Lewisville Independent School District

Hebron Valley Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Welcome to Hebron Valley STEM Academy

Located in Carrollton, Texas, Hebron Valley STEM Academy is a learning community proudly serving over 720 scholars in Kindergarten through 5th grade. Since opening our doors in 1988, we have cultivated a warm, family-friendly environment where every student is empowered to thrive.

We are honored to be recognized as a Nationally Certified School of Excellence for STEM Education, a testament to our ongoing commitment to academic innovation and excellence. Above all, our school is deeply enriched by the wonderful diversity of our student body.

Student Population & Demographics

- **Total Enrollment:** 724 scholars
- **Daily Average Attendance:** 96.2%
- **Student-to-Teacher Ratio:** 22:1 (across 35 K–5 classrooms)

Student Subpopulations

- **Special Education:** 11%
- **Economically Disadvantaged:** 28%
- **Gifted & Talented:** 6%

Student Diversity

- **Asian American:** 33.98%
- **Caucasian:** 24.86%
- **Hispanic:** 20.17%
- **African American:** 15.61%
- **Two or More Races:** 4.97%

- **American Indian:** 0.41%

Our Dedicated Staff & Community

Our dedicated educators and support teams work hand-in-hand to ensure every child receives a well-rounded and deeply supportive education.

- **Instructional & Enrichment Staff:** 35 Classroom Teachers (K–5), 5 Enrichment Teachers (Music, Art, two PE sections, and Computer Science), 1 Librarian, 7 SDI Teachers, 2 Language Science Teachers, 1 Language Acquisition Specialist, and 1.5 Gifted & Talented Facilitators.
- **Specialized Support Services:** 2 Speech-Language Pathologists, 1 Diagnostician, 2 Counselors, 1 Nurse, and 2 Instructional Paraprofessionals.
- **Administration & Operations:** 1 Principal, 2 Assistant Principals, 4 Office Paraprofessionals, alongside essential custodial, cafeteria, and transportation teams.
- **External Specialists & Community:** We regularly collaborate with occupational and physical therapists, vision and hearing specialists, and school psychologists. Additionally, our thriving PTA and parent volunteers provide vital support for countless school initiatives.

Demographics Strengths

Staff Retention & Strong Feeder Partnerships

Our campus culture is rooted in strong collaboration and support, which is reflected in our exceptional teacher retention rates. As a proud part of a cohesive district feeder pattern, we partner closely with The STEM Academy at Creek Valley Middle School and Hebron High School to ensure a seamless educational journey for our students.

Student Leadership & Character

We believe in empowering our scholars from an early age. Through our active Student Council, students model responsibility, leadership, and service by supporting both our campus and the broader community. Supported by our highly qualified and dedicated staff, every child is welcomed into a positive, inclusive environment.

Family & Community Involvement

Family partnership is the heartbeat of our success. Throughout the year, our vibrant PTA hosts engaging events that foster academic, social, and emotional growth. Parents enrich our school culture through diverse volunteer opportunities from serving as WatchDOGS to helping host classroom holiday celebrations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Despite Hebron Valley STEM Academy's strong community engagement, high teacher retention, and recognition as a Nationally Certified School of Excellence, the school faces challenges in maintaining uniform academic growth across its increasingly diverse demographic sub-populations.
Root Cause: While the school boasts a robust support staff (SDI, Language Science, and GT facilitators), the growing diversity and specific needs within sub-populations (such as economically disadvantaged and special education students) create competing demands for specialized instructional time.

Student Learning

Student Learning Summary

Organization	Administration	Tested Grade	STAAR - Mathematics					
			Tests Taken	Average Scale Score	Performance Levels			
					Did Not Meet	Approaches and Above	Meets and Above	Masters
STEM ACADEMY AT HEBRON VALLEY EL	Spring 2026	3	115	1463	27% 31 Tests	73% 84 Tests	43% 49 Tests	18% 21 Tests
STEM ACADEMY AT HEBRON VALLEY EL	Spring 2026	4	127	1562	31% 40 Tests	69% 87 Tests	52% 66 Tests	23% 29 Tests
STEM ACADEMY AT HEBRON VALLEY EL	Spring 2026	5	128	1662	25% 32 Tests	75% 96 Tests	45% 58 Tests	25% 32 Tests

STAAR - Reading

Tests Taken	Average Scale Score	Performance Levels			
		Did Not Meet	Approaches and Above	Meets and Above	Masters
114	1488	23% 26 Tests	77% 88 Tests	54% 62 Tests	32% 36 Tests
127	1598	13% 16 Tests	87% 111 Tests	61% 77 Tests	35% 44 Tests
128	1725	12% 15 Tests	88% 113 Tests	77% 98 Tests	54% 69 Tests

