Lewisville Independent School District

Huffines 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

Revised/Approved: September 17, 2026

Demographics

Demographics Summary

Huffines Middle School serves 541 students across grades 6 through 8, including 184 sixth graders, 192 seventh graders, and 165 eighth graders. The student body is 55% male and 45% female. By race and ethnicity, 55% of students identify as Hispanic, 19% as African American, 15% as White, 7% as Asian, 4% as Two or More Races, and less than 1% as American Indian or Pacific Islander.

The campus supports significant special program needs, with 76% of students classified as At-Risk and 72% as Economically Disadvantaged (59% free meal status, 13% reduced). Additionally, 25% of students receive Special Education services, 13% receive Dyslexia instruction, 6% have Section 504 accommodations, and 1% receive McKinney-Vento support.

Demographics Strengths

At Huffines Middle School, our greatest strength is our diverse student body, which enriches campus culture and fosters daily opportunities for inclusive learning and cultural growth. We are committed to supporting the whole child through a strong ecosystem of academic, specialized, and extracurricular programs that engage every learner on our campus.

Students benefit from a comprehensive continuum of services—ranging from tailored interventions in Special Education, Dyslexia, Section 504, and language acquisition to accelerated pathways in Gifted & Talented and High School Algebra I. Beyond the core classroom, robust offerings in Fine Arts (band, orchestra, choir, theater, visual arts) and athletics provide daily opportunities for students to explore their talents, build discipline, and take pride in their school.

Our campus environment is further reinforced through our partnership with Communities in Schools, which provides essential wraparound services and resources for our families. Driven by experienced educators and paraprofessionals, these collective assets create a supportive community where students are equipped to pursue their passions, build resilience, and succeed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 72% of Huffines Middle School students are economically disadvantaged, which contributes to increased academic, social, and emotional needs.
Root Cause: Challenges exist with stability, communication, and access to resources that support consistent academic and emotional growth.

Student Learning

Student Learning Summary

Huffines Middle School received a "D" accountability rating from the Texas Education Agency, driven by performance gaps in Mathematics and Reading and a 57% Domain 2A Academic Growth rate. Assessment data highlights significant achievement gaps among Special Education and Emergent Bilingual students, emphasizing the need for reinforced Tier 1 instruction and targeted language acquisition supports. Advanced coursework, including High School Algebra I, supports early CCMR readiness, while routine benchmark monitoring, minimal retention rates, and dropout prevention efforts keep students on track for high school completion.

Student Learning Strengths

Despite overall accountability challenges, Huffines Middle School demonstrates notable academic strengths in advanced coursework and literacy growth. Performance in High School Algebra I stands out, with 63% of students reaching *Meets Grade Level* and 39% achieving *Masters Grade Level*, reflecting strong outcomes in advanced math pathways. Additionally, Reading performance has remained relatively stable across grade levels, showing stronger overall growth measures compared to other core subjects.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Huffines Middle School received a "D" rating from the Texas Education Agency, driven by low student achievement, growth rate, and subgroup performance gaps.
Root Cause: Tier 1 instruction lacks consistent alignment to the full depth and complexity of the TEKS, preventing daily student TEK mastery across all content areas.

School Processes & Programs

School Processes & Programs Summary

Huffines Middle School provides professional development aligned to campus priorities and the district's One Vision framework, emphasizing daily instructional strategies, TEK-aligned assessment practices, and data analysis through structured Professional Learning Communities (PLCs). New teachers receive dedicated support through mentor assignments and training.

Academic tutorials, daily interventions, and Communities in Schools wraparound services support diverse student needs across all grade levels. Student engagement is reinforced through academic and behavioral recognitions, alongside extracurricular and co-curricular offerings in fine arts, athletics, and clubs. Behavioral expectations rooted in Restorative Practices and Safe and Civil Schools frameworks promote daily accountability, proactive communication, and reduced instructional loss, while student technology supports daily classroom instruction.

School Processes & Programs Strengths

Instructional time at Huffines Middle School is maximized through a master schedule that incorporates daily Math and Reading acceleration labs, complemented by afternoon tutorials. Teachers receive ongoing professional learning aligned to district goals and the One Vision framework, with core content teams meeting regularly in PLCs to analyze assessment data and plan instruction. New staff are supported through dedicated mentoring and training in campus protocols. Additionally, a comprehensive safety framework—including anti-bullying education, Kindness week, Red Ribbon Week programming, suicide prevention, and regular safety drills—ensures a secure and supportive learning environment for all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While Huffines has systems for professional development, safety, and restorative practices, inconsistency in the implementation of the LISD One Vision framework and PLC processes limits the impact of curriculum alignment, instructional clarity, and assessment use across classrooms.
Root Cause: Campus instructional processes are not yet fully embedded with fidelity, leading to uneven curriculum alignment and inconsistent daily instruction.

Perceptions

Perceptions Summary

Parent feedback demonstrates high overall satisfaction, as 95% of parents feel comfortable discussing concerns with school staff and 95% agree their child's culture and individual needs are recognized. Additionally, 96% rate campus communication volume as just right, favoring email (98%) and text messages (72%) as their primary modes of communication.

Student survey responses reflect strong interpersonal connections, with 79% of students feeling comfortable speaking to staff members and 65% actively involved in campus clubs. However, learning environment data highlights a key growth area, as 40% of students report that peer behavior negatively impacts their classroom learning.

