Lewisville Independent School District

Hebron High 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

Hebron High School Campus Profile

Serving the Communities of Carrollton, Frisco, Lewisville, Plano, and The Colony

With an enrollment of 3,624 students in grades 9–12 (and 2,712 in grades 10–12), Hebron High School merges high academic standards with active student involvement. Exemplary educators and comprehensive coursework foster a diverse campus community focused on post-secondary success.

Demographic Overview

Student Population: 3624 (Grades 9–12); 2712 (Grades 10-12).
Ethnic Distribution:

- Asian: 31.45%
- White: 26.3%
- Hispanic: 21.5%
- African American: 14.86%
- Two or More Races: %

Gender Distribution:

- Male: 51.33%
- Female: 48.67%

Student Programming & Support Services

- Gifted and Talented: 15.49%
- English Language Learners (ELL): 8.37%
- Economically Disadvantaged: 24.85%

    - Free Lunch: 17.7%
    - Reduced Lunch: 7.15%
- At-Risk Students: .70%
- Special Education (SPED): 10.14%
- Section 504 Services: 12.68%

Academic Performance and Engagement

- **Graduation Rate:** 98.5%
- **Attendance Rate (2024–2025):** 95.4%
- **Average SAT Score:** 1151
- **Average ACT Score:** 23.9
- **Students Enrolled in Honors/AP/Dual Credit Courses:** 62%
- **CTE Certifications Earned in 2024:** 767
- **Athletic/PE Participation:** 41%
- **Fine Arts Participation:** 44%

Staff Profile

- **Total Staff:** 264
- **Average Years of Teaching Experience:** 13.8
- **Average Years in LISD:** 8.6
- **Total Professional Learning Hours (2024–2025):** 16,774 Hours.
- **Average Professional Learning Hours per Staff Member:** 63.5 hours

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Instructional Leadership and Support

- **Classroom Visits Conducted by Administration:** 1096

- **Average Classroom Observations per Administrator:** 157

Hebron High School is dedicated to cultivating excellence, equity, and active student involvement. Through robust academic programs, varied extracurricular opportunities, and exemplary faculty leadership, Hebron prepares graduates for higher education, career success, and lifelong learning.

Demographics Strengths

Campus Culture and Student Engagement

Diversity is one of Hebron High School's greatest assets, enriching campus culture and strengthening its premier programs in academics, athletics, and fine arts. Beyond the classroom, students can engage with over 35 clubs and organizations designed to foster leadership, personal growth, and strong community connections.

Some of the clubs and organizations available at Hebron include:
Academic Decathlon (ACDEC), American Sign Language (ASL) Club, Black Student Union, Circle of Friends, Hawk TV, Hawk News, The Talon (student publication), College Club, DECA, TSI Prep, Earth Club, Esports, Fellowship of Christian Athletes (FCA), Hispanic Student Union, Hands of Hope, Hebron Asian Student Association, Step Team, Stomp and Shake, Red Cross Club, HOSA – Future Health Professionals, and HumanKIND, among several others.

Student and Parent Satisfaction

- **95%** of Hebron students report plans to attend college after graduation.
- **93%** of parents surveyed during the 2025-26 school year expressed satisfaction with the quality of their child's education at Hebron High School.

Problem Statements Identifying Demographics Needs

Problem Statement 1: To foster equitable access to advanced learning, Hebron High School is actively working to increase and diversify student enrollment in Honors, AP, College Preparatory, and Dual Credit courses. This initiative guarantees that all students have the opportunity to challenge themselves and excel academically.
Root Cause: At Hebron High School, potential is not defined by strict prerequisite paths or narrow metrics. We foster an inclusive environment that encourages all students to pursue Honors, Advanced Placement (AP), College Prep, and Dual Credit courses, surrounding them with the guidance and resources necessary to thrive in high-level academic environments.

Student Learning

Student Learning Summary

State Accountability Summary

All public schools in Texas are evaluated based on four key state accountability domains established by the Texas Education Agency (TEA). For the 2025-26 school year, Hebron High School received an overall **"B" rating** from TEA, with a total accountability score of **89**.

Breakdown of Hebron's Accountability Ratings:

- **Student Achievement:** 88%
- **School Progress:** 84%
- **Closing the Gaps:** 92%
- **Graduation Rate:** 98.5%

While Hebron continues to demonstrate strong performance in Student Achievement and School Progress, targeted efforts are being made to improve outcomes in the "Closing the Gaps" domain to ensure academic success and equitable opportunities for all students.