STAAR - Science

Tests Taken	Average Scale Score	Performance Levels			
		Did Not Meet	Approaches and Above	Meets and Above	Masters
*	*	*	*	*	*
*	*	*	*	*	*
128	3847	28% 36 Tests	72% 92 Tests	40% 51 Tests	21% 27 Tests

Student Learning Strengths

- Reading is the strongest overall subject area across all three tested grade levels (Grades 3–5), showing consistent growth as students progress:
  - **Passing Rates (Approaches and Above):** Ranges from **77%** in Grade 3 up to **88%** in Grade 5.
  - **Advanced Mastery:** Over half of 5th graders (**54%**) reached the **Masters** level, and **77%** achieved **Meets and Above**.
  - **Low Non-Pass Rates:** Only **12%** of 5th graders and **13%** of 4th graders fell into the **Did Not Meet** category.
- **Consistent Passing Rates in Mathematics:**
  - Across all grades (3–5), a steady majority of students are passing the STAAR Math assessment, maintaining passing rates between **69% and 75%** (**Approaches and Above**).

- 4th grade demonstrated strong foundational competence with **52%** achieving **Meets and Above**.

- **Solid Science Performance (Grade 5):**
  - **72%** of 5th-grade students achieved **Approaches and Above** on the Science STAAR.
  - **40%** reached **Meets and Above**, with **21%** attaining the **Masters** level.

- **Strong Upward Cohort Trajectory (Grade-Over-Grade Growth):**
  - Average Scale Scores increase consistently across grade levels in both Reading (1488 in 3rd → 1598 in 4th → 1725 in 5th) and Mathematics (1463 in 3rd → 1562 in 4th → 1662 in 5th), reflecting strong cumulative instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While students demonstrate strong overall performance and growth in Reading, Mathematics exhibits a lower mastery ceiling and a persistent performance gap. Across Grades 3-5, passing rates for Math peak at 75% (compared to 88% in Reading), with fewer students transitioning from foundational passing ("Approaches") to advanced proficiency ("Meets" and "Masters").
Root Cause: Instructional planning and Tier 1 mathematics instruction need to consistently emphasize mathematical reasoning, problem-solving, and differentiated tasks that challenge students beyond proficiency and accelerate growth toward Meets and Masters.

School Processes & Programs

School Processes & Programs Summary

Hebron Valley STEM Academy is a learning organization that is focused on the whole child. This includes: student growth and achievement, fostering leadership and social and emotional well-being. We inspire learners to become innovative, collaborative, life-long designers who contribute to an ever-changing global community.

- **High-Leverage Instructional Practices:** Provide targeted staff professional learning on evidence-based math and literacy practices, prioritizing small-group intervention and high-fidelity implementation of the new *Amplify Math* curriculum.
- **Collaborative Data & Intervention Systems:** Strengthen core instructional processes through Professional Learning Communities (PLCs), structured Multi-Tiered System of Supports (MTSS) data reviews, and scheduled Literacy Check-ins to track and accelerate student growth.
- **School Culture & Behavioral Supports:** Maintain strong campus-wide expectations and advance the House System to foster student engagement, belonging, and positive school culture.
- **Whole-Child & Safety Initiatives:** Equip staff with required protocols and training, including the *Second Step* social-emotional curriculum, Student Threat Response, Child Abuse Protocols, and Safety/Suicide Prevention.
- **Emergency Preparedness:** Maintain strict compliance with safety procedures by executing regular emergency drills, including monthly evacuation drills and required seasonal drills.

School Processes & Programs Strengths

- **Culture & Belonging:** Fostering a safe, family-oriented, and inclusive environment where every scholar thrives.
- **Empowered Ownership:** Instilling resilience and agency by encouraging risk-taking, reflection, and student ownership of learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instructional execution in core academic areas specifically math lacks the consistency and targeted intervention needed to maximize growth across all student tiers.
Root Cause: Teachers need continued support through lesson internalization, PLC collaboration, instructional coaching, and consistent implementation of HQIM to ensure rigorous Tier 1 instruction and targeted differentiation that moves students from Approaches to Meets and Masters.

Perceptions

Perceptions Summary

What our parents think

In April 2026, parents were surveyed about the campus their child attends. Values represent the percentage of respondents

who agreed with each statement.

Based on 165 responses.

Satisfied overall **90%**

Most of the time, my child is happy at school **92%**

My child's health and wellness are supported **95%**

Parents feel welcomed at school and are involved **94%**

School staff communicates well with families **93%**

Teachers do whatever it takes to help my child meet academic standards **90%**

What our students think

In April 2026, we asked 4th and 5th grade 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 **91%**

Perceptions Strengths

- **Comprehensive High Performance (90%+ Agreement Across the Board):** Out of 165 parent respondents and upper-elementary student participants, every standard evaluated received overwhelming support, reflecting a healthy, supportive campus climate.
- **Top Parent Strengths:**
    - **Health & Wellness Support (95%):** The highest-rated metric overall, showing exceptional trust in the school's ability to keep children safe and supported.
    - **Welcoming Environment & Engagement (94%):** Parents strongly agree that the school fosters an open, inclusive culture where families feel valued and involved.
    - **Communication & Transparency (93%):** Staff effectively maintain proactive, clear dialogue with families regarding school matters and student progress.
    - **Student Happiness (92%):** A vast majority of parents confirm their children are happy attending school on a daily basis.

