

Lewisville Independent School District

Heritage Elementary School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Heritage ES is a PreK-5 campus located in Highland Village, TX. The PreK program operates under the name Discovery Academy and the curriculum is STEM focused. The campus opened in 1993. Currently Heritage has 504 students and 49.3 full time staff members. Over the past 5 years, enrollment has gradually declined due to students aging out of elementary and families not moving out of the zone. The current demographic distribution is as follows: African American 3%, Hispanic 15%, White 64%, Asian 12%, Two or More Races 6%. Heritage has 8.5% economically disadvantaged, 4% English Language Learners, 8.5% At Risk and 23% of students in Special Education

Heritage is known for continued high levels of academic achievement, community service work, WatchDOGS Program for dads, the Texas Our Heritage Outdoor Learning Area, The Hawkfest Community Carnival, Family Fitness Day, and award winning Boys and Girls Choirs.

Extra-curricular clubs at Heritage include Recycling Club, Choir, Student Council, Running Club, Safety Patrol

Demographics Strengths

Heritage Elementary has many strengths. Some of the most notable demographic strengths are:

1. Attendance rates have consistently stayed above 95-97%% over the past several years
2. Heritage continues to meet/exceed standards in all content areas based on STAAR results
3. Focus on building relationships with students/families has allowed a warm and welcoming environment at Heritage
4. Community partnerships and parental involvement is at a very high level
5. Heritage typically maintains 100% staff membership in PTA
6. Heritage routinely maintains an equivalent of 1 PTA member for every child enrolled
7. Heritage was named a National PTA School of Excellence 2021-2023
8. Staff turnover rate is extremely low from year to year

Student Learning

Student Learning Summary

STAAR data results show continued progress in grades 3-5. Istation data is utilized in grades K-5 to monitor student progress of math and reading. Grades 3-5 also use CBA, benchmark data as well as summative and formative assessments.

According to the 2022-2023 STAAR data, our students performed at the following levels (scores represent combined campus passing scores)

Reading 95%

Math 90%

Science 92%

According to the 2021-2022 istation data, over 90% of all students were performing at, or above, grade level in Reading (Tier 1) by the end of the school year.

Student Learning Strengths

Overall performance in reading, math and science continue to be high in all areas as measured by STAAR and other sources. Scores exceed the district and state averages in most areas. Tutoring and interventions are available for all students who may be struggling. Small group and intensive instruction takes place in the classrooms. Multiple data points are utilized throughout the year during Literacy Check-ins, PLC meetings and data digs. With the assistance of Learning Facilitators, teachers identify gaps and trends and adjust instruction as needed.

Additionally, students as young as kinder are being taught how to identify individual learning goals and how to track them using charts and graphs.

School Processes & Programs

School Processes & Programs Summary

Running Club

Student Council

Recycling Club

Boys and Girls Choir

WatchDOGS

Safety Patrol

School Processes & Programs Strengths

Heritage has a very high participation rate with extra-curricular clubs and parental involvement. Our focus on community and parental involvement over the past two years has greatly increased the small town, family atmosphere and overall safety of our school grounds. Heritage boasts the first, and largest, WatchDOG program in the feeder pattern. In the last few years, our lead WatchDOGS have consulted with father figures from other local schools to help them begin their own programs.

New district restrictions have limited the number of clubs that are allowed to be on campus, so we are working to be creative to provide for our students this year.

Perceptions

Perceptions Summary

Heritage is a place where all students feel welcome. Staff are trained in Cultural Proficiency and Restorative Practices in efforts to be sensitive to all student needs. Heritage maintains one of the highest participation rates in PTA membership garnering awards at the local, state and national levels.

According to a recent parent survey parents responded stating:

Are satisfied overall 96%, The school staff cares 96%, Students know how to get help 92%, I know about my child's grades 94%, School is safe 98%, Students are happy 96%, Staff is encouraging 98%, Students who fall behind can get help 89%, School work is important 96%, Students feel welcomed 95%, School communicates effectively 92%, The staff is approachable 90%, They value culture and individual needs 89%.

Perceptions Strengths

Heritage continues to out perform the local and state averages on state standardized tests. Our outdoor learning classroom, Texas Our Heritage, is a one of a kind environment making Heritage very unique. Staff turnover is at an all-time low giving our students consistency and stability. Our PTA is a notable strength earmarking the majority of their budget for student programs and functions that directly correlate with student learning. Heritage maintains the largest number of business partnerships in the area. Over 50 community businesses sponsor our Heritage Hawkfesst Community Carnival every year.

