Lewisville Independent School District

Hebron 9th Grade Campus

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Link to Texas Academic Performance Report (TAPR) https://www.lisd.net/cms/lib/TX01918037/Centricity/Domain/4518/hhs9tapr.pdf

Link to Campus Profile

https://www.lisd.net/cms/lib/TX01918037/Centricity/Domain/4518/hhs9cp.pdf

Link to 2023-24 Campus Building Leadership Team Needs Assessment

https://docs.google.com/document/d/1ZGtAKpMpdkX9VYpUC9FKBRt-oxjwMchyeLVcwcg2EF0/edit

Link to 2023-24 Campus Goals Focus Areas

https://docs.google.com/document/d/13FNu3kZwF6bHlu42FlAcPPbDu0ezr1deSoGH-Gnssc4/edit?usp=sharing

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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: Our Hebron 9 administration and counseling team will closely monitor student performance at the six weeks and nine week markers to monitor grading trends, identify areas of teacher support and intervention in an effort to best support student need and opportunities for academic success.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We want to ensure that students are afforded all appropriate academic resources and supports to ensure success in learning and student achievement in coursework and assessment specific to coursework. **Staff Responsible for Monitoring:** Administration, counselors, department chairs and individual teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: With collaborative development of our master schedule and professional learning design, our campus administration will work to ensure that our teachers are afforded time to plan, collaborate and evaluate data within like-subject teams.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Through regular collaboration and reflection, our teachers will be able to better design lessons and supports for our students. **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	30%		
0% No Progress 100% 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

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.

High Priority

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

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

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

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: At Hebron 9, we want to ensure students feel engaged inside and outside of the classroom and are aiming for a rate of 70% participation in a club, organization or extra-curriculum activity.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We hope that this leads to an increased sense of ownership with the campus experience, an increase in student academic success and reduction in behavioral concerns. **Staff Responsible for Monitoring:** Administration, club and organization sponsors **TEA Priorities:** Recruit, support, retain teachers and principals	35%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: We will increase our truancy intervention efforts with individual support to see a reduction in the number of students who miss more than 90 percent of the school year.	**Formative**		
Strategy's Expected Result/Impact: We are aiming for a reduction in overall truancy (defined by students who miss more than 90 percent of the year) to no more than 5.25%. **Staff Responsible for Monitoring:** Campus administration, counselors, attendance support **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	**Nov**	**Feb**	**May**
	35%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

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.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: During the 2023-24 school year, we will take a more team-oriented approach to the MTSS/ Response to Intervention (RtI) process including our assistant principals, counselors and testing coordinator to ensure students have the behavioral, emotional support and academic resources needed to be successful in the classroom. Overall, our goal will be that 90 percent of our RtI monitored students are meeting and exceeding performance levels in their classes.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We want to ensure success in identification, monitoring and support for our students in need of interventions. **Staff Responsible for Monitoring:** Testing coordinator, administration and counselors **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	35%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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:

* 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: At Hebron 9, we want to foster a positive academic environment through restorative practices in the classroom, campus communications, club and organization involvement, Hawk Time advisory programming and office support interactions where students feel comfortable talking to staff with a target of 78% on survey data in this area.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: We anticipate that this will lead to an overall improvement in student success in the classroom, feeling connected to an adult and reduction in the need for disciplinary interventions. **Staff Responsible for Monitoring:** Teachers, counselors, campus administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	35%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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).

High Priority

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

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: At Hebron 9, we believe that staff well-being supports student well-being. We will continue to focus on staff inclusion efforts, staff appreciation efforts and also aim to grow the ways we celebrate staff. One of our targets will be doubling our Recognize Someone celebrations to 30 or more for the 2023-24 school year.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: We want to increase our Recognize Someone celebrations to more than 30 this year! **Staff Responsible for Monitoring:** Campus administration **TEA Priorities:** Recruit, support, retain teachers and principals	35%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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: Hebron 9 will use our weekly communications, social media and newsletters to celebrate campus and district achievements in the areas of student learning, student experience, resource stewardship and community engagement. **Strategy's Expected Result/Impact:** We would like to maintain or increase our overall 94% favorable ratings on the parent survey shared with our families. **Staff Responsible for Monitoring:** Campus administration, office team and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college	**Formative**		
	Nov	**Feb**	**May**
	35%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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
	35%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: Federal and State Mandates

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

Performance Objective 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		
Strategy 1: At-risk students will be identified using available data.	**Formative**		
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.	**Nov**	**Feb**	**May**

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.
 	
Procedures will be used to ensure accurate coding/tracking of withdrawals.
 	
The RtI process is utilized to provide early intervention for struggling students.
    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
    Staff Responsible for Monitoring: All staff
 	
    TEA Priorities:
    Connect high school to career and college, Improve low-performing schools
	35%		

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**May**
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. Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. 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. Campus personnel will be trained in violence prevention and intervention.	35%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.	Formative		
	Nov	Feb	May

Students receive public acknowledgement for non-academic achievement.
 	
Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.
 	
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.
 	
A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.
 	
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.
 	
Civic responsibility and community service and community involvement are encouraged.
 	
Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.
 	
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.
 	
    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.
 	
    Staff Responsible for Monitoring: All staff
	35%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence	Formative		
	Nov	Feb	May
LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention			

and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.

Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.

Staff Responsible for Monitoring: All staff
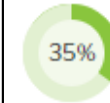
35%

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

Goal 6: Federal and State Mandates

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

Performance Objective 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.	**Formative**		
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models	**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

| 35% |

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		

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

	Nov	**Feb**	**May**
	35%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			