

# What We Believe



REAL INNOVATION. LIMITLESS OPPORTUNITY.  
LEWISVILLE INDEPENDENT SCHOOL DISTRICT

# LEWISVILLE ISD

## DISTRICT IMPROVEMENT PLAN | 2016-2017

Dr. Kevin Rogers, Superintendent of Schools

### VISION:

All of our students enjoy thriving, productive lives in a future they create.

### MISSION:

Students, staff and community design and implement a learning organization that provides engaging, innovative experiences every day.

# No Excuses University Philosophy is Aligned with the District Vision

Lewisville Independent School District is dedicated to producing graduates who are communicators, problem solvers, and self-directed learners.



## STUDENT LEARNING

### I model lifelong learning.

Seek out personalized learning to demonstrate continuous growth. Reflect on and share my learning with others.

### I ensure learning is based on defined standards.

Provide meaningful experiences in academic and non-academic areas. Measure learning outcomes and adjust instruction based on student needs.

### I create an environment optimal for learning.

Create a safe environment to allow students to take risks and learn from mistakes. Intentionally teach classroom structures and routines. Differentiate instruction for all students.

### I ensure that learners are actively engaged in meaningful and relevant work.

Model and expect questioning and reflection. Engage all learners.

### I embrace innovation with a flexible, relevant, and solution-oriented mindset.

Demonstrate enthusiasm for innovation. Seek creative solutions to constraints.

### I have a mind for practicing efficient use of resources.

Utilize resources for the greatest student and staff impact. Stay current with professional practices.

### I use resources in an effective and efficient way that serves others.

Strategically plan professional learning related to campus and district goals. Prepare early and anticipate organizational needs.

## RESOURCE STEWARDSHIP



## STUDENT EXPERIENCE

### I create safe and inclusive opportunities.

Create meaningful and positive relationships with all students. Know and practice all safety protocols.

### I nurture each learner as an individual and as a citizen of the community.

Model and maintain a culture of respect. Find and promote students' passion and interests.

### I seek and encourage talent development.

Implement hiring practices that reflect LISD vision and mission. Provide authentic learning experiences that acknowledge and build upon talents and strengths.

### I collaborate, communicate, and persevere.

View challenges as opportunities. Create formal and informal opportunities to communicate our learning. Work as a team and build partnerships across all areas.

### I engage in work that directly and indirectly creates positive experiences for learners.

Turn personal interests into learning experiences. Be positive and encouraging every day.

### I go above and beyond to serve.

Seize the opportunity to serve outside the school day to build relationships. Seek business and community partnerships to engage students. Model community service to students.

### I seek out accurate information to represent my classroom.

Seek new and accurate information consistently and actively. Represent LISD and my profession in a positive manner.

### I communicate with all stakeholders to understand diverse perspectives.

Practice active listening regarding differing opinions. Understand the diverse backgrounds of the community to build relationships. Demonstrate care and respect for others.

Recognize and appreciate community contributions to the schools, students and district.

### I actively involve community partners in campus and district initiatives.

## COMMUNITY ENGAGEMENT





## Culture of Universal Achievement

A Culture of Universal Achievement takes place when the critical mass of the staff believes that each student is capable of meeting academic standards in reading, writing, and math AND that the school has the power to make that opportunity a reality. These words set the foundation of our exceptional system staircase and are at the heart of the No Excuses University endeavor. While our reading, writing, and math focus may be elementary in nature, they can easily be substituted by the most important areas of focus at any educational level. To us, a culture is the flag that we plant in the ground as a declaration of our commitment to students. It firmly states what we stand for, as well as how we plan to go about our business as we make our stand.

Learn how to create this exceptional system on your campus by purchasing the book *No Excuses University* at our [store](#) today!



[Click on Picture to hear Mr. Lopez talk about Culture of Universal Achievement](#)

**On The Road No Excuses  
University  
Parent Meeting**

**Statistics about High school Dropouts**

11 Facts About High School **Dropout Rates**. Every **year**, over 1.2 million students drop out of high school in the United States alone. That's a student every 26 **seconds** – or 7,000 a day. About 25% of high school freshmen fail to graduate from high school on time.

