Lewisville Independent School District

Hedrick Middle 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

Revised/Approved: September 24, 2026

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 793 students.

Enrollment by Race/Ethnicity: African American, 7.82%; Hispanic, 68.22%; White, 9.3%; American Indian, 0.25%; Asian, 11.22%; Pacific Islander, 0.13%; Two-or-More Races, 3.03%. No significant changes in demographics by Race/Ethnicity have been noted from the previous year.

Enrollment by Student Groups: Economically disadvantaged, 75%; EB/EL, 51.9%; Special Education, 34.67%, Gifted/Talented, 13.49%, At Risk 74.6%. Our economically disadvantaged numbers and special education numbers have increased significantly over the past several years.

We have 50 new language learners on campus that are enrolled in ESL specific ELA - This number fluctuates during the course of the year so we provide flexible with scheduling to support these students and their teachers on campus.

Staff Data: Total staff is 94 members, including 61 certified teachers, 6 professional support, and 8 educational aides and 2 esl professional facilitators.

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.

We have a small 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 is committed to improving family engagement on campus. Parents are an integral part of our students educational experience. Hedrick includes several community partners who are part of the Building Leadership Team.

Demographics Strengths

Our 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. All of of our content area teachers are ESL certified and continue to participate in professional development to assist our emergent bilingual and all students in general. Hedrick teachers continue to learn how to best engage all student with best practices using HQI material. Hedrick teachers logged 5000 hours of professional learning hours this past year.

We have a Chin and Burmese population, which we continue to serve through our ESL and general education programs. We are fortunate to have 13 full time employees, a counselor and an administrator to assist us with translation with our ESL population.

Hedrick Middle School offers many clubs and programs for students' diverse interests, passions, and needs including Drama club, Spanish Club, Chess Club, Lego Club, Journey, Student Council, National Jr. Honor Society, Board Games, Cheer and Robotics.

Some of our programs include HS credit STEM classes, Journey, AP Spanish- Advanced Spanish Language and Culture, Leadworthy,NJHS, HS credit Art and culinary courses. 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, 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.

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 and incorporating study program geared to individual needs. It is a campus goal to improve student achievement/growth scores on all assessments - state,district, and campus. We want our students to reach for excellence, not settle for mediocrity. 70% is not enough.

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. Over the last 5 years we have seen a steady increase in the average scores across the board.

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!

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 best teaching practices to engage our learners in academic collaboration, verbalize clearly their learning,improving their personal skills as teachers. 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 tweak 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.

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. When people visit our campus they feel a strong feeling of connection and belonging. They feel valued and cared for.

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 . 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 also ventured out with a new program to spotlight our STEM program and involve students in community service projects, WRANGLERS IN ACTION. Students researched stem or community service projects and then prepared and presented these findings to teachers and peers. We hope to continue this new adventure and include community members and other campuses in on the presentations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

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
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Community service agencies and support services

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: September 24, 2026

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: Utilize all data sources including i.Ready diagnostics, interim staar tests, previous staar data and summit K12 (for esl/eb students) to increase accountability score from a D to at least a C and raise MS Readiness score to 85% or higher. LIP PLAN: lever 3.1 lever 5.3 **Strategy's Expected Result/Impact:** increased Math and Reading scores at meets/masters status on STAAR, academic growth as measured on I.ready diagnostic assessments/unit tests to show mastery or on grade level status on standards related to the TEKS of each area. **Staff Responsible for Monitoring:** staff, admin, counselors, esl liaisons, campus content facilitators **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Revamp intervention/enrichment platform to address classroom deficiencies (reteach/complete work) as well as identifying individual standards all students can improve upon. Classroom and current curriculum will now be referred to as Wrangler Workshop(before/after school) and specific individualized standards will be addressed during Power Hour (after school). LIP PLAN: lever 3.1 lever 5.3 **Strategy's Expected Result/Impact:** Higher percentage of student achieving meets/masters on state assessments, higher district cba scores, and campus unit tests scores to ensure academic growth. **Staff Responsible for Monitoring:** staff, admin, counselors, esl liaisons, campus content facilitators **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Campus admin will redesign our organization model to include Academic Administrative Meetings following each 3 week grading period to discuss data, plan PLCs, interventions and tactics to improve Domain 2A in particular of the Accountability scorecard. One AP and one counselor will also have responsibilities for providing guidance to students with grade issues, meet consistently with facilitators/MTSS team, organize PLCs, and monitor administrative walk through schedules, and LEAD timeline adherence. LIP PLAN: lever 4.1, 4.2 lever 5.1, 5.3 **Strategy's Expected Result/Impact:** increased support for low performing students struggling with completing classwork, and supporting teachers to execute uniform Tier One instruction through streamlining PLC work to focus on internalization, verbal student feedback, and adherence to district curriculum content and pacing. **Staff Responsible for Monitoring:** staff, admin, counselors, esl liaisons, campus content facilitators **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - School Culture and Climate 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: ESL/EB students continue to show stagnant growth on state assessments. Strategic planning is necessary to provide additional professional development for teachers in this area with an emphasis to involve these students in meaningful reading, writing, speaking and collaborative classroom experiences along with their peers each day. Summit K12 will be implemented with students in the sheltered ELA classes and other students still failing to use English in the classroom. This program will assist with TELPAS scores and STAAR scores. LIP PLAN: lever 2.3 lever 5.2 lever 6.1 **Strategy's Expected Result/Impact:** increased support for EB/ESL students struggling with passing core classes, and improve TELPAS competency scores and meets/master STAAR scores. **Staff Responsible for Monitoring:** esl liaisons, all teachers, counselors, admin., campus facilitators **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations **- Targeted Support Strategy** **Problem Statements:** Demographics 2				

