

Lewisville Independent School District
Hedrick Middle School
2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 10, 2024

Demographics

Demographics Summary

Hedrick Middle School is a public school located in Lewisville, TX, within the Lewisville Independent School District, serving grades six through eight. There are currently 871 students.

Enrollment by Race/Ethnicity: African American, 9%; Hispanic, 66%; White, 11%; American Indian, 0.2%; Asian, 13%; Pacific Islander, 0.24%; Two-or-More Races, 3%. No significant changes in demographics by Race/Ethnicity have been noted from the previous year.

Enrollment by Student Groups: Economically disadvantaged, 80%; English Learner, 55%; Special Education, 29%, Gifted/Talented, 12%, At Risk 77%. Our economically disadvantaged numbers and special education numbers have increased significantly.

We have 72 new language learners on campus that are enrolled in ESL specific ELA - a significant increase than the approximately 31 students enrolled in 22-23 and the 60 enrolled in 23-24. This number increases almost daily and requires us to be flexible with scheduling to support these students and their teachers on campus.

Staff Data: Total staff is 95 members, including 72 certified teachers, 6 professional support, and 9 educational aides.

Community Data: Hedrick Middle School serves a diverse community in Lewisville, TX. Community residencies include non-homeowners, mobile homes, apartment dwellings, and

single family homes. Languages spoken by parents are Spanish, English, Chin, Burmese, Hmung, Korean, Urdu, and Albanian.

We have a small and strong PTA who works to make Hedrick Middle School a thriving environment for students to learn and teachers to work. Hedrick staff works with parents to translate school events in Spanish, Chin, and Burmese and provides assistance with online enrollment forms.

Hedrick Middle School opens its doors to the community. We are hoping to offer adult education classes in the evenings for English Language Learners this year and will continue to offer parent support through our Parent Cafe program with the assistance of the Social Work and Counseling departments. Hedrick includes several community partners who are part of the Building Leadership Team.

Demographics Strengths

Our strong Communities in Schools program meets the practical needs of our many families. Some of these supports include a High School Mentor Program, campus student support, a strong SEL program that enhances our current counseling staff, weekend meal packs, hot meal programs, and basic health needs.

We have two ESL liaisons that are building teacher capacity through professional development training. The majority of of our content area teachers are ESL certified and most content area teachers have been SIOP trained. Hedrick teachers continue to learn how to best engage all student with best practices.

We have a Chin and Burmese population, which we continue to serve through our ESL

program. We are fortunate have 3 full time employees and a CIS coordinator to assist us with translation with this unique population.

Hedrick Middle School offers many clubs and programs for students' diverse interests, passions, and
and needs.

Some of our clubs include Robotics, FCA, Game Club, Design Club, Garden Club, Chess Club, Karaoke Club, Library Club, Coloring Club, etc. Some of our programs include Advanced Robotics, AVID, AP Spanish- Advanced Spanish Language and Culture, NJHS, Cheerleading and we hope to add dance this year. We also offer grade level gifted and talented classes, beginner ESL classes, special education classes, orchestra, band, choir, art, theater, and athletics to meet student educational needs and interests.

Students and staff are given multiple opportunities each year to give back to the community they serve with campus events, fundraisers, and donation drives. Some of our community services include canned food drives through Student Council, a community garage sale through AVID, raising money for Christmas gifts, and Kindness Week.

We are also proud to be a part of the Lewisville HS feeder program and work hard to prepare our students to have great character and leadership skills.

Problem Statements Identifying Demographics Needs

Problem Statement 1: engaging our Chin population **Root Cause:** language barrier, with limited resources to provide accurate translations in basic communication forms (presentations, newsletters, emails, events)

Student Learning

Student Learning Summary

Student performance on STAAR continues to be lower than we would like due to gaps in learning during the pandemic. Our students continue to struggle despite HB1416 interventions, tutorials, and small group instruction. We will continue to address targeted improvements for struggling students by incorporating additional electives centered on improving math and reading skills.

Reading scores have maintained or slightly increased while math scores continue to be a concern, particularly 7th grade Math.

We have seen growth in the number of students electing to take honors classes and are able to provide more students the opportunity to receive high school credits assisting our CCMR ratings.

