Lewisville Independent School District

Creek Valley Middle 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

Creek Valley Middle School STEM Academy is a Nationally Certified STEM school and continues to receive the Common Sense Media recognition. Creek Valley is committed to serving our diverse community and uniting together to educate our amazing students. We have campus wide PRIDE expectations which follow the teachings of Safe and Civil Schools, PBIS, and Restorative Practices.

We embrace our diversity that shows in the following demographic data:

- 30.67% Asian
- 19.81% African American
- 20.61% White
- 21.57% Hispanic
- 6.87% 2+ Races
- 19% Special Education
- 7% 504
- 14.7% Gifted & Talented
- 8.5% Emergent Bilinguals (current & monitored)
- 39.15% Economically Disadvantaged
- 38% At Risk of not Graduating
- 80.63% Enrollment in Advanced Courses

In addition, we have a current enrollment of 626 students. These students consist of 227 6th graders, 191 7th graders, and 208 8th graders. They are 45% Female and 55% Male.

Last year we had a 96.2% attendance rate.

Our staff consists of 3 Administrators, 2 Counselors, 1 Nurse, 3 Office personnel, 1 Librarian, 1 PLE/ISS Position (currently unfilled), 8 Paraprofessionals (1 currently unfilled), 2 Associate Teachers, and 37 Certified Teaching/Instructional Staff.

We have 14 new staff members and 2 unfilled positions. This is the most staff turnover we have had in the last 10 years. Our staff breakdown in experience is: 8% Beginning teachers; 24% with 1-5 years; 24% with 6-10 years; 30% with 11-20 years; and 14% with over 20 years experience

Demographics Strengths

Our campus does a great job of embracing our differences and we have a very inclusive culture that supports our very diverse population. We are focused on the whole child and work to make sure everyone is a part of a club or organization.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Approx. 65% of our students ride the bus which makes it very difficult to provide interventions outside the school day.
Root Cause: We have lower and middle income families in which both parents work and are unable to drop off or pick up their children from school.

Problem Statement 2: We have all of the needs and issues of a Title 1 campus, but do not receive any funding. We are currently 13 students away from reaching the 40% mark.
Root Cause: Many of our Asian families do not fill out the Free & Reduced form because they associate it only with lunch and they usually send their students with a lunch from home. Language is also a barrier to getting them to fill out the form.

Student Learning

Student Learning Summary

STAAR Campus Summary

Subject	Approaches	Meets	Masters
ELAR	82%	65%	40%
6th	76%	59%	34%
7th	79%	64%	42%
8th	86%	67%	41%
MATH	72%	43%	19%
6th	80%	40%	11%
7th	35%	15%	1%
8th	69%	44%	10%
SCIENCE	81%	58%	38%
SOCIAL STUDIES	65%	36%	15%

Special Populations

Subject	Econ Disadv.	EB(All)	SPED
ELAR	71%	74%	50%
MATH	57%	69%	41%
SCIENCE	67%	65%	39%

Subject	Econ Disadv.	EB(All)	SPED
SOCIAL STUDIES	54%	49%	21%

Subject	AA	Hispanic	High Focus
ELAR	68%	67%	70%
MATH	42%	58%	60%
SCIENCE	67%	59%	67%
SOCIAL STUDIES	49%	44%	50%

Student Learning Strengths

We have a strong STAAR performance in ELAR and Science for all grade levels and all special populations except Special Education students. Our EB scored well on TELPAS and we were able to exit a large number of students as a result.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Decreased student performance in math STAAR, especially for 7th and 8th grade.
Root Cause: 7th grade is usually lower due to only on-level students taking the 7th Math STAAR, however, we have a decrease in performance that is lower than normal. We are currently desegregating data to see what trend stand out and how we are going to address this.

School Processes & Programs

School Processes & Programs Summary

CVMS offers the following services/programs to meet the needs of our diverse students: GT/LEAP, Special education, 504, MTSS, and STEM We offer multiple tutoring, club opportunities, and Social & emotional learning within the school day. We offer a wide variety of elective and fine arts classes to create a well rounded learning environment for our students. Our staff is fully trained in Restorative Practices and we communicate PRIDE expectations to students at the beginning of the year, at the beginning of the second semester and throughout the school year. We are also on year 3 of implementing Safe & Civil with our staff and students. Regular safety drills are conducted to make sure that our staff and students are comfortable with the procedures in case a true emergency arises. We provide our staff with multiple ways to provide input and make decisions for our campus. We provide them with continuous professional learning and leadership opportunities based on district directives, campus needs, and the input of the teachers. All campus decision making is done through our Cornerstone Committees of Student Learning, Student Experience, Community Engagement and Strategic Investment, as well as our Building Leadership Team. Every staff member is one one of these committees. We also utilize a Principal's Advisory Council, National Junior Honor Society, and Student Council for our students to provide feedback, input, activities, community service, and events for the campus and out community.

We send a weekly newsletter to students, families and staff. In addition to the Wildcat Roar, we have a weekly staff newsletter, The Wildcat Chat, to keep all stakeholders aware of events and activities, programs, concerns, ways to provide input and feedback, and celebrations of all the great things happening every day in our building.

