

Lewisville Independent School District
Hebron Valley Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hebron Valley Elementary is a learning organization located in Carrollton, Texas filled with 400 scholars. We have a family friendly family friendly environment filled with Pre-Kindergarten through 5th grade students. Our Discovery Academy program is an exclusive, tuition-based pre-kindegarten program for families in Lewisville ISD offering full-day Pre-K with extended hours.

Our campus opened it's doors in 1988, and we are now in our 34th year of excellence. We are known for our beautiful diversity. We invite the community to share about their heritage during our multicultural events.

Staff data and Demographics include:

- 21 Classroom Teachers (PK-5)
- Average Teacher to Student Ratio 20:1
- 4 Enrichment Teachers (Music, Art, PE, STEM)
- 1 Librarian
- 3 SDI Teachers
- 2 ECSE Teachers
- 2 Speech Language Pathologists
- 1 Diagnostician
- 1 Gifted and Talented Facilitator
- 1 Language Science Teacher
- 1 Language Acquisition Specialist
- 10 Instructional Paraprofessionals
- 3 Office Paraprofessionals
- 1 Counselor
- 1 Nurse
- 1 Assistant Principal
- 1 Principal

We are also fortunate to also have regular access to a variety of specialists depending on student needs including a diagnostician, occupational therapist, physical therapist, visually impaired specialist, auditory impaired specialist, behavior interventionist, and school psychologist Our school would also not be complete without the wonderful support of our custodians, cafeteria staff and bus drivers. In addition, Hebron Valley has a growing PTA and parent volunteers who serve the students and staff in a variety of ways.

Total Population: 417

Special Education: 20%

Economically Disadvantaged: 29%

Gifted and Talented:7%

30.94 Asian American, 28.54 Caucasian, 17.99, African American, 16.31 Hispanic, .72 American Indian, 5.52 Two or more races

Demographics Strengths

Our teachers have high levels of retention. Our campus is part of a rich feeder pattern. We welcome the partnership between our campus and The Stem Academy at Creek Valley Middle School as well as Hebron High school. Communication is encouraged to help support families and their children.

Student Learning

Student Learning Summary

Hebron Valley Elementary is committed to supporting students' growth in all areas. Data is analyzed in Literacy Check Ins and Professional Learning Communities. A variety of assessments and tools are used to collect data including CLI, TXKea and profile cards for our youngest learners. Istation for Math and Reading, Curriculum Based Assessments, STAAR, teacher observations, formative and summative assessments are other assessments used throughout the year.

In 2022- Accountability Ratings were shared for each Domain.

Domain 1: Student Achievement 86

Domain 2: School Progress

Part A: Academic Growth: 92

Part B: Relative Performance: 72

Domain 3: Closing the Gaps

Individual student group data 87

Overall Rating A- 91

Student Learning Strengths

We know that our students are more than a test score. Teachers use formative and summative assessments and are able to synthesize what they have learned to connect it to other content areas. Reteaching and small group intensive instruction takes place in classrooms.

School Processes & Programs

School Processes & Programs Summary

Hebron Valley Elementary is a learning organization that is focused on the whole child. This includes: student growth and achievement, fostering leadership and social and emotional well-being. We inspire learners to become innovative, collaborative, life-long designers who contribute to an ever-changing global community. Our foundation is built on the four cornerstones of LISD: Student Learning, Student Experience, Community Engagement and Resource Stewardship. There are multiple systems in place to continue growing. Informal and formal walkthroughs conducted by administration ensure alignment of instructional practices and student engagement. Learning facilitators are available to meet with classroom teachers to plan instruction and model lessons. We are a Professional Learning Community that grow and learn from one another. We are a Common Sense recognized school.

School Processes & Programs Strengths

Students and staff are given multiple opportunities each year to give back to the community they serve with campus-wide events. We encourage our fifth graders to join Student Council and focus on promoting student leadership.

- Grade levels implement intentional problem solving
- Professional Learning Communities are held to allow staff to analyze data and adjust instructional practices
- Learning objectives are posted on the board
- Restorative practices are implemented in classrooms
- Clubs are offered.
- Kindness Ambassadors
- PALS from Hebron High School

Perceptions

Perceptions Summary

The Hebron Valley Community will provide a safe, collaborative environment for impactful experiences to inspire lifelong learners who are productive citizens in a future they create.