Student Learning Strengths

Student reading scores continue to improve slowly, and we received a distinction for post secondary readiness that was a surprise!

While scores on the STAAR test are not as high as we would like, we are seeing an increase in student grades and completed assignments. Students are taking more pride in achieving grades of 85 and above after seeing some complacency the last several years. A huge win!

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): With our drop in state assessments scores and the additional students on our campus, there is an urgency to continue our growth using PLCs, providing extra interventions, professional development opportunities, purchasing tools for teachers and students to be successful, and maintaining a structured campus environment for students and staff. There will also be an emphasis on student engagement. **Root Cause:** Expectations from state and campus desire to improve academically and culturally. We see a need for students to be more engaged and take responsibility for their own learning.

Problem Statement 2 (Prioritized): We continue to have many EB students arriving daily increasing our enrollment and stretching our resources to accommodate their needs. Continued attention and professional development will continue to help prepare teaching staff to use siop techniques that assist all students. **Root Cause:** increased immigration to the state

School Processes & Programs

School Processes & Programs Summary

Hedrick is one of four LISD middle schools chosen to be a STEM Academy. The STEM Academy offers a hands-on, collaborative learning environment dedicated to teaching students science, technology, engineering and math. By incorporating the design principles of engineering in all subject areas, we will be preparing our students for the workforce of the future. HMS continues to offer a wide variety of academic classes including Honors, Gifted and Talented, Special Education, and high school credit classes. Advanced Placement Spanish enables our students to earn college credit for foreign language. You will also find robust Fine Arts and competitive Athletic programs for students to enjoy at Hedrick Middle School.

School Processes & Programs Strengths

This summer teachers spent professional development time attending sessions to strengthen our grasp and utilization of new engagement strategies and prepare for the changes brought on by restructuring the middle school schedule and removing double blocked ELA classes. Teacher leaders were able to collaborate and devise a plan to address the needs of our growing campus - both students and staff. Teachers reviewed our extensive behavior management procedures, processes, and systems to tweek them as necessary. These processes provide support for a positive campus culture. There is a renewed accountability on campus to communicate effectively and positively with parents to partner with them to gain student success. Teachers have also taken responsibility to oversee and command control of their own classrooms.

without relying totally on the administrators.

Parents have commented positively on the strong structures in place and the emphasis on student engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We will continue to provide a structured learning environment while emphasizing academic growth, guidance in social/emotional health, leadership skills, student engagement, and community involvement. Teachers will continued to be encouraged to feel free to contribute to policies and processes on campus and leadership opportunities will be communicated and promoted. **Root Cause:** continuing to bounce back from pandemic to a more inclusive and enriched student culture.

Perceptions

Perceptions Summary

Hedrick Middle School excels in many areas of school culture and community engagement. Hedrick Middle School prides itself on its incredibly diverse culture in both our students and staff, working as one while embracing, and celebrating all cultures and backgrounds. Student engagement continues to improve with the vast array of opportunities provided for students to become a part of our Hedrick family. Students describe campus life in a positive way with regards to respect, relationships, behavior, support, and belonging. Our staff plays a critical role in building the culture and climate while maintaining a caring and safe environment. We count on strong parent and community partnerships and hope to strengthen them by involving them in many social and cultural events as health situations allow. Parent surveys show parents are supportive and pleased with the campus overall. After implementing a Student Wrangler Advisory Group (SWAG) last year, students are enjoying a voice on campus concerning events, concerns, and processes.

We are also enjoying the increase in parent involvement particularly for open houses, parent information nights, student events and becoming more involved in their student's progress.

Perceptions Strengths

What our parents think

In April 2024, parents were surveyed about the campus their child attends. Values represent the percentage of respondents who agreed with each statement. Based on 117 responses.

Are satisfied overall	94%
Most of the time, my child is happy at school	93%
My child's health and wellness are supported	96%
Parents feel welcomed at school and are involved	94%
School staff communicates well with families	87%
Teachers do whatever it takes to help my child meet academic standards	97%

What our students think

In April 2024, we asked our students about adults they could confide in at our school. Values represent the percentage of students who agreed with the following.

