Lewisville Independent School District

Hebron High School

2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hebron High School is a wonderfully diverse campus that serves the communities of Carrollton, Frisco, Lewisville, Plano, and The Colony. School Profile: Hebron High School serves approximately 2823 students in grades 10-12. Student Demographics: White- 28.06%, Asian- 30.07%, Hispanic- 21.96%, African American- 15.05%, Two or more races- 4.46%. Student Gender: Males- 50.58%, Females- 49.42%. Student Programming: Gifted and Talented: 16.51%, ELL: 11.44%, Economically Disadvantaged: Free- 24.23%, Reduced- 4.96%, At-Risk: 30.07%, SPED: 11.69%, 504: 11.19%. School Summary Statistics: Graduation Rate- 97.4%, and an Attendance Rate of 94.8% for the 2023-24 school year.

Hebron has a staff of 207.4, with 185 teachers. 12.9 is the average number of years teaching. 7.8 is the average number of years teaching in LISD. Hebron HS staff spent a total of 13,328 hours in professional learning during the 2023-24 school year, which is an average of 57 hours per staff member. Hebron Administration conducted a total of 949 visits to classrooms, which is an average of 136 observations per administrator.

College Readiness: The average SAT score: 1146, and the average ACT score was 22.8. 58% of Hebron Students are enrolled in Honors/AP or dual credit courses. 1023 CTE Certifications were earned by students in 2024. 44% of Hebron Students participate in athletics or PE, while 42% participate in fine arts.

Demographics Strengths

Hebron High School is a diverse high school which is one of its greatest strengths. Hebron is a high performing school in academics, athletics, and fine arts programs. Hebron also offers a variety of over 50 clubs and organizations for all students to get involved. Hebron clubs include: ACDEC, ASL, Black Student Union, Circle of Friends, Hawk TV, Hawk News, The Talon, College Club, DECA, FCCLA, TSI, Earth Club, Esports, FCA, French Club, Hispanic Student Union, Hands of Hope, Hebron Asian Student Union, Red Cross, HOSA, HumanKIND, Iranian Student Association, and Latin Club to name a few.

92% of Hebron students plan to go to college and 84% said that they had staff member at their school with whom they felt comfortable talking to. Additionally, 92% of the parents polled in 2023-24 stated they were satisfied with their child's education at Hebron.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hebron needs to diversify enrollment in our Honors, AP, and dual credit courses.   **Root Cause:** An established perception that only certain students are successful in higher coursework.

Student Learning

Student Learning Summary

All schools in Texas must meet the standards set in 4 state accountability areas. For the 2022-23 school year, Hebron High School received an "A" rating by TEA with an overall accountability score of 91. Hebron earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement, and/or demonstrating appropriate academic growth for almost all students. Additionally, for eventual success in college, career, or the military.

1. Student Achievement: 93

2. School Progress: 82

3. Closing the Gaps: 86

4. Overall: 91

The 2023-24 accountability ratings have not come out yet.

Student Learning Strengths

Hebron High School has a very high graduation rate of 97.4% and a low drop-out rate. 58% of Hebron students are enrolled in Honors/AP courses or dual credit courses. The average combined SAT score is 1146, and combined ACT score is 22.8. 92% of Seniors polled planned to attend college, 4% plan to attend a technical or trade school, 2% plan to attain industry certification, and 1% plan to join the military. For the 2023-24 school year, all grade-levels (10-12) had above a 3.0 for all 4 - 9 week grading periods.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Hebron students need to sustain a GPA of 2.7 or higher in order to meet CCMR goals.   **Root Cause:** Students need to understand the criteria necessary for Hebron to meet the CCMR goals put forth by the campus, district, and state.

Problem Statement 2: Seniors need to increase their Senior College Readiness Scores.   **Root Cause:** Students need to be educated and informed that GPA, AP Scores, Participation in Honors/AP courses, Participation in Dual Credit Courses, Alg 2 Completion, Eng & Math College Prep Courses, PSAT, and grades in Algebra 1 and Geometry effect their CCMR.

