 2 or more races 10%, respectively (per 2024-2025 TAPR Report). Additional student population information includes (2024-2025 TAPR Report): Economically Disadvantaged: 7% Emergent Bilingual: 7% At-Risk Students: 22.0% Mobility: 6% Student Enrollment by Program: Bilingual/ESL: 7% Gifted & Talented: 10% Special Education: 28%. The average years of teaching experience for the OSE staff is 14, with approximately 25% of teachers holding a Masters Degree.

Demographics Strengths

- Experienced and highly qualified instructional staff.
- Strong family and community support.
- Enrollment stabilization.
- Increasing student diversity.
- Strong identification and programming for specialized learners (special ed, GT)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ensuring consistent differentiated instruction to meet the increasingly diverse range of learners--from students requiring intensive support to students requiring advanced academic challenge.
Root Cause: Variability in differentiation, progress monitoring, specially designed instruction, intervention, and enrichment may contribute to differences in student growth and achievement.

Student Learning

Student Learning Summary

Old Settlers Elementary students perform well overall. Data from on-going formative assessments, CBAs, benchmark tests, as well as campus common assessments are analyzed in bi-weekly PLC meetings to identify focus areas and to improve instructional practices. iReady diagnostic results at the end of the 2025-2026 school year show that the following percent of students were on grade level or above:

K - 95%

1st Grade - 84%

2nd Grade - 76%

3rd Grade - 92%

4th Grade - 84%

5th Grade - 80%

STAAR results for the 2025-2026 School Year are reflected below:

Grade	Reading	Math	Science
3rd	90%	93%	
4th	99%	93%	
5th	95%	93%	91%

Student Learning Strengths

- Exceptional STAAR achievement
- Consistently strong mathematics performance

- Strong kindergarten foundational performance
- Established culture of collaborative data analysis

Problem Statements Identifying Student Learning Needs

Problem Statement 1: iReady data indicates a need to strengthen early literacy achievement, particularly in second grade, where 76% of students ended the 2025-2026 school year performing on or above grade level.
Root Cause: Inconsistent implementation of vertically aligned foundational literacy practices, targeted small-group instruction, and timely progress-monitoring/intervention contributes to variability in K-2 reading performance, particularly in second grade.

School Processes & Programs

School Processes & Programs Summary

Old Settlers is a learning organization that believes in building strong relationships with all students in an effort to meet the social/emotional needs of each individual student. We have systems in place that monitor student growth and help provide the appropriate support and intervention to improve student performance.

We offer multiple programs on campus such as Gifted and Talented, Language Science, and ESL that meet the diverse needs of our students. Additionally, we have 2 Behavior Intervention classrooms and 3 AVLS (Academic Vocational Life Skills) classroom, which serves all students from within the Flower Mound High School feeder pattern who qualify for these services.

The entire OSE staff is now trained in Restorative Practices and in taking a proactive rather than a punitive approach to consequences and discipline. A school-wide token economy system has been implemented. Additionally, several years ago, we adopted a set of core values for teachers and students which serves as the basis of how we function as a staff and school family. The student core values serve as the criteria for the selection of the OSE Student of the Month.

School Processes & Programs Strengths

- Strong relationship-centered school culture
- Comprehensive continuum of student supports
- Campus-wide commitment to restorative practices
- School-wide positive behavior system
- Clearly established core values
- Systems for monitoring and intervention

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continued attention is needed to ensure consistent implementation of Restorative Practices, school-wide behavior expectations, core values, and the token economy system across all campus settings.
Root Cause: A possible lack of systematic monitoring, feedback, and ongoing reinforcement of established behavioral practices has resulted in variability in implementation across staff and campus settings.

Perceptions

Perceptions Summary

At Old Settlers Elementary. we are proud to be the start of a child's education as we prepare them for their journey to college or a career of their choice. The OSE staff is dedicated to academic achievement while developing strong student/teacher relationships based on our OSE Core Values:

S - S pirit of Gratitude

T - T reasured Relationships

A - A cademic Achievement

R- R espectful Communication

S - S upportive Community

Our successes are a result of boundless positive energy, genuine dedication, and an amazing commitment toward teaching and learning from the Old Settlers students, staff, parents, and community. We acknowledge our responsibility to nurture and develop each individual child so they acquire the essential skills needed to solve real-world problems while working collaboratively in a rapidly changing and diverse world.

