

**Lewisville Independent School District**  
**Hebron Valley Elementary School**  
**2023-2024 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 over 400 scholars. We have a family friendly environment filled with Pre-Kindergarten through 5th grade students. Our Discovery Academy program is an exclusive, tuition-based pre-kindergarten program for families in Lewisville ISD offering full-day Pre-K with extended hours.

Our campus opened its doors in 1988, and we are now in our 35th year of excellence. We are known for our beautiful diversity.

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 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: 410

Special Education: 20%

Economically Disadvantaged: 31%

Gifted and Talented:9%

34.63 Asian American, 29.02 Caucasian, 15.61, African American, 16.31 Hispanic, .24 American Indian, 4.63 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.

Istation data with the percentage of students reading on grade level or showing six months grown is listed below:

1st grade 92%

2nd grade 88%

3rd grade 92%

4th grade 96%

5th grade 89%

## 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

# Perceptions

## Perceptions Summary

At Hebron Valley, we believe in creating a safe and collaborative environment for all learners. Through a family and community oriented approach, our diverse and dynamic group of scholars will develop leadership skills, problem solving capabilities, and become creative and divergent thinkers. We believe in developing well-rounded scholars ready to take risks, learn from mistakes, and take ownership of their future.

We are known as the small school with a big heart.

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 2023, 96% of parents were satisfied overall.

Our unique programs help our students grow. Multicultural celebrations, local restaurants PTA Spirit Nights, STEM Enrichment, Field Day, Husky Hustle, Wellness Bingo Challenges and our House system are all strengths on campus.

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

# 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		
<p><b>Strategy 1:</b> Teachers will analyze student data during PLCs to answer questions of what do we want students to learn, how do we know they are learning it, what do we do if they don't learn and how will we respond if they already know it. Grade Level teams will meet 6 times or more per semester. Vertical teams will meet 3 times during the year.</p> <p><b>Strategy's Expected Result/Impact:</b> The percent of 3rd grade students that score meets grade level on ISIP or achieve goals set in IEP's in Reading will increase according to targets for each student group as shown in the table below by June 2024 from 81 to 81.5</p> <p>The percent of 3rd grade students that score 494 or higher on Istation Math or achieve goals set in IEP's in mathematics will increase according to targets for each student groups as shown in the table by June 2024. Students will increase to 79.5% by the end of the school year.</p> <p>Reading and math targets for 3rd grade by student group can be found in the addendum section.</p> <p><b>Staff Responsible for Monitoring:</b> all teachers and administration</p>	Formative		
	Nov	Feb	May



Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will analyze literacy data during literacy check ins. <b>Strategy's Expected Result/Impact:</b> 100% or ELA teachers will meet with administration to review a variety of data. <b>Staff Responsible for Monitoring:</b> ELA teachers and principal	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**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.

**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		
<b>Strategy 1:</b> Utilize the House System to meet every 9 weeks and build camaraderie between students in grades PK-5. <b>Strategy's Expected Result/Impact:</b> Teachers will utilize Dojo to assign House points to Houses. Houses will meet once per nine weeks. <b>Staff Responsible for Monitoring:</b> All teachers and administration	Formative		
	Nov	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></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 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

**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.

**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:

\* 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		
<b>Strategy 1:</b> All classrooms will follow the campus discipline plan. Our Discipline committee will meet throughout the year to review Edugence data and progress on increasing restorative practices in the classroom. We will increase the amount of Husky Champs given out by 50% to increase the positive behaviors.  <b>Strategy's Expected Result/Impact:</b> The use of restorative practices will decrease discipline referrals by 10% from last year. Every classroom will have a treatment agreement. <b>Staff Responsible for Monitoring:</b> teachers and administration, discipline committee	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).

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Involve staff in campus decisions on school priorities through committees, surveys and staff meetings. <b>Strategy's Expected Result/Impact:</b> Pulse survey will increase from 77.1% to 80% by the end of the school year. <b>Staff Responsible for Monitoring:</b> teachers and administration	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 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		
<b>Strategy 1:</b> Communicate events with families once a week through family newsletters. <b>Strategy's Expected Result/Impact:</b> Newsletter given out once a week. <b>Staff Responsible for Monitoring:</b> Administrator	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Collaborate with our PTA to plan events for community engagment. <b>Strategy's Expected Result/Impact:</b> Meet with PTA board throughout the school year to increase community engagement. <b>Staff Responsible for Monitoring:</b> Administration and staff  <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**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		
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Student attendance records and campus/district scorecard for attendance rate % and truant student %  <b>Staff Responsible for Monitoring:</b> All staff	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
<div><div> No Progress</div><div> 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 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><b>Strategy 1:</b> 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><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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

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

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.  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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p><b>TEA Priorities:</b> 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>			