- **Academic Dedication & Overall Satisfaction (90%):**
    - 90% of parents express complete satisfaction with the campus overall.
    - 90% agree that teachers exhibit high dedication ("doing whatever it takes") to help students meet academic benchmarks.
- **Strong Student-Adult Relational Trust (91%):**
    - 91% of 4th and 5th graders report having at least one staff member they feel comfortable talking to, demonstrating strong relational safety and effective socio-emotional support systems.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 9% of 4th and 5th graders who lack a trusted adult on campus. With only 165 total parent responses, current data may also obscure unidentified academic or relational concerns due to incomplete sample representation across the broader student body.
Root Cause: Despite a 91% positive response rate among upper-elementary students, 9% of students still feel disconnected, indicating that relational outreach and social-emotional check-ins are not yet systematically reaching every student.

Priority Problem Statements

Goals

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

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

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

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Deliver vertically aligned, high-yield Tier 1 math instruction; integrating the new Amplify Math curriculum to increase 3rd-grade math achievement. **Strategy's Expected Result/Impact:** Stronger implementation of vertically aligned Tier 1 instruction, more consistent HQIM implementation, or improved PLC practices that result in increased student achievement. **Staff Responsible for Monitoring:** administration and teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Integrate deconstructed and calibrated STEM skills across all grade levels to increase student performance on the Engineering Design Continuum **Strategy's Expected Result/Impact:** increase by 5% in every grade on the STEM continuum. **Staff Responsible for Monitoring:** administration and teachers. **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Utilize PLC blocks to align math instructional timelines with upcoming STEM challenges, ensuring students possess the underlying math fluency before applying it in design tasks. **Strategy's Expected Result/Impact:** PLCs gain a clear, shared roadmap that connects daily lesson objectives directly to long-term cross-curricular projects, giving purpose to weekly math pacing. **Staff Responsible for Monitoring:** Administration and teachers **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: By May 2027, 100% of grade-level/content PLCs will consistently engage in a structured lesson internalization and rehearsal process to ensure teachers deeply understand the standards, lesson purpose, rigor, anticipated student responses and misconceptions, and key instructional moves prior to lesson delivery. **Strategy's Expected Result/Impact:** Teachers will consistently engage in lesson internalization and rehearsal during PLCs to strengthen their understanding of the standards, instructional materials, lesson purpose, rigor, anticipated student responses and misconceptions, and opportunities for differentiation. Teachers will rehearse critical portions of upcoming lessons, receive feedback from peers and instructional leaders, and make instructional adjustments prior to lesson delivery. As a result, classroom instruction will demonstrate increased alignment to the intended rigor of the standards and adopted instructional materials, stronger questioning and checks for understanding, purposeful responses to student misconceptions, and increased student engagement and academic ownership. Campus leaders will monitor implementation and impact through PLC observations, One Vision Walkthrough data, student work, and formative assessment results. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Team Leads **TEA Priorities:** Build a foundation of reading and math				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

*Strategies included if this is a campus priority.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Campus leaders conduct brief, non-evaluative walkthroughs focused specifically on the fidelity of One Vision framework practices, providing actionable feedback. **Strategy's Expected Result/Impact:** Receiving actionable feedback allows teachers to make immediate course corrections while the lesson and student reactions are still fresh in their minds. **Staff Responsible for Monitoring:** Admin and teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: Strategies to achieve campus behavior goal. Implementation of Safe and Civil and Restorative Practices.	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
Strategy 2: Strengthen proactive behavior supports including the House System, clear campus expectations, and Second Step lessons.	Formative			Summative
	Nov	Feb	May	
Strategy's Expected Result/Impact: Decrease office discipline referrals for physical aggression by 5%. **Staff Responsible for Monitoring:** administration and teachers **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

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

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

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

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

*Strategies included if this is a campus priority.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Create a collaborative feedback loops and shared ownership using the start, stop and continue format. **Strategy's Expected Result/Impact:** Clearly defining what to start, stop, and continue removes guesswork for staff, turning vague feedback into actionable, concrete behavior changes. **Staff Responsible for Monitoring:** Administration and teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Partner intentionally with the PTA to co-design accessible, family-centered events that foster unity, belonging, and active school involvement. **Strategy's Expected Result/Impact:** Parent engagement will increase for our family events and PTA membership. Families will feel welcomed at HVSA. **ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes, including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at <0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain attendance and instructional support strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations.	Formative			Summative
	Nov	Feb	May	
Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026