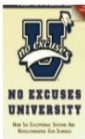
**Damen Lopez**

Dr. Lopez, didn't have the resources to go to school...didn't have educated parents...but what Dr. Lopez did have was something different. Parents who told him: you are going to college. It wasn't an option. He was reminded every, single day.



**We need your help!**

To encourage your kids to go to college. Why not?



**WE BELIEVE**

- We Believe!**  
 PRESENTED BY THE UNIVERSITY OF THE  
 STATE OF TEXAS AT AUSTIN
- 1 Every student will be academically successful in college, and family members will be actively involved.
  - 2 The academic achievement of every student is the responsibility of every teacher and administrator. We will ensure that every student has the resources needed to succeed.
  - 3 The school will be a safe place for every student and staff member.
  - 4 The school will be a place where every student will be challenged and encouraged to reach for excellence.
  - 5 The school will be a place where every student will be empowered to lead.
  - 6 The school will be a place where every student will be encouraged to be a leader.
  - 7 The school will be a place where every student will be encouraged to be a leader.

**IF NOT US THEN WHO?**

It is easy to make excuses for our students; to tired, to poor, to medicated. We CAN keep complaining or we can choose to EMPOWER THEM RATHER THAN ENABLE THEM.

**Ponies are smart and full of knowledge  
 With kindness and respect we go to college!**



**Ponies inteligentes y con conocimientos  
 Con amor y respeto ia la UNIVERSIDAD iremos!**





### Lewisville Elementary School

[UPDATE](#)

Kindergarten	
Dana McGraw	Notre Dame
Iraima Arocha	Stanford University
Isabel Bernal	Austin College, Sherman, TX
Teresa O'Donnell	University of Dallas, UD
Sandra Rodriguez	Texas Woman's University
Lori McNamara	Texas A&M University
Alexis Stephenson	Oklahoma State University
Meredith Mullikin	Meredith College

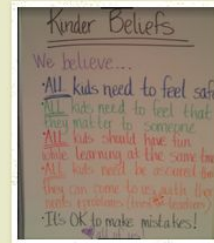
[UPDATE](#)

1st Grade	
Devin Esch	University of Arkansas (Fayetteville)
Victoria Hamilton	Texas Christian University - TCU
Shawna Strickler	Harding University
Vicki Butler	Norfolk State University
Maria T. Rodriguez	Universidad del Turabo
Monica Paris	Texas Wesleyan University

# No Excuses Beliefs, Behaviors and Goal Setting



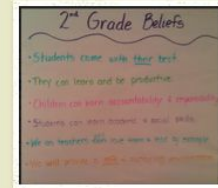
[Here](#) is the information regarding the development of your grade level SMART goals for team meetings next Wednesday, Oct. 4th.



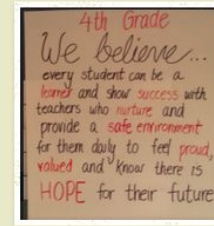
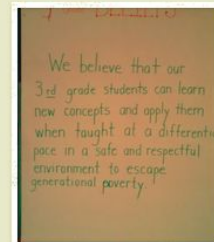
Kindergarten



First Grade



Second Grade





## Collaboration

Great schools have talented *professionals* who find the very best ways to work together in order to get results. It doesn't need to be more complicated than that. Every staff needs to create collaborative commitments that are dedicated to achieving results through action in a professional manner. These commitments should contain between four to six areas of focus. While it's absolutely acceptable for you to choose areas of focus that you find to be unique to your school, be sure to limit them to no more than six.

Learn how to create this exceptional system on your campus by purchasing the book *No Excuses University* at our [store](#) today!