At Hebron Valley Elementary, we believe that:

- all students can be successful using their unique strengths and talents
- all students should have engaging and innovative learning experiences everyday
- all students are encouraged to take risks and have a growth mindset

Hebron Valley Elementary is committed to providing all students with a forward thinking education that gives them the opportunity to empower, inspire, create and innovate. All students are provided with learning experiences that connect them to the global and local community.

Teachers participate in conferences to create professional and student growth goals.

Perceptions Strengths

Based on the survey given in April 2022, 96% of parents were satisfied overall.

Our unique programs help our students grow. Multicultural week celebrations, local restaurants PTA Spirit Nights, STEM Enrichment, Field Day, Husky Hustle, Wellness Bingo Challenges, Black History Month celebrations, and grade level music performances are all strengths on campus.

The staff is committed to supporting the needs of our students.

Goals

Goal 1: Cornerstone 1/Student Learning: Learning in LISD reporting on student learning will focus on the fact that students are more than a test score. Monitoring readiness indicators to ensure that graduation rates for all students increase.

Performance Objective 1: Board and Superintendent Goals:





- *Increase early childhood literacy reading - % of 3rd graders that score meets grade level on Istation indicators of Progress will increase
- *Increase early childhood math levels - % of 3rd graders that perform at Tier 1 on Istation Math will increase
- *Increase the % of graduates that engage in CCMR related indicators

DIP Strategies:

- *Through a collaborative approach with PLCs, support teachers in understanding effective instructional practices
- *Utilize district resources and coaching to customize campus support
- *Utilize readiness dashboard to monitor student progress and discuss response
- *Provide professional learning and support to campus leaders to increase understanding of practices and data analysis with Edugence
- *Utilize dashboards to identify students who have not engaged in CCMR related activities to provide targeted interventions
- *Provide academic guidance and counseling to assist students in course selections and encouragement in CTE pathways, AP and dual credit when applicable

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities (PLCs) will be used to support teachers in analyzing student data. The data will be used to create formative and summative assessments. Students will show an increase in reading and math assessments.</p> <p>Strategy's Expected Result/Impact: K-5 teams will meet in PLC's 3 times each nine weeks to discuss student learning and answer questions 1-4 in the PLC process.</p> <p>Staff Responsible for Monitoring: teachers and administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Literacy Check Ins will be conducted for all K-5 teachers to analyze data to support classroom instructional designs to support student needs.</p> <p>Strategy's Expected Result/Impact: Student reading levels will increase as evidenced through Istation, TXKea and benchmark data.</p> <p>Staff Responsible for Monitoring: K-5 teachers and administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Reading targets by student group can be found in the Addendum section</p> <p>Strategy's Expected Result/Impact: Increase in reading targets.</p> <p>Staff Responsible for Monitoring: administration and teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Math targets by student group can be found in the Addendum section</p> <p>Strategy's Expected Result/Impact: Increase in Math target areas.</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Cornerstone 2/Student Experience : In LISD reporting on student experience will focus on the environment that engages and connects students to each other and with staff.

Performance Objective 1: Board and Superintendent Goals:

*Ensure students are college and career-ready based on LISD readiness indicators - increase % readiness based on grades, discipline, attendance, successful completion of benchmark courses, etc.

*Ensure students have an environment conducive to learning by increasing the % of students that report they have a trusting relationship with staff on student survey

DIP Strategies:

*Through a collaborative approach with PLCs, utilize dashboard data to identify and respond to students who are not on track to meet district created readiness indicators

*Provide campus leadership with learning to best support students based on their individual readiness pathway

*Provide learning for staff to increase awareness and necessity for building strong relationships





*Continue to support campuses in effective implementation of Restorative Practices

*Provide opportunities for students to tell their stories and have a voice

*Celebrate successes and provide opportunities for students to connect with each other and staff