We value parent and family involvement with a focus on WatchDOGS (for dads). By partnering with local retirement community down the street, honoring our Veterans every year and completing service work around the community, our students learn to be servant leaders.

Goals

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

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

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes





ES - Istation reading and math

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze 2022-2023 2nd and 3rd grade Math/Reading istation data and set goals for the 2023-2024 school year Strategy's Expected Result/Impact: increased 3rd grade reading/math scores in istation Staff Responsible for Monitoring: classroom teachers and admin	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

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

Strategy 1 Details		Formative Reviews		
Strategy 1: Review and maintain/increase our 96.8% per ES Readiness performance objective 1.2 Strategy's Expected Result/Impact: ES Readiness will remain 96.8% or higher Staff Responsible for Monitoring: admin		Formative		
		Nov	Feb	May
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

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

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

Evaluation Data Sources: See campus scorecard for targeted outcomes
ES, MS, HS - Student survey results
MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

Strategy 1 Details		Formative Reviews		
Strategy 1: Intentional focus on Restorative Practices and connection time in the classrooms to create safe/inclusive environments for students. Strategy's Expected Result/Impact: Increase student survey in this area from 90.1% to 92% by the end of the 2023-2024 school year Staff Responsible for Monitoring: all staff		Formative		
		Nov	Feb	May
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a more structured process for handling chronic tardy/absent students Strategy's Expected Result/Impact: reduce chronic absentee list from 4.06% to 3.5% by the end of the 2023-2024 school year. Staff Responsible for Monitoring: office staff, admin	Formative		
	Nov	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div>			

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.

Evaluation Data Sources: See campus scorecard for targeted outcomes
Compliance with safety drills
Completion of staff and student safety trainings

Strategy 1 Details	Formative Reviews		
Strategy 1: maintain 100% accuracy with scheduling and conducting all emergency operations drills Strategy's Expected Result/Impact: campus will continue to monitor and adhere to all safety and security measures per LISD and TEA Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 6: Campus Behavior Goal: Reduce incidents and referrals of 2nd grade boys from 2022-2023 that are in 3rd grade during the 2023-2024 school year.

* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

High Priority
Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify and assign mentors for targeted group of students that show chronic discipline issues from previous school year. Strategy's Expected Result/Impact: few classroom disruptions and referrals Staff Responsible for Monitoring: counselor, admin	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

Evaluation Data Sources: See district scorecard for targeted outcomes

Financial dashboard visits

Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

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

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

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

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

Evaluation Data Sources: See campus scorecard for targeted outcomes

Leadership program participation

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).

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

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

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

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

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

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Smore newsletter to communicate important campus and LISD messages to the community and staff Strategy's Expected Result/Impact: increased awareness of important information Staff Responsible for Monitoring: principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Include Recognize Someone QR code and info in newsletters to parents and staff to keep it visible and relevant. Strategy's Expected Result/Impact: Increased number of staff recognized by peers and parents. Staff Responsible for Monitoring: principal	Formative		
	Nov	Feb	May
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Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

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





Strategy 1 Details	Formative Reviews		
Strategy 1: Re-boot hiring committees comprised of various staff-members. Collaborate more frequently with BLT, Team Leaders, Leadership Team. Strategy's Expected Result/Impact: Increased % of staff that feel they are involved in decisions from 51.3% to 60% by the end of the 2023-2024 school year. Staff Responsible for Monitoring: admin team	Formative		
	Nov	Feb	May
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Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: All students shall attend school regularly.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified. RaaWee will be used to monitor absences and parent notification given when students are absent. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student % Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 6: Federal and State Mandates


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


You will update the formative and summative reviews.


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


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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May

 0% No Progress

 100% Accomplished

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Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 3: Students shall feel safe and positive about their learning environment.

Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention</p>	Formative		
	Nov	Feb	May

<p>and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>			
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Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

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

aligned with state requirements.

Special education services are provided to students as determined by the ARD committee.

G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.

A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)

Campus personnel utilize appropriate interventions for students with special needs.

The RtI team is in place and appropriately trained to serve students.

Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).

Teachers receive training and support to differentiate instruction to meet the needs of all students.

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

The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.

Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.

Staff Responsible for Monitoring: All staff

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Goal 7: Student Achievement/Safeguards

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			