[Click on Picture to hear Mr. Lopez talk about Collaboration](#)

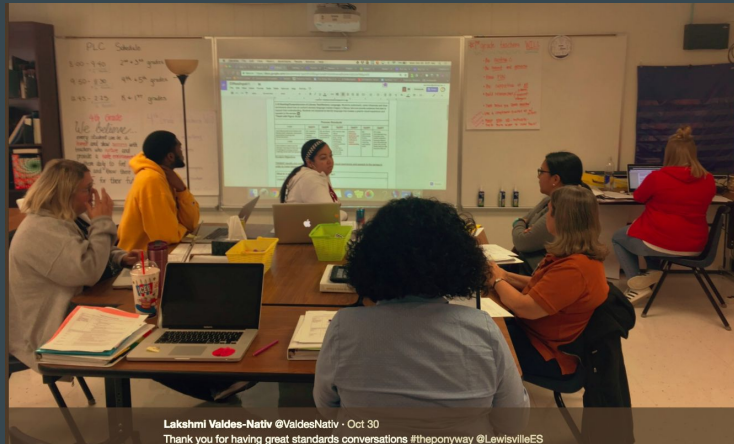
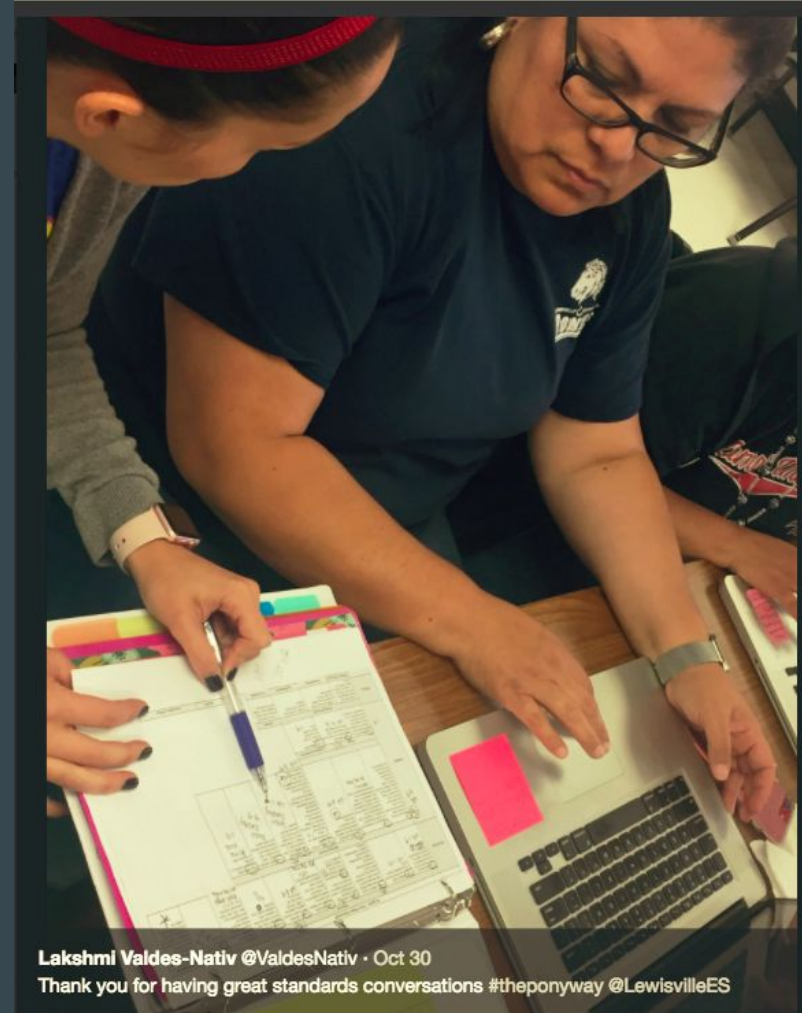
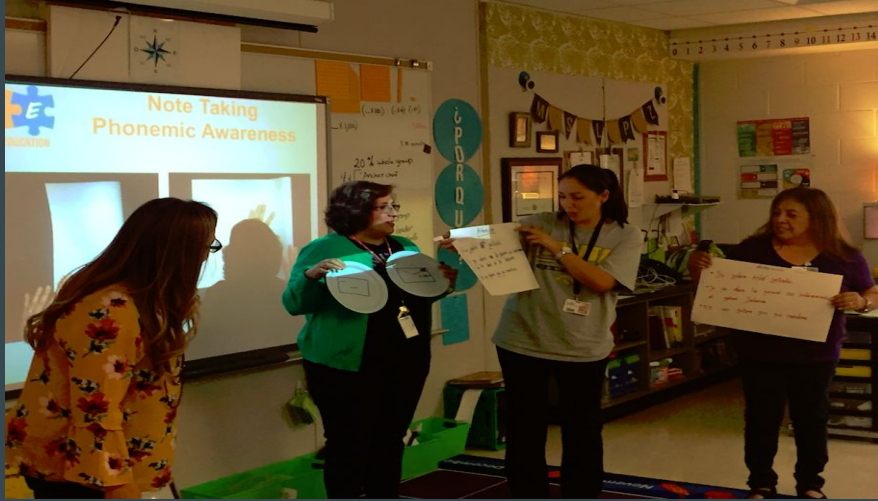