We provide Wednesday Night School and ZAP for our struggling students and to provide HB1416 tutoring. We provide a late bus to ensure that our bus riders can participate in the programs and services.

School Processes & Programs Strengths

We provide multiple ways for our school community to provide feedback and input in to all campus decisions. We recognize that we are only as strong as our community is, so we work to make sure that everyone feels like they are a part of the family. We have a PTA that is committed to providing support, programs and recognition to both our staff and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Finding the funds to pay staff and provide buses for our Wednesday night programs.
Root Cause: Because we are only 13 students away from receiving additional Title 1 funds to help support these programs.

Perceptions

Perceptions Summary

We consistently receive positive results and feedback on staff, parent, and students surveys. We scored well above the district averages in many categories on the 2025-26 district surveys. Students feel safe, appreciated and challenged. Parents feel that their children are safe and that both the teachers and school do a good job of communicating with them. Staff feel they are valued and are provided with support and growth opportunities.

PTA membership was up slightly last year, but they are working to provide incentives for joining and more opportunities for students to participate. We currently have a full PTA Board so we are excited for the plans they have to support our students and staff this year.

The campus continues to look for opportunities to bring parents and the community into the school to share their expertise. We are looking at providing Parent U meetings to help support our parents as they navigate through the middle school years. We have community activities for the fall, Open House and STEM Night, and for the spring, College Day, Multicultural Festival, and Career Day. We are also working with our feeder elementary schools to better prepare both the students and parents for middle school.

We are continuing to work on our social media presence to tell the story of all the amazing learning and activities that our students are involved in every single day at CVMS.

Perceptions Strengths

We invite our entire feeder pattern and community to attend campus events and partner with them to provide student support to help with their events. This allows the community to see our students actively involved in both campus events and providing support to the elementary schools that they attended. This increases our sense of family and community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Sharing the responsibility of posting on Social Media for all campus activities, events, and daily learning.
Root Cause: The time factor as well as staying up to date with students that may be on our Do Not Publish list.

Priority Problem Statements

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: Students will show a years worth of growth on Math STAAR for all populations through the use of 2026 STAAR data, iReady assessments, and Unit Tests to monitor and track student performance. This will be tracked, problems areas identified, and interventions out in place during math PLC meetings and then shared with the staff at campus PL and staff meetings. **Strategy's Expected Result/Impact:** Increase both our student growth scores and as a result the students overall score on STAAR. this will in turn give us a high yield impact on our state accountability points so we can move from a C campus back to a B rated campus. Math teachers will identify students that are not performing at the appropriate level and determine interventions that will result in them performing on grade level with the appropriate amount of growth over last year. **Staff Responsible for Monitoring:** All core teachers, special education teachers and support staff, counselors and administration. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: We will improve our Social Studies STAAR scores by 10% by providing specific instructional strategies and skill development to address the areas of concern that were evident on the 2026 Social Studies STAAR. These skills will be addressed in all grade levels through designated assignments to track students progress throughout the school year and be monitored and discussed during department PLCs and shared with staff during PL and staff meetings. **Strategy's Expected Result/Impact:** Improve student scores on the Social Studies STAAR as well as transfer to the other content areas. **Staff Responsible for Monitoring:** Social Studies teachers, special education teachers, counselors and administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials				

 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Weekly One Vision Walks and Feedback loops will be done weekly for all core subject area staff and associate teachers. These will also be completed bi-weekly for all non-core new teachers and monthly for all elective teachers. The feedback loops will focus on high-yield instructional strategies that will improve Academic Clarity & Planning and Academic Ownership, Academic Conversation & Student Engagement. **Strategy's Expected Result/Impact:** This will increase the level of instruction that students are receiving as well as their ownership in the learning which in turn will increase student understanding, learning and performance on assessments. **Staff Responsible for Monitoring:** All staff and administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: All campus departments will participate in Professional Learning Communities twice a month to plan instruction, review walkthrough data, review student performance data, implement interventions for struggling students, and monitor student progress over time. **Strategy's Expected Result/Impact:** We will address areas of concern immediately so that action plans and interventions can be implemented that will increase teacher effectiveness and student understanding and performance. **Staff Responsible for Monitoring:** All staff, department heads, counselors, and administration. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

 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 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: Strategically develop and deploy Safe & Civil Foundations frameworks that are to address unstructured and transition areas to maintain our campus as a Positive Learning Environment for all students. We will specifically and intentionally teach, model, monitor the consistent implementation of these expectations to both staff and students so we can reduce our out of placement discipline from 262 to 235 for the 2026-27 school year. **Strategy's Expected Result/Impact:** We will have a decrease in student behaviors, especially the out of placement ones, which will allow students to remain in class and focus on their learning. **Staff Responsible for Monitoring:** All staff, counselors and administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

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: We will use a variety of forms of communication - social media, weekly newsletters, direct parent emails, announcements/information at all campus events - to share with our entire school community about the amazing learning, achievements, recognition, and activities that our students are participating in. We will utilize all campus events to share briefly celebrations of our students and campus. **Strategy's Expected Result/Impact:** Our students, parents, and community will see the incredible learning and opportunities that we are providing and be proud of our campus, our district and public education. **Staff Responsible for Monitoring:** All staff, counselors and administration. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

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