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of teachers will be trained on Restorative Practices and CHAMPS to foster relationships and school expectations.</p> <p>Strategy's Expected Result/Impact: Teachers will use CHAMPS strategies to manage classroom and common area behavior. Teachers will use treatment agreements.</p> <p>Staff Responsible for Monitoring: Teachers and administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: An increase of positive office referrals (Husky Champs) will be given to students in grades PK-5.</p> <p>Strategy's Expected Result/Impact: Students will be nominated by teachers to promote a positive student experience.</p> <p>Staff Responsible for Monitoring: Administrators and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: A new House system will be implemented to celebrate students and create a positive culture.</p> <p>Strategy's Expected Result/Impact: Houses will be celebrated each nine weeks.</p> <p>Staff Responsible for Monitoring: Teachers and administration.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will utilize different strategies in intentional problem solving and guided reading to strengthen cultural inclusivity. Our music teacher will lead cultural music performances. We also have a multicultural night and will incorporate houses.</p> <p>Strategy's Expected Result/Impact: Our music teacher will implement music performances for all grade levels. Cultural inclusiveness will be utilized in IPS and reading groups. Houses will be incorporated. Students feel a sense of belonging based on a survey twice a year.</p> <p>Staff Responsible for Monitoring: Music teacher and classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Cornerstone 3/Resource Stewardship: Shifting the organizational focus during this time of moving from growth to stability, from systems that are based on adding resources to that of reallocating while maintaining opportunities for students and staff to thrive.

Performance Objective 1: Board and Superintendent Goals:





- *Ensure high quality staff are employed to provide the best learning experiences for students - maintain retention rate & turnout rate
- *Provide technology resources that prepare students to be future ready and equip staff for organizational effectiveness and efficiency
- *Ensure the financial health of the district through frequent and regular monitoring of financial indicators
- *Prioritize and allocate resources to ensure safety and security of students and staff

DIP Strategies:

- *Provide opportunities for staff to be heard and have a voice in finding solutions
- *Cultivate a culture of connectedness and positive recognition
- *Expand recruiting sites to reach a larger diverse population of possible applicants
- *Utilize results from device evaluation process to determine student technology needs
- *Implement cybersecurity training to maintain low risk rating
- *Determine key indicators for financial health to develop a dashboard
- *Provide campuses with tools to assist in ensuring and monitoring safety
- *Implement protocols to improve security in collaboration with local agencies

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will select two Husky Heroes each month starting in September. Strategy's Expected Result/Impact: A survey will be shared with staff to select to colleagues. Staff Responsible for Monitoring: Administrator and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement vertical team meetings 3 times to work with teams across grade levels.</p> <p>Strategy's Expected Result/Impact: Teachers will meet in vertical teams in science, math and reading to review data.</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Cornerstone 4/Community Engagement: Education is a shared responsibility between our district and the communities we serve. Through intentional strategic partnerships at the campus and district level, we can tap into and engage internally and externally to forge strong bonds and develop relationships to benefit schools, local businesses, and the community.





Performance Objective 1: Board and Superintendent Goals:

*Ensure the desired LISD culture of connectedness is communicated and felt internally and by key stakeholders - increase parent survey responses for communicating with parents and feeling welcomed.

DIP Strategies:

- *Provide clear and proactive communication commitments for engaging with stakeholders and resolving concerns
- *Provide opportunities for staff and stakeholders to engage with and connect at the campus and district level
- *Increase opportunity to provide feedback through pulse surveys

CAMPUSES DETERMINE STRATEGIES TO IMPLEMENT ON CAMPUS TO ASSIST IN MEETING GOALS THAT APPLY TO THEIR LEVEL.





Strategy 1 Details	Reviews			
Strategy 1: Send home weekly newsletters regarding school wide events and updates. Strategy's Expected Result/Impact: Teachers will communicate with families through newsletters. They will invite parents to conferences twice throughout the school year to share updates on their child's progress. Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with our PTA on events that invite our families to feel welcome. Strategy's Expected Result/Impact: Collaborate on Donuts with Grown Ups, Family Movie Night, Spirit Nights, and Science Night. Staff Responsible for Monitoring: Administration and teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: 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; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>RaaWee will be used to monitor excessive absences and a process is used to refer students to the counseling and/or health services departments. Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Federal and State Mandates





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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; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: At-risk students will be identified using available data.</p> <p>Students will be provided opportunities to explore career options.</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>Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; 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>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
Strategy 2: Dating Violence 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.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: Federal and State Mandates

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You will update the formative and summative reviews.

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

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</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>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</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>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</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>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>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 STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: 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; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>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.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>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.).</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>Strategies will be implemented for recruiting highly effective teachers</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p> <p>Staff Responsible for Monitoring: all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: 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; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: LISD Assessment and Accountability Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Learning and Teaching Schools and Student Activities</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				