Lewisville Independent School District

Hebron High School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Profile: Hebron High School serves approximately 2800 students in grades 10-12.

School Demographics: White- 30.36%, Asian- 30.21%, Hispanic- 20.39%, African American- 14.46%, Two or more races- 4.31%.

Gender: Males- 51.66%, Females- 48.34%.

Gifted and Talented: 16.13%, ELL: 8.80%, Economically Disadvantaged: Free- 20.73%, Reduced- 4.53%, At-Risk: 36.74%, SPED: 9.86%, 504: 7.78%

School Summary Statistics: Graduation Rate- 98.7%, Attendance Rate- 96.7%, and a Mobility Rate of 7.7% for the 2022-23 school year.

Hebron HS has a staff of 203, with 185 teachers. 13.0 is the average number of years teaching. 7.6 is the average number of years teaching in LISD. Hebron HS staff spent a total of 11,698 hours in professional learning during the 2022-23 school year, which is an average of 50.6 hours per staff member. Hebron Administration conducted a total of 1020 visits to classrooms, which is an average of 146 observations per administrator.

College Readiness: The average SAT score: 1167, and the average ACT score was 23.9.

56% of Hebron Students are enrolled in Honors/AP or dual credit courses.

46% of Hebron Students participate in athletics or PE, while 41% 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 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.

89.9% of Hebron students plan to go to college and 85.9% were very satisfied with their high school education. Additionally, 92.8% of the parents polled in 2022-23 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

Student Learning Strengths

1. Hebron High School has a very high graduation rate of 98.7% and a low drop-out rate of .6%.

2. 56% of Hebron students are enrolled in Honors/AP courses or dual credit courses.

3. The average combined SAT score is 1167, and combined ACT score is 23.9.

4. 89.9% of Seniors polled planned to attend college, with 85.9% being satisfied with their LISD education.

5. For the 2022-23, Hebron High School earned an "A" rating by the state of Texas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Hebron needs to increase 10th Grade Geometry and Chemistry scores.   **Root Cause:** Several students have math achievement gaps due to COVID and virtual at-home learning.

Problem Statement 2: Hebron needs to increase Algebra 2 completers.   **Root Cause:** Several students have math achievement gaps due to COVID and virtual at-home learning.

Problem Statement 3: Hebron needs to increase the percentage of students using iPads for instructional use on campus.   **Root Cause:** Teachers need to feel more comfortable rolling out iPad integration strategies in their content area.

Problem Statement 4: Hebron students need to sustain a GPA of 2.7 or higher in order to meet CCMR goals.   **Root Cause:** 10th grade students have had lower GPA's as they transition in from H9.

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.

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.

School Processes & Programs Strengths

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. Teacher 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, advisory 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. 56% of Hebron students participate in Honors, AP, or dual credit courses.

7. 87% of students participate in either athletics (46%) or fine arts (41%) programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Hebron needs to increase participation in non-UIL extracurricular activities from 33% (2023) to 50% (2024). **Root Cause:** Hebron needs to do a better job of tracking club/organizational involvement and attendance.

Problem Statement 2: Hebron needs to work on decreasing 10th grade discipline from 935 referrals in 2022-23 to under 800 in 2023-24. **Root Cause:** Hebron needs to do a better job with transitioning 9th graders to the main 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".

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.

Perceptions Strengths

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 in to 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 activites and campus events.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: Hebron needs to work on streamlining communication through out the building.   **Root Cause:** Hebron needs to have 1 administrator over LEAD processes, duty stations, lunch schedules, etc.
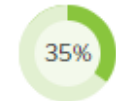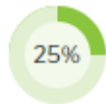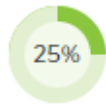
Priority Problem Statements

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	Formative Reviews		
Strategy 1: Hebron will monitor and provide supports for students who have fallen below a 2.7 GPA.	**Formative**		
Strategy's Expected Result/Impact: The percentage of 10th & 11th Graders with a 2.7 GPA will increase from 75.8% (2023) to 77% (2024). The percentage of 12th Graders with a 2.7 GPA will increase from 85.3% (2023) to 87% (2024). **Staff Responsible for Monitoring:** Hebron Administration. Hebron Counselors. Hebron RTI Coordinators. Hebron Department Chairs. Hebron Teachers. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Nov**	**Feb**	**May**
	35%		