School Processes & Programs

School Processes & Programs Summary

In conjunction with the Career Centers, HHS offers students the opportunity to begin learning about and training for various career fields such as medical, audio/video production, welding, cosmetology, criminal justice, auto collision repair, etc. Students in these programs spend 2 periods per day off campus doing hands-on work in a variety of fields. Students also have the opportunity to take dual credit classes through Collin College. These courses are taught either on the HHS campus by CC professors, or at the CC campus. For students looking to have increased rigor in their courses, HHS offers a wide-variety of Honors and AP courses. The AP courses all culminate into a test at the end of the semester, if passed, counts toward college credit.

School Processes & Programs Strengths

Hebron also offers AVID, PALS, DECA, ACDEC, Computer Science, Robotics, FCCLA, PSAT Team, SAT/ACT Prep Courses, STUCO, and various other in class specialized programming opportunities.

1. PSAT Team and SAT/ACT Prep Classes allow students to strengthen their standardized testing skills thereby creating opportunities to enter a college or university of their choosing.

2. Teachers provide tutoring opportunities before and after school Tues-Thurs. Hebron offers a late buses Tues-Thurs for students who do not have transportation.

3. All new teachers to campus (1-3 years) are assigned a mentor teacher and are part of our New Teacher Mentor Program.

4. Hebron has a "Program Bell Schedule" which is used on club days, pep rally days, and when the campus has guest speakers.

5. Hebron offers embedded remedial courses for EOC exams and Credit Recovery for students who have fallen behind in their credits or need extra supports.

6. 58% of Hebron students participate in Honors, AP, or dual credit courses.

7. 86% of students participate in either athletics (44%) or fine arts (42%) programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although 86% of Hebron students are involved in UIL activities, we need to ensure that the other 14% have a non-UIL club or extracurricular activity to connect them to the campus. **Root Cause:** Hebron staff should always be seeking ways to get students connected to the campus.

Perceptions

Perceptions Summary

Hebron High School works very hard to create a positive culture with the students, faculty, and local community. We are very intentional about recognizing the accomplishments of students and staff, and celebrate this success through send offs, pep rally's, newsletters, daily announcements, SkyWard emails, and on our social media outlets.

Hebron Administration is focused on collaborating with our teachers to have the most productive instructional strategies, build connections and relationships with students, and develop the necessary skills to be successful in the digital age. Our goal is always "success for every student" and "all means all". Our campus vision statement is, "We believe in providing our students with relevant and engaging learning that inspires them to thrive in a diverse society".

Perceptions Strengths

Due to Hebron's success in academics, athletics, and fine arts, we also believe that every student should engage in one of our programming opportunities. It is important for EVERY student to find their niche and find a place on campus where they feel like they belong. Research tells us that students who feel part of campus are more likely to excel and obtain their goals.

1. Hebron has regular pulse check surveys for students, staff, and parents.

2. Hebron has regular spirit days and additional times for students and staff to feel plugged into the campus.

3. Hebron has monthly power up Tuesdays to engage staff in ongoing professional learning and relevant topics.

4. Hebron has required monthly PLCs for all content areas.

5. Hebron will participate in ongoing team building activities and campus events.

6. Hebron has 14 campus committees for teachers to provide input, demonstrate leadership, and provide feedback to campus leadership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Hebron needs to include teachers in on important campus decisions. **Root Cause:** Hebron administrators needs to look at how staff are informed and involved in decision making and implement greater opportunities to serve on committees.

Priority Problem Statements

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

HB3 Goal

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: All Hebron teachers and administrators will have a student progress goal in Strive addressing one of the eleven indicators of college readiness.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Hebron Senior College Readiness will increase from 62.61% to 63%.				
Staff Responsible for Monitoring: Hebron Administration, Department Chairs, and Teachers. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: All Hebron teachers will participate in a monthly content PLC focused on student achievement and student outcomes in the units/TEKS they have covered.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Hebron Senior College Readiness will increase from 62.61% to 63%. **Staff Responsible for Monitoring:** Hebron Administration, Department Chairs, and Teachers. **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

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.