**Marcine Simpson** @MarcineSimpson · Apr 14

Kinder Ts are adding to our data wall!@LewisvilleES @ValdesNativ  
@aliciarrowland @BColmeneros @inocenciaLanEs @wyvona22 #theponyway





Lakshmi Valdes-Nativ @ValdesNativ · Oct 30  
Thank you for having great standards conversations #theponyway @LewisvilleES

Lakshmi Valdes-Nativ @ValdesNativ · Oct 30  
Thank you for having great standards conversations #theponyway @LewisvilleES

# Standards Alignment

STUDENT  
LEARNING



## Standards Alignment

As professionals, we are called to participate in activities that improve our results while learning from our successes and failures. Aligning standards provides an *objective framework* that can guide our path. The beauty of this framework is the ability that it has to allow continuity from one grade level to the next. When we participate in such continuity, our instruction becomes more meaningful and purposeful. When every grade level follows this framework, our instruction can never be in vain. But this can only happen when it is completed with the aid of systematic collaboration. Which is exactly why standards alignment follows collaboration on the exceptional system staircase.

Learn how to create this exceptional system on your campus by purchasing the book *No Excuses University* at our [store](#) today!

Standards Alignment



Click on Picture to hear Mr. Lopez talk about  
Standard Alignment



Lisa Kelsey Burleson @burlesonteaches · Oct 31

Analyzing poetry in 4th grade...students were creating images based on sensory language. @LewisvilleES

1st grade Collaborative Planning Tool  
Lewisville Elementary  
2017-2018

TEKS- Readiness/Supporting

1.9(B) Reading/Comprehension of Literary Text/Fiction. Student understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Student is expected to:  
(B) **describe** characters in a story and the **reasons** for their actions and feelings.

Process Standards

1.5(A)	1.6(A)	1.6(B)	1.6(C)	1.6(D)	1.6(E)	1.6(F)
Read grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	(B) ask literal questions of text	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)	(D) make inferences about text and use textual evidence to support understanding	(E) reread or act out important events in stories or logical order	(F) make connections to own experience to assist in understanding and discuss textual evidence.
1.6 (C)		1.6 (B)*	1.6 (C)	1.6 (A)		
Determine what words mean from how they are used in sentences, either heard or read.		Ask relevant questions, seek clarification and locate facts and details about stories and other texts	Establish purpose for reading selected texts and monitor comprehension, making connection and adjustments when that understanding breaks down (e.g. identifying clues, use background knowledge, generating questions, re-reading a portion aloud)	Confirm predictions about what will happen next in text by "reading the part that tells"		

