Lewisville Independent School District

Hebron 9th Grade Campus

2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 8, 2024

Demographics

Demographics Summary

As we consider our demographics summary related to the 2024-25 school year, below are important data sources referenced:

Link to Texas Academic Performance Report (TAPR): https://www.lisd.net/cms/lib/TX01918037/Centricity/Domain/4518/hhs9tapr.pdf

Link to Campus Profile: https://www.lisd.net/cms/lib/TX01918037/Centricity/Domain/4518/hhs9cp.pdf

Link to 2024 Campus Building Leadership Team Needs Assessment: https://docs.google.com/document/d/1ZrwAccgJ3KqV2ebA1LiS4rlaU4Y8GhNoHMXLF4v8Jx0/edit?usp=sharing

Link to 2024-25 Campus Goals Focus Areas: https://docs.google.com/document/d/12HlIqnKR3Exl3_tKXXv6V9u0vZSaQugSXmkYinJ-6cQ/edit?usp=sharing

Student Learning

Student Learning Summary

Our campus continues to focus on supporting our 9th graders from the middle school to high school transition through various academic programs and course offerings. Below are important data sources for our campus in the area of student learning.

Link to TAPR Report: https://www.lisd.net/cms/lib/TX01918037/Centricity/Domain/4518/hhs9tapr.pdf

Link to TEA Accountability Summary: https://www.lisd.net/cms/lib/TX01918037/Centricity/Domain/4518/hhs9tapr.pdf

Link to Campus Profile: https://www.lisd.net/cms/lib/TX01918037/Centricity/Domain/4518/hhs9cp.pdf

Link to 2024 Campus Building Leadership Team Needs Assessment: https://docs.google.com/document/d/1ZrwAccgJ3KqV2ebA1LiS4rlaU4Y8GhNoHMXLF4v8Jx0/edit?usp=sharing

Link to 2024-25 Campus Goals Focus Areas: https://docs.google.com/document/d/12HlIqnKR3Exl3_tKXXv6V9u0vZSaQugSXmkYinJ-6cQ/edit?usp=sharing

School Processes & Programs

School Processes & Programs Summary

There are various planning and functional resources essential to our Hebron 9 programs and processes. Throughout the school year, weekly communications are shared with staff, students and families to ensure successful daily and weekly operations.

Below are links to other essential resources that are important to our campus:

Link to Campus Profile: https://www.lisd.net/cms/lib/TX01918037/Centricity/Domain/4518/hhs9cp.pdf

Link to 2024 Campus Building Leadership Team Needs Assessment: https://docs.google.com/document/d/1ZrwAccgJ3KqV2ebA1LiS4rlaU4Y8GhNoHMXLF4v8Jx0/ edit?usp=sharing

Link to 2024-25 Campus Goals Focus Areas: https://docs.google.com/document/d/12HlIqnKR3Exl3_tKXXv6V9u0vZSaQugSXmkYinJ-6cQ/edit?usp=sharing

Link to Master Schedule Overview Planning: https://docs.google.com/spreadsheets/d/1C2rdJL9D-62V5qtYIxfHsQ-hhjYPkpDSaRBgYhQ1G7k/edit?usp=sharing

Link to Clubs Schedule: https://docs.google.com/document/d/1LnowXYZqBLnqIT0YZ2zw8PTRMm-OhuQyuD4wfPXXDkE/edit?usp=sharing

Perceptions

Perceptions Summary

We conduct campus surveys for staff, students and families throughout the school year! Our summative data is highlighted in our Campus Profile link and other areas are highlighted in notes below:

Link to Hebron 9 Campus Profile: https://www.lisd.net/cms/lib/TX01918037/Centricity/Domain/4518/hhs9cp.pdf

Reflect on the EOY scorecard visit notes in your 2023 Learning Journal to assess your current data in relation to the campus vision and scorecard goals. This reflection will act as a needs assessment to determine strengths and areas of growth. List the key areas below.

Strengths	Areas of Growth
• Students talking to staff increase • Increase in 9-11 students with GPA 2.7 or higher • Increase in student involvement • Staff recognition • 9 - 11 readiness dashboard • Parent survey responses	• Chronic absentee students • GPA awareness • Looking for ways to reduce paperwork/ tasks that feel like paperwork • High school readiness • Positive change

Goals

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
ES - Istation reading and math
MS - enrollment in advanced courses
HS - GPA 2.7 or higher readiness
HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
Strategy 1: Our Hebron 9 campus will continue to focus on efforts to maintain a 2.7 GPA or higher in the area of student achievement while maximizing participation in advanced courses.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Student academic success in all 9th grade and advanced courses Maximized participation in AVID, Honors and GT courses **Staff Responsible for Monitoring:** Campus administration, counseling team, teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Readiness dashboard