There is a staff member at my school with whom I feel comfortable talking	81%
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Problem Statements Identifying Perceptions Needs

Problem Statement 1: In the past there have been perceptions of discipline issues. Our discipline referrals continue to decrease as our processes for structure strengthen and attention to building character and leadership skills with our students. **Root Cause:** Higher mobility percentages that previous years, and a huge increase in students arriving from other countries.

Priority Problem Statements

Problem Statement 1: With our drop in state assessments scores and the additional students on our campus, there is an urgency to continue our growth using PLCs, providing extra interventions, professional development opportunities, purchasing tools for teachers and students to be successful, and maintaining a structured campus environment for students and staff. There will also be an emphasis on student engagement.

Root Cause 1: Expectations from state and campus desire to improve academically and culturally. We see a need for students to be more engaged and take responsibility for their own learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We continue to have many EB students arriving daily increasing our enrollment and stretching our resources to accommodate their needs. Continued attention and professional development will continue to help prepare teaching staff to use siop techniques that assist all students.

Root Cause 2: increased immigration to the state

Problem Statement 2 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: October 21, 2024

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


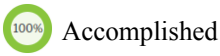
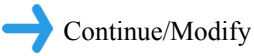

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the percentage of students taking advanced placement courses from 59.5% to 62% in order to set high expectations and improve the level of rigor for students which will improve academic performance. HMS staff will encourage and identify students with the capacity/potential to take Honors classes during campus registration and throughout the school year.</p> <p>Strategy's Expected Result/Impact: increased rigor in academics for all students</p> <p>Staff Responsible for Monitoring: teachers, admin, counselors</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: HMS will increase student involvement in programs that spotlight academic achievements like NJHS, Student Council, SWAG, AVID, and Academic UIL.</p> <p>Strategy's Expected Result/Impact: higher grades, increased pride in academic achievement, create culture that includes academics as a high priority</p> <p>Staff Responsible for Monitoring: admin, teachers, counselors, student leaders</p>	Formative			Summative
	Nov	Feb	May	

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided with continuing professional development to increase engagement in classrooms. Professional learning will be centered around strategies to ensure students are using critical thinking strategies, and taking ownership of their own learning. ESL strategies will also continue to be a focus as well as strategies learned through the Safe and Civil Schools program.</p> <p>Strategy's Expected Result/Impact: higher grades/scores positive student culture/environment (student survey)</p> <p>Staff Responsible for Monitoring: administration, teacher leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	May	

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: With our drop in state assessments scores and the additional students on our campus, there is an urgency to continue our growth using PLCs, providing extra interventions, professional development opportunities, purchasing tools for teachers and students to be successful, and maintaining a structured campus environment for students and staff. There will also be an emphasis on student engagement. Root Cause: Expectations from state and campus desire to a improve academically and culturally. We see a need for students to be more engaged and take responsibility for their own learning.</p>

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

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will have opportunities to attend tutoring and other remediation efforts, outside of the regular school day through before/after school . Students will be provided materials needed to be successful in classes and enrichment opportunities, including but not limited to paper, headphones, charging stations for school iPads, writing/drawing utensils, printed materials,and online content specific supports (IXL) needed for learning opportunities.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 Funding Sources: IXL Site License - 211 - Title I, Part A - \$20,595, School Poster/Banner Printer - 211 - Title I, Part A - \$1,258.52</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided access to electives to address learning gaps in Reading and Math during the school day.</p> <p>Strategy's Expected Result/Impact: Student achievement progress in regards to being on grade level, and moving to masters</p> <p>Staff Responsible for Monitoring: administrators, counselors, teachers, students</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: With our drop in state assessments scores and the additional students on our campus, there is an urgency to continue our growth using PLCs, providing extra interventions, professional development opportunities, purchasing tools for teachers and students to be successful, and maintaining a structured campus environment for students and staff. There will also be an emphasis on student engagement. Root Cause: Expectations from state and campus desire to a improve academically and culturally. We see a need for students to be more engaged and take responsibility for their own learning.</p>

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:

Hedrick Middle School will reduce the number of offenses/referrals taking place in the campus restroom areas by 5%.