Parent Survey results show:

Are satisfied overall - 88%

Most of the time, my child is happy at school - 94%

My child’s health and wellness are supported - 92%

Parents feel welcomed at school and are involved - 87%

School staff communicates well with families - 86%

Teachers do whatever it takes to help my child meet academic standards - 95%

Student Survey Results Show:

There is a staff member at my school with whom I feel comfortable talking- 93%

Perceptions Strengths

- Strong commitment to student academic success.
- Students are happy and feel connected to school.
- Strong student-adult relationships.
- . Strong support for student health and wellness.
- High overall parent satisfaction.
- Strong alignment between OSE Core Values and stakeholder perceptions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While OSE demonstrates a strong culture of student relationships, academic commitment, happiness, and wellness, parent survey results indicate an opportunity to strengthen the family-school partnership through more consistent and effective communication and meaningful family engagement.
Root Cause: Variability in communication practices, multiple methods of sharing information, and limited opportunities for consistent two-way communication may contribute to differences in families' perceptions of communication, involvement, and connection to the OSE community.

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)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

- Mobility/stability rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Communications 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.

*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: Utilize iReady data to inform student groupings and impact small group instruction. **Strategy's Expected Result/Impact:** The percent of 3rd grade students that meet grade level on I-Ready reading and math or achieve IEP reading/math goals will increase. **Staff Responsible for Monitoring:** Classroom teachers, Admin				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Teachers will participate in weekly/biweekly TEK-Focused, team collaboration time (team meetings, PLCs) to impact teacher professional practice and student learning. **Strategy's Expected Result/Impact:** The percent of 3rd grade students that meet grade level on I-Ready reading and math or achieve IEP reading/math goals will increase **Staff Responsible for Monitoring:** Classroom teachers, Admin.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Teachers will participate in Literacy check-ins and iReady data review meetings with iReady staff. **Strategy's Expected Result/Impact:** The percent of 3rd grade students that meet grade level on I-Ready reading and math or achieve IEP reading/math goals will increase **Staff Responsible for Monitoring:** Teachers and administration				

 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.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walk-through 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: Staff will pass out STARBucks with fidelity to all students and students will shop weekly at the STARBucks store. **Strategy's Expected Result/Impact:** During the 2026-2027 school year, the percentage of students being postively recognized through Starbucks, student of the week, etc. will increase (baseline: 68%). **Staff Responsible for Monitoring:** All Old Settlers staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Grade levels will identify one student per week to be recognized as the World Explorer of the Week for the grade level. **Strategy's Expected Result/Impact:** During the 2026-2027 school year, the percentage of students being postively recognized through Starbucks, student of the week, etc. will increase (baseline: 68%). **Staff Responsible for Monitoring:** All Old Settlers Staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Consistent implementation of restorative practices and common area expectations based on OSE Core Values. **Strategy's Expected Result/Impact:** During the 2026-2027 school year, the percentage of students being postively recognized through Starbucks, student of the week, etc. will increase (baseline: 68%). **Staff Responsible for Monitoring:** All Old Settlers Staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

*Strategies included if this is a campus priority.

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

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

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

*Strategies included if this is a campus priority.

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

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

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

*Strategies included if this is a campus priority.

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

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

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

*Strategies included if this is a campus priority.

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

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

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

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

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

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

*Strategies included if this is a campus priority.

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

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

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

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

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Promote LISD's "Recognize Someone" program by including submission information in weekly newsletter, teacher newsletter/websites, parent lunch tables, monthly assemblies, PTA meetings, posting in building, social media, etc. **Strategy's Expected Result/Impact:** Submissions by parents/community members will meet or exceed 40. **Staff Responsible for Monitoring:** All OSE staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Maintain at least 3 posts per week, ensuring every grade level/program is highlighted during the year. **Strategy's Expected Result/Impact:** Amplification percentage will meet or exceed 18%. **Staff Responsible for Monitoring:** Administration				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

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

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

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

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

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

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

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

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

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

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

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

 No Progress  Accomplished  Continue/Modify  Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026