

LEVELLAND INDEPENDENT SCHOOL DISTRICT

District Academic Plan

2018-2019



LISD Mission Statement

Levelland ISD strives to provide a path to academic success for all students. We recognize every student is unique and will have a different path and pace for learning.

LISD Vision Statement

LISD envisions classrooms that support learning for all and students who are ready to learn each day.

LISD Value Statements

PRIDE

Preparation for college, career readiness and productive citizenship

Respect for the education process, teachers, and discipline

Integrity of LISD shown through consistent actions

Dependability of the educational process at LISD

Effort to promote district-wide pride

Academic Plan Curriculum, Instruction, and Assessment Program

Our Goal: A Guaranteed and Viable Curriculum for All Students

Our Non-Negotiable Strategies:

1. Respecting individuals
2. Own achievement results and teach students to track individual progress
3. Participate in PLC (Professional Learning Communities)
4. Providing high levels of rigorous instruction
5. Assessing to inform instruction
6. Implementing consistent, yet flexible, classroom routines
7. Creating varied avenues to learning

CURRICULUM

Teacher Expectations

It is expected that all LISD teachers:

- Will have a thorough understanding of the TEKS for each course they teach.
- Will use the IFD/TEKS Verification Documents/Clarification Documents from TEKS Resource System to deliver high quality, equitable curriculum for all students (teacher created where needed)
- Will use the Fundamental Five and vocabulary strategies with fidelity.
- Will assess regularly using NWEA/Common Assessments/Teacher Created Assessments to determine whether students are making desired progress toward learning goals.
- Will analyze SE level results (Heat Maps and Student Learning Reports) for all students' formative and summative assessments to determine relative progress toward mastery of the TEKS learning objective for campus/grade/student.
- Will use researched brain-based strategies to engage students and provide a positive learning environment.
- Will use differentiated instruction strategies including flexible grouping with a focus on specific strategies for mastering identified objectives.
- Will select classroom resources and accommodations that effectively assist in bringing students to mastery of each TEKS Standard.
- Will monitor growth for each student with STAAR, NWEA and College Readiness Exams.
- Will determine need for intervention, design a plan based on student needs and monitor progress.
- Will participate in PLC's as identified on assigned campus.

- Will work with inclusion specialists to provide inclusion support for special education students whenever applicable.
- Will work with department chairs, lead teachers, principals, and other designated instructional leaders to plan and provide Tier 2 and Tier 3 instructional opportunities for struggling students.
- Will participate in all professional development indentified to meet district, campus or individual teacher needs.

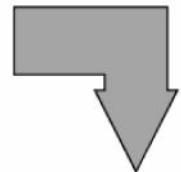
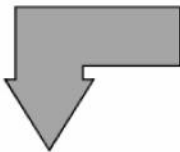
Through this Academic Plan, it is our goal that every student experiences academic success.

LEVELLAND PLC Unit Cycle:

Campus Grade/Content Unit

WHAT DO WE EXPECT STUDENTS TO LEARN?

- Review UNIT TEKS using Student Learning Reports for previous year's data (or other cumulative data that reflects student achievement at the SE level)
- Review IFD, Clarification Documents and Performance Assessments
- Review how it has been assessed on STAAR
- Review how it has been assessed locally
- Write Clear, Focused Learning Objectives with DOK level 2 or higher essential (seed) questions then,
- Plan well-aligned, well-designed lessons to support the Learning Objectives including opportunities for student discourse
- Aggressively monitor students and use teacher proximity to ensure student success



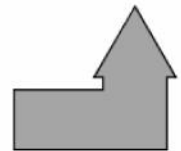
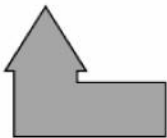
HOW WILL WE RESPOND WHEN STUDENTS ALREADY KNOW IT?

- Differentiate lessons and activities to challenge students



HOW DO WE RESPOND WHEN STUDENTS EXPERIENCE DIFFICULTY IN LEARNING?

- Plan intervention following Campus RtI plan



HOW WILL WE KNOW IF THEY LEARN IT?

- Review ongoing classroom performance using Informal Assessments and TEKS Resource System Performance Assessments
- Give Common Assessments**
- Review SE's level data using Heatmaps and Student Learning Reports and compare to previous year's data