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: Students will have opportunities to attend tutoring and other remediation efforts, outside of the regular school day through before/after school, as well as participate in reading/math labs during the school day. 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, flexible learning spaces/equipment for STEM curriculum/ STEM campus projects (like Wranglers in Action & STEM Night), printed materials, and online content specific supports/ software (SUMMIT/SAVAAS) needed for learning opportunities. LIP PLAN: lever 3.1 lever 4.2 lever 5.3 **Strategy's Expected Result/Impact:** Higher grades , increased scores on State Mandated Testing, increased visibility & opportunities provided for STEM campus **Staff Responsible for Monitoring:** ALL **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 **Funding Sources:** TalkingPoints-- UNABLE to approve this program to be purchased with title - 211 - Title I, Part A - $0, School Supplies-Assortment - 211 - Title I, Part A - 211 E 11 6399 00 042 7 24 442 842 0000 - $500, Tutoring Buses - 211 - Title I, Part A - 211 E 34 6412 00 042 7 24 442 842 0000 - $3,500, SAVVAS- Math Manipulatives - 211 - Title I, Part A - 211 E 11 6399 00 042 7 24 442 842 0000 - $1,732, LEAD4WARD MS Field Guide Kits - 211 - Title I, Part A - 211 E 11 6399 00 042 7 24 442 842 0000 - $900, White Copier Paper - 211 - Title I, Part A - 211 E 11 6399 00 042 7 24 442 842 0000 - $500, STARR Tutoring - 211 - Title I, Part A - 211 E 11 6117 00 042 7 24 000 842 0000 - $2,440, PCNs for Subs & Teacher Learning - 211 - Title I, Part A - 211 E 11 6112 00 042 7 24 SUP 842 0000 - $15,354, Quick Study Foreign Language Thinking Stems-English/Spanish - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 042 7 24 442 842 0000 - $4,929, Additional Budget to be added because of salary adjustments-- adding 17,515 - 211 - Title I, Part A - 211 E 2119 STF - $0				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Staff will participate in weekly PLCs with their facilitators to practice internalizing lessons and exploring methods to encourage students to verbalize their knowledge through collaborative techniques that act as formative assessments to guide instructional planning. LIP PLAN: lever 4.2 lever 5.1, 5.2 **Strategy's Expected Result/Impact:** increased support for low performing students struggling with completing classwork, and supporting teachers to execute uniform Tier One instruction through streamlining PLC work to focus on internalization, verbal student feedback, and adherence to district curriculum content and pacing. **Staff Responsible for Monitoring:** staff, admin, counselors, esl liaisons, campus content facilitators **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Instructional leaders will consistently conduct brief classroom walkthroughs paired with targeted feedback featuring a bite-sized, high-leverage action step to elevate active engagement during core instruction & ensure adherence to One Vision Framework & curriculum scope & sequence. LIP PLAN: lever 1.3 lever 2.3 lever 4.2 lever 5.1, 5.2 **Strategy's Expected Result/Impact:** increased teacher competency and confidence in lesson internalization, alignment to One Vision Framework in regards to curriculum and pacing. **Staff Responsible for Monitoring:** staff, admin, counselors, esl liaisons, campus content facilitators **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: All core teachers, reading/math lab teachers, resource teachers, and strategies for success teachers will have several opportunities during the year to participate in extended PLCs to have additional time to plan, practice and prepare high caliber instructional activities that are supported by the HQIM provided by the district. (One Vision Framework, Curriculum pacing guides and resources) Substitutes will be acquired to enable this collaborative experience and agendas will be formulated by administrators and academic facilitators. LIP PLAN: levers 5.2, 5.3 **Strategy's Expected Result/Impact:** increased teacher competency and confidence in lesson internalization, alignment to One Vision Framework in regards to curriculum and pacing. **Staff Responsible for Monitoring:** staff, admin, counselors, esl liaisons, campus content facilitators **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Achievement 2				