Student Learning Strengths

Hebron High School continues to demonstrate academic distinction and student retention, marked by a 98.5% graduation rate and a minimal dropout rate. Demonstrating high academic ambition, 62% of the student body actively engages in rigorous Honors, Advanced Placement (AP), or Dual Credit coursework. Standardized performance remains strong, with students achieving an average combined SAT score of 1151 and an ACT score of 23.9. Senior exit surveys highlight clear post-secondary direction: 95% plan to pursue higher education, 3% intend to enroll in technical or trade programs, 2% aim to earn industry certifications, and 1% plan to enlist in the military. Consistently high expectations were maintained throughout the 2025–2026 academic year, with grades 10–12 securing an average GPA above 2.7 across all four grading periods.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need to focus student achievement efforts on HS State CCMR %. Currently, Hebron is at a 76.5% and the campus needs to strive for 100%. By 2030- current 9th graders, must be CCMR to graduate.
Root Cause: CCMR is built on state policy changes, shifting state accountability standards, and fragmented metrics (GPA, TSIA, AP, Dual Credit, Industry-Based Certifications, Algebra II completion). Without explicit translation to students and their families, these technical terms read like administrative compliance efforts rather than actionable student goals.

School Processes & Programs

School Processes & Programs Summary

Through key educational partnerships, Hebron High School expands technical, vocational, and collegiate opportunities for all students.

In collaboration with the Career and Technology Centers, Hebron offers specialized two-period off-campus blocks in fields such as architecture, healthcare, audio/video production, welding, cosmetology, criminal justice, automotive collision repair, and pharmaceuticals.

Additionally, Hebron partners with Collin College to deliver dual credit coursework—taught either on the high school campus or virtually—enabling students to earn high school and college credits concurrently.

For students seeking advanced academic challenge, a comprehensive suite of Honors and Advanced Placement (AP) courses provides rigorous instruction and the opportunity to secure post-secondary credit through qualifying AP examination scores.

School Processes & Programs Strengths

Beyond its core curriculum, Hebron High School provides a well-rounded educational environment supported by targeted academic interventions, college readiness initiatives, and thriving co-curricular opportunities. With 62% of students enrolled in Honors, AP, or Dual Credit courses, Hebron emphasizes high academic standards. Campus-wide college readiness is further reinforced through dedicated PSAT, SAT, and ACT prep courses, alongside specialized programs like AVID, DECA, Robotics, Computer Science, and Academic Decathlon.

To ensure equitable learning, faculty offer morning and afternoon tutoring options Monday through Friday (before school and after school). Embedded EOC remediation and Credit Recovery programs provide additional safeguards for student retention.

Student life extends far beyond the classroom: 82% of students participate in extracurriculars—highlighted by robust involvement in Athletics (41%) and Fine Arts (44%)—while non-academic clubs and student associations allow students to engage with dozens of student organizations.

Furthermore, Hebron supports instructional excellence by pairing all early-career educators with veteran mentors through the New Teacher Mentor Program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While 85% of Hebron students are actively involved in UIL-sponsored activities, it is essential that we also provide meaningful non-UIL clubs and extracurricular opportunities to ensure the remaining 15% of students are engaged and connected to the campus community.
Root Cause: Hebron educators must intentionally create pathways for student engagement and campus connectedness. By prioritizing relationship-building and inclusive practices,

staff ensure that every student feels valued, supported, and actively involved in the Hebron community.

Perceptions

Perceptions Summary

Perceptions Summary

At Hebron High School, building a vibrant and supportive culture for students, staff, and families is at the center of everything we do. We actively honor excellence across campus through pep rallies, send-offs, daily announcements, community newsletters, Skyward communications, and active social media channels. Our leadership team collaborates closely with teachers to deliver engaging instruction, mentor students, and prepare them for success in an increasingly digital world. United by our belief that "all means all," we remain steadfast in our mission to achieve success for every student.

Our campus vision reflects this commitment:
“We believe in providing our students with relevant and engaging learning that inspires them to thrive in a diverse society.”

Perceptions Strengths

Complementing Hebron High School’s premier programs in academics, athletics, and fine arts, the campus operates under the conviction that every student should actively participate in at least one co-curricular program. Establishing a personalized niche—a space where students feel valued, supported, and connected—is critical; research consistently links a strong sense of school belonging to elevated academic achievement and personal growth.

To systematically cultivate an inclusive campus climate and sustain instructional excellence, Hebron drives the following core initiatives:

- **Continuous Climate Monitoring:** Regular Google surveys administered to students, staff, and families to capture actionable feedback and evaluate campus culture.
- **School Culture & Community Events:** Recurring spirit days and campus-wide events engineered to build school pride, foster relationships, and enhance campus connection.
- **Collaborative Professional Learning:** Monthly content-area Professional Learning Communities (PLCs) and targeted professional learning designed to elevate instructional quality and student outcomes.
- **Culture-Building & Team Dynamics:** Structured team-building activities and staff initiatives that promote collaboration and sustain a positive organizational culture.
- **Shared Leadership Infrastructure:** Ten active campus committees that empower faculty members to exercise leadership, contribute strategic input, and collaborate directly with administration on decision-making.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Hebron High School prioritizes shared governance by actively integrating faculty into core decision-making processes. Leveraging diverse educator perspectives fosters meaningful collaboration, elevates instructional leadership, and reinforces collective ownership of campus initiatives and long-term goals.
Root Cause: To drive operational transparency and organizational trust, Hebron administration will review and optimize current communication and staff engagement practices. Expanding faculty representation across campus decision-making committees will cultivate a more collaborative, inclusive culture rooted in shared leadership and professional agency.