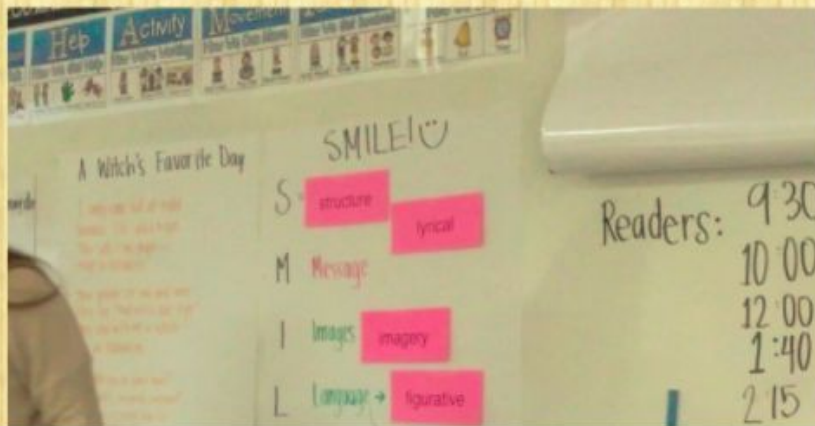
Content Objective:

I will describe characters and identify reasons for their actions and feelings.

What is it we want students to know or be able to do?

Students will be able to participate in a read aloud.

Students will be able to verbally express how a character feels and the reasons why.



2



8



# LVES 17-18 Rainbow Planner Fourth Grade TEKS Breakdown

valdesl@staff.lisd.net

File Edit View Insert Format Data Tools Add-ons Help Last edit was made 3 days ago by Samia Sarkis Rutherford

Comments

Share

Rich text editor toolbar with icons for undo, redo, bold, italic, text color, background color, bulleted list, numbered list, link, unlink, and more options.

Nine Weeks

	A	B	C	D	E	F	G	H	I	J
<b>Nine Weeks</b>	<b>1st Nine Weeks</b>									
<b>Week #</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	
<b>Date Range</b>	8/28 to 9/1	9/4 to 9/9	9/11 to 9/15	9/18 to 9/22	9/25 to 9/29	10/2 to 10/6	10/9 to 10/13	10/16 to 10/20	10/23 to 10/27	
<b>Instructional Days</b>	5	4	5	5	5	5	3	5	5	
<b>Topics</b>	Fiction (realistic, historical, fantasy)	Fiction (realistic, historical, fantasy)		Sequence and summarize	Fiction (realistic, historical, fantasy)	Informational/ Expository	Informational/ Expository	Informational/ Expository	Informational/ Expository	
<b>TEKS</b>	4.6 ABC & 4.1, 4.9, 4.27 AB, 4.28, 4.18C	4.3AB & 4.1, 4.9, 4.27 AB, 4.28, 4.18C	4.8 & 4.1, 4.9, 4.27 AB, 4.28, 4.18C	Process: Fig. 19 ABC & 4.1, 4.9, 4.27 AB, 4.28, 4.18C, TEKS: 4.6A, 4.6C	Process: Fig. 19 DEF & 4.1, 4.9, 4.27 AB, 4.28, 4.18C TEKS: 4.6B	4.11 ABCD, 4.10 & 4.1, 4.9, 4.27AB, 4.28, 4.18C, Fig. 19 ABCDEF	4.11 ABCD, 4.10 & 4.1, 4.9, 4.27AB, 4.28, 4.18C, Fig. 19 ABCDEF	4.11 ABCD, 4.10 & 4.1, 4.9, 4.27AB, 4.28, 4.18C, Fig. 19 ABCDEF	4.23ABC, 4.24 (ii,iii), 4.24BCD, 4.25 & 4.1, 4.9, 4.27AB, 4.28, 4.18C, Fig. 19 ABCDE	

Lewisville ES Retweeted

**Marcine Simpson** @MarcineSimpson · Oct 31  
 @izzybernal1 Ss are learning about the 5 senses using a pumpkin @LewisvilleES  
 @ValdesNativ @slawsonlisd @burlesonteaches @Lori4teachers



0:34





STUDENT  
LEARNING



## Assessment



### Assessment

**Assessment is not about you as a teacher, it is about your students.** All of it! Our reason for assessing students has to be grounded in a commitment to use the information in a way that helps us to generate greater success for them. Clearly, this is not an easy job. But the challenging nature of this task should never give educators license to hand out tests, set the timer, collect the tests, grade the tests, post the scores, and do it all over again, and again, and again. Unfortunately, far too many of our colleagues are doing just that. It's time that we recalibrate our priorities by creating an exceptional system in the area of assessment.