 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: Implementation of Safe and Civil and Restorative Practices, consistently monitor hallway pass, cameras, and organize supervision/monitoring of high traffic areas to ensure safety. 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. LIP PLAN: levers 3.2, 3.3 **Strategy's Expected Result/Impact:** decrease number of referrals, daep, OSS placements, and create an environment more conducive to learning and success. **Staff Responsible for Monitoring:** staff, admin, counselors, esl liaisons, campus content facilitators **ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Increase positive incentives for student's meeting high expectations for academics and behavior by increasing the number of positive referrals given to students and celebrating success in this aspect of school culture consistently. LIP PLAN: levers 3.2, 3.3 **Strategy's Expected Result/Impact:** create an environment more conducive to learning and success. **Staff Responsible for Monitoring:** staff, admin, counselors, esl liaisons, campus content facilitators **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy** **Problem Statements:** Student Achievement 2 - School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Safe and Civil School/MTSS team will be formed to identify students that are in need of assistance outside of Tier One instruction/behavior. This team will meet frequently during the week and assist with student integration back into the classroom after extended disciplinary placements, our student advisory group SWAG (student wrangler advisory group), and organizing student rewards and awards. LIP PLAN: levers 3.2, 3.3 **Strategy's Expected Result/Impact:** decrease number of referrals, daep, OSS placements, and create an environment more conducive to learning and success. **Staff Responsible for Monitoring:** staff, admin, counselors, esl liaisons, campus content facilitators **Title I:** 2.51, 2.52, 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1				

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: Encourage students and teachers to participate in activities or clubs outside of the realm of athletics and fine arts. Students are encouraged to make suggestions of possible activities as long as they are approved by admin and have a teacher sponsor. LIP PLAN: LEVER 3.2,3 .3 **Strategy's Expected Result/Impact:** improve scorecard data as related to student participation and supportive campus environment **Staff Responsible for Monitoring:** staff, admin, counselors, esl liaisons, campus content facilitators **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1				

 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.

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

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 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Teachers will attend professional development opportunities and have access to resources/supplies prescribed by those learning opportunities to improve student engagement and academic success that will be reflected on our state accountability ratings. LIP PLAN: lever 1.4 lever 5.2 lever 6.1 **Strategy's Expected Result/Impact:** improved student success and improved teacher efficacy in regards to internalization of lessons, and following the One Vision framework **Staff Responsible for Monitoring:** all **Title I:** 2.51, 2.53 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations **- Additional Targeted Support Strategy** **Problem Statements:** Student Achievement 1 **Funding Sources:** LEAD4WARD Training: Rockin' Review - 211 - Title I, Part A - 211 E 13 6411 00 042 7 24 442 842 0000 - $1,325, TCEA (Technology) Conference - not an allowable expense - 211 - Title I, Part A				

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: Hedrick will participate fully in the Brand Ambassador Program (Allison Palmer) and increase social media interactions by posting more frequently, adding an instagram account, and encouraging followers to comment/react to our stories and become a part of our Wrangler community. LIP PLAN: lever 3.2, 3.3 **Strategy's Expected Result/Impact:** increase on scorecard in regards to improved media engagement with families and community **Staff Responsible for Monitoring:** Librarian, Admin **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Parent involvement committee will be formed to encourage parents to be a part of the Wrangler community and restore our PTA. LIP PLAN: lever 3.2, 3.3 **Strategy's Expected Result/Impact:** improved campus culture and collaboration with community **Staff Responsible for Monitoring:** all **Title I:** 2.53 **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy** **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: To effectively engage our community, Hedrick Middle School requires a fast, flexible communication platform (ParentSquare)that provides full translation support for the 66.24% of our parents that need English translation. While text-based outreach via TalkingPoints addresses the severe character limits of Finalsite's texting feature, TalkingPoints currently lacks translation capabilities for Chin dialects. Hedrick needs a versatile tool (ParentSquare) that combines low-barrier text messaging with reliable, two-way translation tailored to all of our diverse population. LIP PLAN: lever 3.3, lever 6.4 **Strategy's Expected Result/Impact:** Teachers have had great success texting parents about student's academic progress. We hope to see the number of missing assignments dissolve leading to improved grades and scores on state and district assessments while establishing a collaborative bond with parents. **Staff Responsible for Monitoring:** ALL **Title I:** 2.51 **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Achievement 1 - School Culture and Climate 1				

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			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. 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

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Hedrick MS conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Hedrick MS documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Hedrick MS initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Hedrick MS involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Hedrick MS ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Hedrick MS coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Hedrick MS addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Hedrick MS evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Brogan, Payton	Title 1 Teacher	Title 1 Part A	1
Castillo, Maria (Jane)	Title 1 Data Specialist	Title 1 Part A	1
Hogue, Chelsea	Title 1 Teacher	Title 1 Part A	1
Ross, Stephanie	Title 1 Sec Instructional Facilitator	Title 1 Part A	.5

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