Lewisville Independent School District

McKamy 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

Student Population & Demographics

Campus & District: McKamy Middle School (Campus #061902053) in Lewisville Independent School District (LISD).
Student Enrollment: Current enrollment is 252 in 6th grade, 281 in 7th grade and 239 in 8th for a total enrollment of 772
Student Groups & Needs: Includes Emergent Bilingual/English Learners (EB/EL), Special Education (current and former), Economically Disadvantaged, and Gifted & Talented (G/T) students.
Racial/Ethnic Diversity: Serves African American2.3%), Hispanic (11.5%), White (47%), Asian (33%), American Indian(0.3%), Pacific Islander(~0.4%), and multi-racial student groups (5.5%).

Academic Performance & Accountability

Campus Rating: Earned a 2025 Campus Accountability Score of **A**, with a Distinction Designation in **Academic Achievement in Science**.
STAAR Achievement: High overall proficiency across tested subjects (Reading, Mathematics, Science, and Social Studies), consistently outperforming district and state averages at the *Approaches*, *Meets*, and *Masters*grade levels.
High School Courses: Algebra I End-of-Course (EOC) performance shows exceptionally high proficiency, with 99–100% of tested students reaching the *Approaches* level or above.

Attendance & Dropout Rates

Attendance Rate: 97.0% for both the 2022–23 and 2023–24 school years.
Chronic Absenteeism: 2.2% in 2023–24, substantially lower than the state (19.0%) and district (9.7%) averages.
Dropout Rate: 0.0% annual dropout rate for grades 7–8.

School Climate & Culture

Student Experience: In 2025–26, 81.8% of students reported feeling comfortable talking to staff, 87.6% viewed the environment positively, and 93.6% agreed with treatment standards.
Parent Engagement: 89.9% of parents reported their child was glad to come to school, and 91.3% reported high satisfaction with their child's well-being in Spring 2025–26.
Staff Well-Being & Environment: Staff survey data shows 88.4% trusting relationships and 97.7% agreement on receiving effective training in Fall 2025–26.

Student Learning

Student Learning Summary

Academic Performance & Assessment Benchmarks

Overall Accountability Rating: Earned an official state rating of **A**, demonstrating overall high academic achievement across campus metrics.
STAAR Achievement Rates: Consistently yields passing rates in the 90th percentile across most subject areas, exceeding both district and state benchmarks.
Science Excellence: Earned a state Distinction Designation specifically in **Academic Achievement in Science**.

Advanced Coursework & High School Readiness

Advanced & Honors Track: A high proportion of students are enrolled in Honors, High School credit, and CTE elective courses to prepare for college readiness.
Algebra I (EOC) Performance: Showcases high proficiency in high school credit coursework taken in middle school, with **99–100%** of tested students reaching the *Approaches Grade Level* standard or higher.

Special Education & English Learner Progress

Special Education Outcomes: Special education students maintain passing rates on state assessments that perform above state standards.
Emergent Bilingual (EB/EL) Growth: English Language assessment data (such as TELPAS) and targeted subgroup tracking show steady progress toward language proficiency and standard academic expectations.

Retention, Attendance, and Dropout Data

Dropout Rate: Maintains a **0.0%** annual dropout rate across grades 7 and 8.
Attendance & Absenteeism: Attendance remains consistently high at **97.0%**. Chronic absenteeism is **2.2%**, noticeably lower than the district (9.7%) and state (19.0%) levels.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

Standards Alignment: Curriculum follows Texas Essential Knowledge and Skills (TEKS) frameworks integrated with Lewisville ISD's Subject-Area Curriculum Guides.

High-Yield Strategies: Focuses on high-yield instructional methods to drive critical thinking and real-world connected learning.

Honors & High School Credit: Active emphasis on expanding access to Honors courses, CTE electives, and early high school credit programs like Algebra I.

Professional Collaboration & Leadership

Professional Learning Communities (PLCs): Teachers participate in weekly, department-level PLCs to design common formative assessments, align best practices, and analyze student performance data.

Grade-Level Monitoring: Monthly grade-level team meetings track individual student progress and establish intervention schedules.

Shared Decision-Making: Campus Leadership and Building Leadership Teams (BLT) guide decisions regarding intervention structures, safety initiatives, and staff development.

Support Services & Interventions

Multi-Tiered Support Systems: Targeted academic tutoring and progress monitoring are integrated directly into the advisory structure.

Special Education Continuum

: Offers a full array of support models—including Mainstream accommodations, Specially Designed Instruction (SDI) In-Class/Pull-Out support, Behavioral Academic Support Environments (BASE), and a dedicated **Behavior Intervention Classroom (BIC)**.

Emergent Bilingual (EB/ESL) Support: Structured language acquisition support integrated within core content classes.

School Organization & Communication

Parent-School Channels: Utilizes district communication systems (such as Skyward) for real-time tracking of grades, attendance, and graduation pathways.