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.

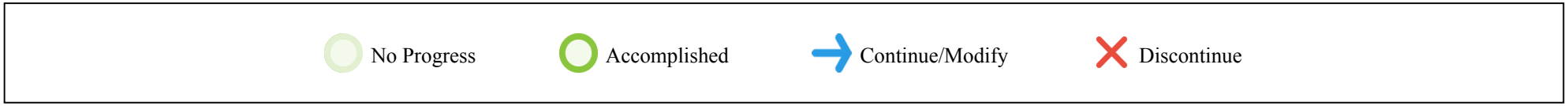
*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD

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: By May 2027, Hebron High School will establish a data-informed Academic and CCMR Support Framework leveraging attendance, behavioral, and academic performance metrics. Through early identification, targeted interventions, structured progress monitoring, subpopulation specific progress monitoring and expanded college and career pathway access, the campus will increase the proportion of students attaining state College, Career, and Military Readiness (CCMR) standards by 3.6%. **Strategy's Expected Result/Impact:** Hebron will increase the State CCMR score from 76.5% to 80% by the end of this year. **Staff Responsible for Monitoring:** Hebron administration, counselors, department chairs, teachers, campus diagnostician, and the campus data clerk. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				


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: Throughout the 2026-2027 school year, 100% of content-area teams will conduct at least one monthly PLC utilizing the standardized agenda--emphasizing lesson internalization and rehearsal--while campus administrators conduct regular walkthroughs using the One Vision tool to monitor and support effective instructional delivery. **Strategy's Expected Result/Impact:** Campus-wide implementation of monthly content PLCs and regular One Vision administrator walkthroughs will result in 100% teacher alignment with the district curriculum framework and enhanced instructional consistency across all departments. **Staff Responsible for Monitoring:** Hebron administrators, department chairs, and teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Hebron HS will establish a proactive, campus-wide expectations and behavior management framework that enforces consistent expectations (tardies, IDs, insubordination, dresscode, etc), leverage bi-weekly early warning Edugence data to identify specific students, and equip staff with restorative redirection and de-escalation practices to resolve minor conflicts before escalating to out of placement discipline. **Strategy's Expected Result/Impact:** By May 2027, Hebron High School will reduce total In-School Suspensions (ISS), Out-of-School Suspensions (OSS), and discretionary DAEP placements by 7%, decreasing total disciplinary incidents from 581 to 540 (a reduction of 41 placements), through the implementation of proactive, targeted behavior support systems. **Staff Responsible for Monitoring:** Hebron administrators, counselors, department chairs, teachers, support staff, and the campus data clerk. **TEA Priorities:** Recruit, support, retain teachers and principals **- 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Hebron High School will establish a centralized student involvement tracking document to identify he 20% of unengaged students, using targeted interest inventories to uncover their specific preferences and barriers to participation. Campus leadership will then deploy an advisory initiative to personally match unengaged students with campus organizations, while hosting 2 school-day club fairs. Finally, the campus will eliminate participation hurdles by offering lunch-period meeting options, virtual participation options, and transportation on designated after school club days to ensure every student has an accessible pathway to campus involvement. **Strategy's Expected Result/Impact:** By May 2027, Hebron High School will expand student participation in campus activities to achieve an 82% involvement rate, successfully decreasing the proportion of unengaged students from 20.1% to 18.0%. **Staff Responsible for Monitoring:** Hebron administrators, Administrator over clubs/orgs, counselors, 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 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: To strengthen community trust and administrative transparency, Hebron High School will host two joint PTA and Booster Club informational sessions focused on state and local public school finance, fostering collaborative partnerships and a shared understanding of campus fiscal stewardship. **Strategy's Expected Result/Impact:** By May 2027, Hebron High School will host two joint PTA and Booster Club informational sessions focused on state and local school finance, public education advocacy, and community support opportunities, achieving an 80% or higher positive rating on post-session surveys regarding administrative transparency and community trust. **Staff Responsible for Monitoring:** Hebron Principal and Associate Principal. **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: By November 2026, the Hebron High School Building Leadership Team (BLT) will increase staff buy-in and accountability by collecting and analyzing campus-wide "Start, Stop, Continue" feedback to select, plan, and execute two new operational or instructional initiatives. **Strategy's Expected Result/Impact:** Elevate campus culture, increase staff ownership in administrative decision-making, and establish clear operational direction driven by teacher voice. **Staff Responsible for Monitoring:** Campus Principal, Hebron Administrators, and Teacher Leaders on the BLT **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems				

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.

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