Staff data reveals a supportive professional climate, with 95% reporting trusting relationships at work and 92% feeling equipped with the training needed to perform their roles effectively. Feedback also indicates room for enhanced shared leadership, as 31% of staff express a desire for greater involvement in decisions that affect their work.

Perceptions Strengths

Campus perception data demonstrates strong relational trust, safety, and active engagement across all stakeholder groups. Parents report high confidence in campus communication and climate, highlighted by 95% feeling comfortable discussing concerns with staff and 93% affirming that their child feels safe at school. Student-staff connections serve as a primary foundation, with 79% of students feeling comfortable approaching staff for support and 65% participating in extracurricular clubs. Furthermore, staff reflect a highly supportive professional environment, as 95% report trusting relationships with colleagues and 92% feel equipped with the training necessary to perform their roles effectively

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 40% of students report that peer classroom behavior negatively impacts their learning,
Root Cause: Classroom management and restorative discipline frameworks are applied inconsistently across core classes.

Priority Problem Statements

Problem Statement 1: 72% of Huffines Middle School students are economically disadvantaged, which contributes to increased academic, social, and emotional needs.

Root Cause 1: Challenges exist with stability, communication, and access to resources that support consistent academic and emotional growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: While Huffines has systems for professional development, safety, and restorative practices, inconsistency in the implementation of the LISD One Vision framework and PLC processes limits the impact of curriculum alignment, instructional clarity, and assessment use across classrooms.

Root Cause 2: Campus instructional processes are not yet fully embedded with fidelity, leading to uneven curriculum alignment and inconsistent daily instruction.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Huffines Middle School received a "D" rating from the Texas Education Agency, driven by low student achievement, growth rate, and subgroup performance gaps.

Root Cause 3: Tier 1 instruction lacks consistent alignment to the full depth and complexity of the TEKS, preventing daily student TEK mastery across all content areas.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 40% of students report that peer classroom behavior negatively impacts their learning,

Root Cause 4: Classroom management and restorative discipline frameworks are applied inconsistently across core classes.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies

- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

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: Teachers will engage in PLCs to evaluate student academic growth analyze data regarding student TEK masterey. **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 - Title I, Part A - $7,146				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Provide tutorials with small-group intervention in Math and ELA to accelerate learning gaps for students performing below grade level, driving mastery toward TEKS standards. **Problem Statements:** Demographics 1 **Funding Sources:** Teacher Tutor - 211 - Title I, Part A - 211 E 11 6117 00 052 7 24 TMP 842 0000 - $756				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Materials for hands-on learning tools and real-world problem-solving scenarios across Tier 1 instruction and Math Labs to cultivate transferable critical-thinking skills and elevate student growth. **Strategy's Expected Result/Impact:** 80% of students show growth on STAAR Math. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 **Funding Sources:** Math Manipulatives - 211 - Title I, Part A - $725.91				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 72% of Huffines Middle School students are economically disadvantaged, which contributes to increased academic, social, and emotional needs. **Root Cause**: Challenges exist with stability, communication, and access to resources that support consistent academic and emotional growth.

School Processes & Programs
Problem Statement 1: While Huffines has systems for professional development, safety, and restorative practices, inconsistency in the implementation of the LISD One Vision framework and PLC processes limits the impact of curriculum alignment, instructional clarity, and assessment use across classrooms. **Root Cause**: Campus instructional processes are not yet fully embedded with fidelity, leading to uneven curriculum alignment and inconsistent daily instruction.

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: Establish a structured Classroom Observation Feedback Cycle where campus administrators and instructional coaches conduct frequent walk-throughs to monitor Tier 1 instruction, providing teachers with timely, actionable feedback on the implementation of high-yield instructional strategies. **Strategy's Expected Result/Impact:** Increased consistency of Tier 1 instruction aligned to the full depth and complexity of the TEKS, driven by immediate instructional coaching and reflective feedback. **Staff Responsible for Monitoring:** Administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Huffines Middle School received a "D" rating from the Texas Education Agency, driven by low student achievement, growth rate, and subgroup performance gaps. **Root Cause**: Tier 1 instruction lacks consistent alignment to the full depth and complexity of the TEKS, preventing daily student TEK mastery across all content areas.

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: Standardize and consistently enforce campus-wide behavior management systems, utilizing Safe & Civil Schools protocols and Restorative Practices, to establish clear behavioral expectations, minimize classroom interruptions, and preserve Tier 1 instructional time. **Strategy's Expected Result/Impact:** Maximize uninterrupted instructional time and directly address student survey data showing that peer behavior affects classroom learning, keeping total disruptions below 232. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 40% of students report that peer classroom behavior negatively impacts their learning, **Root Cause**: Classroom management and restorative discipline frameworks are applied inconsistently across core classes.

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: Host Math and English Language Arts (ELA) Family Nights designed explain grade-level TEKS expectations and equip parents with practical learning resources to support student academic growth at home. **Strategy's Expected Result/Impact:** Stronger home-school collaboration directly supporting Tier 1 instruction and campus student achievement goals. **Staff Responsible for Monitoring:** ELA and Math Staff **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** PARENT ENGAGEMENT SUPPLIES - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 052 7 24 452 842 0000 - $2,543				

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			
	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

Huffines MS 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

Huffines MS 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)

Huffines MS 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)

Huffines MS 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)

Huffines MS 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)

Huffines MS 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)

Huffines MS 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

Huffines MS 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
Ross, Stephanie	Title 1 Sec Instructional Facilitator	Title 1 Part A	.5
Smith, Gennifer	Title 1 Assistant Principal	Title 1 Part A	1

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