Learn how to create this exceptional system on your campus by purchasing the book *No Excuses University* at our [store](#) today!

## Assessment



[Click on Picture to hear Mr. Lopez talk about Assessments](#)



# Great Data Conversations!



# Student Data Folder Participants

Melaynee iStation

September	195	Tier 2
October	193	Tier 3
November	194	Tier 3
December	197	Tier 3
January	196	Tier 3
February	209	Tier 2
March	203	Tier 3
April	205	Tier 3
May		Tier

+20

goal:  
yellow

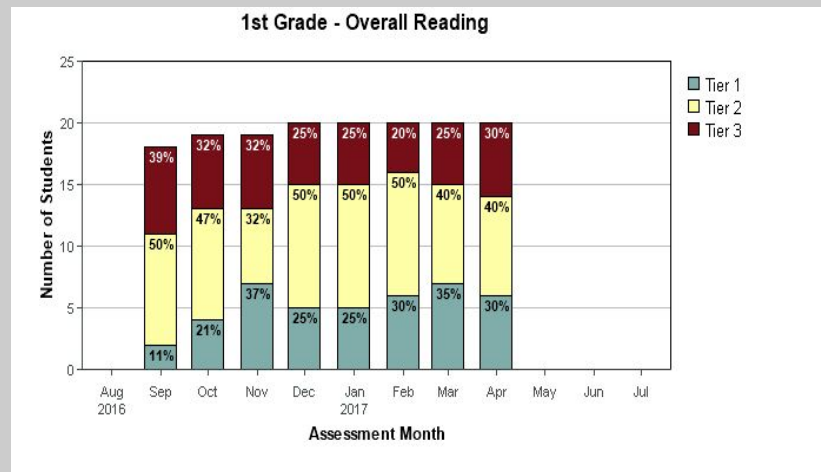
Hyne iStation

September	189	Tier 3
October	193	Tier 3
November	191	Tier 3
December	190	Tier 3
January	186	Tier 3
February	192	Tier 3
March	195	Tier
April	197	Tier 3
May		Tier

+8

First grade classroom example:

Growth Results as indicated by Istation:



# Student Data Folder Participants

Jan 2017

M meta es salir de  
 la a bajar la clase en inglés  
 al final del 3o periodo.

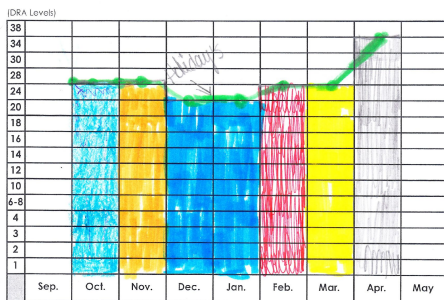
Jan 2017

Nuestra es salir de leer  
 la clase en inglés  
 al final del cuarto periodo.

Name: Alicia Cruz Grade: 2 Grade

## MY READING LEVELS

I'm working hard as a reader!  
 I'm graphing my reading levels to show how I'm growing this year.