High Priority

Evaluation Data Sources: Edugence
Skyward

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will be responsible for wearing their ID everyday so that they may be easily identified by staff when monitoring large groups of students in common areas and restrooms. This will assist in our goal to decrease the amount of offenses occurring in these areas.</p> <p>Strategy's Expected Result/Impact: Obtain a more structured and safe environment for students with clear expectations that also promote student ownership and responsibility.</p> <p>Staff Responsible for Monitoring: admin./ teachers/students</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: School ID Printer - 211 - Title I, Part A - \$1,469.79</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and administrators will attend Safe and Civil Schools training to fine tune our behavior management processes, and coach colleagues on best practices during professional development.</p> <p>Strategy's Expected Result/Impact: more streamlined goals and expectations for students and teachers to reduce stress and disruptive behaviors on campus</p> <p>Staff Responsible for Monitoring: admin, counselors, teachers, students</p>	Formative			Summative
	Nov	Feb	May	

Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators will research/utilize data proven technology to reduce frequency of students out of the classroom(Digital Hall Pass) and detect illegal and dangerous activities like vape detectors.</p> <p>Strategy's Expected Result/Impact: increase time in the classroom, reduce number of altercations in restrooms, and curb increase of vapes (tobacco and THC) on campus.</p> <p>Staff Responsible for Monitoring: administration, selected office staff</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will increase the use of 1:X devices on campus from 87% to 88% by providing incentives to students that bring their iPads consistently.</p> <p>Strategy's Expected Result/Impact: Increased number of students engaged in CANVAS, and decreased number of incomplete assignments</p> <p>Staff Responsible for Monitoring: admin, teachers, counselors</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will provide professional development training for teachers to bolster their knowledge and usage of iPad technology to increase student engagement in the classroom.</p> <p>Strategy's Expected Result/Impact: increased student engagement, increased grades, increased culture</p> <p>Staff Responsible for Monitoring: administrators and teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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			
<p>Strategy 1: Increase opportunities for staff to be involved in decision making processes to build trust through avenues in addition to the Building Leadership Team, and Teacher Advisory Group.</p> <p>Strategy's Expected Result/Impact: increased sense of well being by faculty stronger campus culture increase on scorecard > 75.4%</p> <p>Staff Responsible for Monitoring: administration</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing support and encouragement to engage teachers in our campus culture as they deal with changes in scheduling and workload.</p> <p>Strategy's Expected Result/Impact: increase on scorecard > 75.4% (4.2) increase on scorecard from 79.3% to 80% (3.4)</p> <p>Staff Responsible for Monitoring: admin, teacher leaders</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: We will improve the communications with our community so they are well informed about district and campus events We will push all district initiatives like "Recognize Someone", including submission links in all newsletters as well as all pertinent district news to keep our community informed.</p> <p>Strategy's Expected Result/Impact: increased well being of teachers educate community lift up teachers and public education in general improve on scorecard</p> <p>Staff Responsible for Monitoring: admin</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff meetings and communication will also outline the district vision, mission and goals. A major goal for our campus is not only to improve the communications with our parents but to assist them with the challenges they may be facing with bridging the language barrier by providing various resources in English and Spanish.</p> <p>Strategy's Expected Result/Impact: continue to improve campus culture and moral, keep all stakeholders informed of campus events and student expectations/progress, continue to encourage community and parent involvement by improving communication and sense of belonging with the campus.</p> <p>Staff Responsible for Monitoring: admin, teacher leaders</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>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.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

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			
<p>Strategy 1: At-risk students will be identified using available data. 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.</p> <p>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.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>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</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.





You will update the formative and summative reviews.

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			
<p>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.</p> <p>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.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>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.</p> <p>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.</p>	Formative			Summative
	Nov	Feb	May	
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Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>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.</p> <p>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.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: Dating Violence</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>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.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>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 services or they may choose to attend LLC and work with their home campus counselor to complete the process.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>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.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.</p> <p>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.</p> <p>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.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>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 the 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

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 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			
<p>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. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	

 No Progress
  Accomplished
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  Discontinue

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district and campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Hedrick Middle School Building_Leadership Team are involved in monitoring the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. MTSS meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the MTSS process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Hedrick Middle School Based on need as identified via the MTSS process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online surveys, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abigail Garces	Title I Aide	Title I, Part A	1
Brittany McPeck	Title I Grant Teacher	Title I, Part A	1
Jessica Hoffmann	Title I Grant Teacher	Title I, Part A	1
Maria Jane Castillo	Title I Grant Teacher	Title I, Part A	1