Community Engagement: Regular parent-teacher consultations and campus newsletters reinforce shared responsibility for student success.

Digital Infrastructure: Integration of district digital learning management platforms (Canvas), interactive gradebook portals, and technological tools to personalize instruction (Saavas).

Perceptions

Perceptions Summary

Key Performance Summary

- **Customer Satisfaction:** The campus achieved a **100% Customer Satisfaction** rating in 2025–26, 2023–24, and 2022–23 (and 97.0% in 2024–25).
- **Academic Excellence:** The campus earned a **2025 Campus Accountability Score of A** from the Texas Education Agency, along with a Distinction Designation in Academic Achievement in Science.
- **Parent Engagement & Well-Being:**
  - **91.3%** of parents surveyed in Spring 2025–26 agreed regarding their child's well-being (peaking at 97.7% in Fall 2024–25).
  - **89.9%** of parents reported their child was glad to come to school in Spring 2025–26.
  - **91.3%** rated parent-staff communication favorably in Spring 2025–26.
- **Internal Culture & Relationships:** Staff trusting relationships consistently score high, reaching **88.4%** in Fall 2025–26 (and up to 94.6% in Spring 2023–24).

Perceptions Strengths

Primary Areas of Operational Strength

- **Academic Mastery:** Consistently outperforms state and district averages across subjects.
- **Community Perception:** Parents consistently rate communication (91.3%–96.9%) and child well-being (91.3%–97.7%) highly.
- **Attendance & Retention:** Maintained 97.0% attendance with a 0.0% annual middle school dropout rate.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends
- 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
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Parent and community partnership data

Support Systems and Other Data

- Technology and resource allocation 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

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Goal 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 3: By the end of the 2026 -2027 school year, McKamy Middle School math students will demonstrate increased achievement by decreasing the percentage of students performing in the Did Not Meet category and increasing the percentage of students achieving Meets or Masters performance levels on STAAR math assessments and/or I-ready assessments.

High Priority

Evaluation Data Sources: STAAR
I-ready
unit exams

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: We will continue building a positive, respectful learning environment by reducing disruption-related behaviors from 78 to 65 or fewer through consistent reinforcement of expectations, proactive classroom management strategies, student recognition systems (Noble Knights and Excalibur Knights), and data-driven behavior interventions. Progress will be monitored through referral data, student feedback, and campus behavior trends. **Strategy's Expected Result/Impact:** Reduction of disruption-related behaviors from 78 to 65 or fewer. **Staff Responsible for Monitoring:** BLT committee, Administration				

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 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 3: We will increase student belonging and engagement by ensuring every student has a trusted adult connection on campus and creating meaningful opportunities for students to feel valued and connected.

Evaluation Data Sources: The campus will increase the percentage of students reporting they have an adult at school they can talk to from 81.8% to 85% and increase the percentage of families reporting their child is glad to attend school from 89.9% to 93% through intentional relationship-building, student engagement opportunities, and positive campus culture initiatives.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Trusted Adult Initiative: Identify a trusted adult for every student through student surveys, advisory activities, and teacher input. Ensure students who do not identify a trusted adult are intentionally connected with a staff member. Develop a system for staff to regularly check in with assigned students throughout the year. Monitor student responses at least three times per year to ensure connections are being maintained. **Strategy's Expected Result/Impact:** That every student will be able to identify a trusted adult on the campus. **Staff Responsible for Monitoring:** BLT committee, administrators, counselors				

No Progress Accomplished Continue/Modify Discontinue

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: "You Said, We Did" After each staff pulse survey or Scorecard review, identify a few themes and communicate: You Said: Staff identified ___ as an area impacting well-being. We Did: The campus will ___. Include this in the weekly WISK. Increase administrator support, visibility, and follow-through on staff concerns Create intentional opportunities for staff to build relationships and have fun **Strategy's Expected Result/Impact:** Increase in staff well-being **Staff Responsible for Monitoring:** administration, BLT committee				

No Progress Accomplished Continue/Modify Discontinue

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

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

*Strategies included if this is a campus priority.

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

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

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

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

High Priority

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

Goal 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 2: We will increase family satisfaction with school communication from 91.3% to 95% by implementing consistent Canvas course expectations, monitoring classroom communication practices through common walks, and ensuring families have timely access to information that supports student success.

Evaluation Data Sources: Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Establish Consistent Canvas Expectations, Conduct Common Canvas Walks, use Family Feedback to Improve Communication Regularly review family survey data, parent feedback, and communication-related concerns to identify areas for improvement. Conduct brief pulse surveys throughout the year to determine whether families are receiving the information they need. Share improvements made as a result of family feedback. **Strategy's Expected Result/Impact:** We will increase family satisfaction with school communication from 91.3% to 95% **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			
	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

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