Strategy 1 Details			Reviews		
Strategy 1: Hebron will increase student involvement in extracurricular and co curricular student clubs through Monday A/B Club Days and after school opportunities.			**Formative**		**Summative**
			Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Hebron will increase student involvement from 80.7% to 85%. **Staff Responsible for Monitoring:** Hebron Administration, Counselors, Teachers, and Support Staff. **ESF Levers:** Lever 3: Positive School Culture						
0% No Progress　　100% Accomplished　　➡️ Continue/Modify　　❌ Discontinue						

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: For the 2024-24 School year, Hebron HS will focus on reducing our overall at-risk out of placements (BASE, ISS, OSS, DAEP, and JJAEP) by 5% (76.92% to 71.92%).	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Hebron HS will focus on reducing our overall at-risk out of placements (BASE, ISS, OSS, DAEP, and JJAEP) by 5% (76.92% to 71.92%). 1. All staff will complete treatment agreements by Aug 16 at 5:00 PM. 2. All staff will be trained during August PL on restorative practices, treatment agreements, HHS campus discipline plan, classroom referrals vs AP referrals, and our campus behavior management plan. Mr. Garza is over our campus Safety & Security and Campus Behavior Management. 3. HHS Admin will utilize warnings, restorative conferences, AM/PM detentions, lunch detentions, and Wednesday Night School prior to consequencing students with ISS or other out of placement alternatives. 4. HHS Admin will review BASE, ISS, OSS, DAEP, and JJAEP comparative data every 3 weeks to ensure alignment, adherence to district/board policy, and overall consistency with our behavior calibration. 5. HHS Admin will continue to focus on at-risk, African American, EB, Hispanic, Low Socio-Economic, and SPED sub-populations as top priorities. With an intentional focus on reducing lost instructional time in order to improve their long-term academic opportunities. **Staff Responsible for Monitoring:** Hebron Administration and Hebron Counseling Staff. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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

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

Strategy 1 Details			Reviews			
Strategy 1: Hebron HS will utilize "Power up Tuesdays"/staff professional learning groups, campus committee opportunities, Wellness Wednesdays, monthly teacher recognition efforts, and monthly health tips and tricks to increase staff involvement in decision making and staff well-being.			**Formative**			**Summative**
			Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Hebron will increase staff well-being from 71.6% to 73%. Hebron will increase staff involved in decision making from 53.2% to 58%. **Staff Responsible for Monitoring:** Hebron Administration, Counselors, Librarian, Food Science Teachers, and campus ITF. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, 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

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

Strategy 1 Details	Reviews			
Strategy 1: All Hebron HS Administrators will have a minimum of two campus committees for staff to choose to participate on. Currently, Hebron HS has 14 committees for teachers to serve on. **Strategy's Expected Result/Impact:** Increase staff involved in campus decisions from 53.2% to 58%. **Staff Responsible for Monitoring:** Hebron Administration.	**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

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

Strategy 1 Details	Reviews			
Strategy 1: Hebron HS will increase staff perceptions regarding positive change. Hebron HS will focus on multifaceted communication efforts, campus committee opportunities, anonymous survey feedback, in-person "talk time" with the principal, and building trust through effective instructional leadership.	**Formative**			**Summative**
	Nov	**Feb**	**May**	
Strategy's Expected Result/Impact: Hebron HS will increase the staff survey regarding positive change from 41.10% to 50%.				
Staff Responsible for Monitoring: Hebron Administration.				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

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 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. 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.	**Nov**	**Feb**	**May**	

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 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 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	**Formative**			**Summative**
	Nov	**Feb**	**May**	

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. .
 	
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
	Formative			**Summative**

	Nov	**Feb**	**May**	

0% No Progress   100% Accomplished   ⟶ Continue/Modify   ✗ Discontinue