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See district scorecard
Feedback from student and staff groups

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> ES, MS, HS - Student survey results
> MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> Attendance Rate
> Chronic truancy

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> Compliance with safety drills
> Completion of staff and student safety trainings

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> Student survey results
> Parent survey results

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 6: Campus Behavior Goal:

* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details				Reviews			
Strategy 1: Our campus will focus efforts to support our teachers and staff in Safe and Civil Schools training with the goal of reducing in-school suspension placements by 10% as compared with the prior school year.				**Formative**			**Summative**
				Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Increase in student behavioral success in the classroom Decrease in classroom referrals resulting in ISS placement **Staff Responsible for Monitoring:** Campus administration, teachers **TEA Priorities:** Recruit, support, retain teachers and principals							
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue				

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See district scorecard for targeted outcomes
Maintain fund balance
Balanced budget
Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See district scorecard for targeted outcomes
Financial dashboard visits
Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.
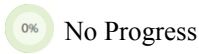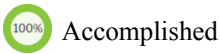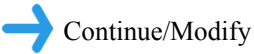
Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey results

Strategy 1 Details	Reviews			
Strategy 1: We will continue to focus on using staff surveys, individual and team conversations to guide feedback in a way that reinforces a 60% favorable rating in the category of positive change on our campus.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: More favorable rating in the category of positive change. **Staff Responsible for Monitoring:** Campus administration, leadership team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> Leadership program participation

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Strategy 1 Details		Reviews			
Strategy 1: We will continue to focus on using staff surveys, individual and team conversations to guide feedback in a way that reinforces a 60% favorable rating in the category of positive change on our campus. **Strategy's Expected Result/Impact:** Increase in staff feeling supported by positive change **Staff Responsible for Monitoring:** Campus administration and building leadership team		**Formative**			**Summative**
		Nov	**Feb**	**May**	
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey
Parent survey
Recognize Someone program

Strategy 1 Details	Reviews			
Strategy 1: We will continue to use our social media platforms to highlight the academic, extra-curricular and community successes of our campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: High engagement at 8th Grade night in January 2025 Continued levels of student move-ins transfers from private schools, public schools both in LISD and out of district **Staff Responsible for Monitoring:** Campus administration, counselors **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov**	**Feb**	**May**	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey
Customer Service survey

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.

Performance Objective 1: All students shall attend school regularly.

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

Strategy 1 Details	Reviews			
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**			**Summative**
	Nov	**Feb**	**May**	

RaaWee will be used to monitor absences and parent notification given when students are absent.
 	
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.
    Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %
    Staff Responsible for Monitoring: All staff				

0% No Progress 100% 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.

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 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: At-risk students will be identified using available data.	**Formative**			**Summative**
Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.	**Nov**	**Feb**	**May**	

Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.
 	
Procedures will be used to ensure accurate coding/tracking of withdrawals.
 	
The RtI process is utilized to provide early intervention for struggling students.
 	
    Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program
    Staff Responsible for Monitoring: All staff
 	
    TEA Priorities:
Connect high school to career and college, Improve low-performing schools				

0% No Progress   100% 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.

Performance Objective 3: Students shall feel safe and positive about their learning environment.

    Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data

Strategy 1 Details	Reviews			
Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. Campus personnel will be trained in violence prevention and intervention. The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually. Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.				

Strategy 2 Details	Reviews			
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	Formative			Summative
	Nov	Feb	May	

Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.
 	
Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.
 	
Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.
 	
Civic responsibility and community service and community involvement are encouraged.
 	
Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.
 	
Students receive public acknowledgement for non-academic achievement.
    Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.
    Staff Responsible for Monitoring: All staff				

Strategy 3 Details	Reviews			
Strategy 3: Dating Violence	Formative			Summative
	Nov	Feb	May	

LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.
    Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.
    Staff Responsible for Monitoring: All staff				

Strategy 4 Details	Reviews			
Strategy 4: Counselors work with students to make appropriate curricular choices or program choices, and support students	**Formative**			**Summative**
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	**Nov**	**Feb**	**May**	

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 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: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.
    Staff Responsible for Monitoring: All staff				

0% No Progress   100% 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.

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

    Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

Strategy 1 Details	Reviews			
Strategy 1: 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.)	**Formative**			**Summative**
	Nov	**Feb**	**May**	

Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.

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.

The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.

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.

The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.

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's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.

Staff Responsible for Monitoring: All staff

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 7: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

    Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

Strategy 1 Details	Reviews			
Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.				
Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.				
Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				