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Hebron will increase the number of sub-populations who take an Honors, AP, or Dual Credit.	**Formative**		
Strategy's Expected Result/Impact: Hebron will see a 5% increase in the number of sub populations taking Honors, AP, or Dual Credit Courses.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Hebron Administration., Counselors, Department Chairs, and Teachers. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%		

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Hebron will increase the number of students utilizing iPads for instruction.	**Formative**		
Strategy's Expected Result/Impact: Hebron Administration will see a 10% increase in instructional iPad usage through trend walk throughs from 2023 to 2024.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Hebron Administration and Teachers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	25%		

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.

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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Through quality advisory lessons and intentional discussions, Hebron will increase the percentage of students who feel comfortable talking with staff members.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Hebron student surveys will reflect a 3% increase in the number of students who feel comfortable talking with staff members. **Staff Responsible for Monitoring:** Hebron Administration, Counselors, and Teaching Staff. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	30%		
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 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.
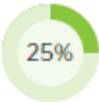
High Priority

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		Formative Reviews		
Strategy 1: Hebron will have non-UIL clubs and organizations meet every week on Mondays.		**Formative**		
Strategy's Expected Result/Impact: Hebron's non-UIL club participation will increase from 33% (2023) to 50% (2024). **Staff Responsible for Monitoring:** Hebron Administration, Counselors, and Teaching Staff. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		**Nov**	**Feb**	**May**
		35%		
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.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Hebron will have 2 RTI Coordinators tracking discipline and truancy.	**Formative**		
Strategy's Expected Result/Impact: Hebron will reduce the percentage of chronically truant students from 9.93% (2023) to 9.1% (2024).	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Hebron Administration, Counselors, RTI Coordinators, Teachers, and Attendance Clerks. **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	25%		
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 4: Monitor safety and security of all LISD facilities.

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.

    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	Formative Reviews		
Strategy 1: Hebron will reduce the number of discipline referrals through targeted parent meetings, orientation meetings, student class meetings, and smaller group Counselor/Admin meetings with students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Hebron will reduce the number of 10th grade offenses from 874 to under 800 (8.5%). Hebron will reduce the number of overall referrals from 2068 to under 2000 (2.95%) for the 2023-24 school year. **Staff Responsible for Monitoring:** Hebron Administration. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	35%		
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.

   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.

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.

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.

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

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).

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).

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Hebron will increase the number of campus committees and increase the number of staff involved in important campus decisions.	**Formative**		
Strategy's Expected Result/Impact: Hebron will increase the number of staff involved in important campus decisions from 53% (2023) to 58% (2024). Hebron will target the 29% of staff that were neutral in their answer in 2023.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Hebron Administration. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	35%		

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).

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 1.1 ON SCORECARD.

High Priority

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

Strategy 1 Details		Formative Reviews		
Strategy 1: Hebron will streamline communications to the campus and ensure alignment with district communications.		**Formative**		
Strategy's Expected Result/Impact: Hebron will raise the combined score of clear and open communication and clear direction with the district from 65.4% (2023) to 68% (2024).		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Hebron Administration and all Staff involved in global communications. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		35%		
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.

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

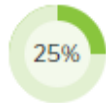| Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.	**Formative**		
RaaWee will be used to monitor absences and parent notification given when students are absent.	**Nov**	**Feb**	**May**
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	30%		
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	Formative Reviews		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
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. **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	**Nov**	**Feb**	**May**
	25%		
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	Formative 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**		
	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. 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. Campus personnel will be trained in violence prevention and intervention.	35%		

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

Students receive public acknowledgement for non-academic achievement.
 	
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.
 	
A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.
 	
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.
 	
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.
    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
	35%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence	**Formative**		
	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

25%

| 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	Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	**Nov**	**Feb**	**May**

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.

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.)

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

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.

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	Formative Reviews		
Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability	**Formative**		
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. .	**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.	30%		
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			