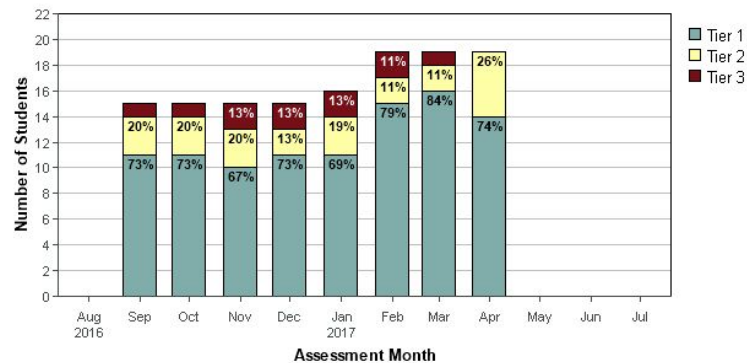


## SECOND GRADE EXAMPLES:

Growth Results as indicated by Istation

*Lewisville ES @ 2016-17 School Year @ 4-14-17 for specified classroom*

2nd Grade - Overall Reading



# Student Data Folder Participants

My Academic Growth  
 Name: Yaeli  
 Date: 8/21/17 Teacher: Mrs. Angulo

**Achieve 3000**

Date	My grade level	My score	How far I'm going to reach my goals	What strategies I used to reach my goals	My score this week and how much I improved
8/21/17	110	325	use more when I read	use more when I read	325
8/28/17	110	450	use more when I read	use more when I read	450
9/4/17	110	550	use more when I read	use more when I read	550

**iStation**

Date	Student Name	Target Score	Actual Score	What I did to reach my goal	What is important in improving my score	Points and Tier movement
8/21/17	Yaeli	434	434	use more when I read	use more when I read	434
8/28/17	Yaeli	434	434	use more when I read	use more when I read	434
9/4/17	Yaeli	434	434	use more when I read	use more when I read	434

**TTM**

Date	Student Performance	Number of lessons completed	Number of lessons done	What you like about TTM	How TTM help you improve your Math skills
8/21/17	100%	0	0	use more when I read	use more when I read

Student Name: Yaeli Teacher/ Mentor: Mrs. Angulo

DATE	ASSIGNMENT	TIERS	PERCENT CORRECT	STUDENT COMMENTS
8/21/17	100% of Test	202000 points	88	
8/28/17	70% of Test	202000 points	88	
9/4/17	11-1 Progress	202000 points	88	
9/11/17	11-2	202000 points	88	
9/18/17	11-3	202000 points	88	
9/25/17	11-4	202000 points	88	
10/2/17	11-5	202000 points	88	
10/9/17	11-6	202000 points	88	
10/16/17	CMA	202000 points	88	
10/23/17	11-1	202000 points	88	
10/30/17	11-2	202000 points	88	
11/6/17	11-3	202000 points	88	
11/13/17	11-4	202000 points	88	
11/20/17	11-5	202000 points	88	
11/27/17	11-6	202000 points	88	
12/4/17	11-7	202000 points	88	
12/11/17	11-8	202000 points	88	
12/18/17	11-9	202000 points	88	
12/25/17	11-10	202000 points	88	
1/1/18	11-11	202000 points	88	
1/8/18	11-12	202000 points	88	
1/15/18	11-13	202000 points	88	
1/22/18	11-14	202000 points	88	
1/29/18	11-15	202000 points	88	
2/5/18	11-16	202000 points	88	
2/12/18	11-17	202000 points	88	
2/19/18	11-18	202000 points	88	
2/26/18	11-19	202000 points	88	
3/5/18	11-20	202000 points	88	
3/12/18	11-21	202000 points	88	
3/19/18	11-22	202000 points	88	
3/26/18	11-23	202000 points	88	
4/2/18	11-24	202000 points	88	
4/9/18	11-25	202000 points	88	
4/16/18	11-26	202000 points	88	
4/23/18	11-27	202000 points	88	
4/30/18	11-28	202000 points	88	
5/7/18	11-29	202000 points	88	
5/14/18	11-30	202000 points	88	

## THIRD GRADE EXAMPLES:

## Growth Results as indicated by Istation:

Think Through Math Daily Reflection

Choose one of the following prompts and reflect on what you learn today on Think Through Math.

- \* Today I am ...
- \* Today I enjoy work on ...
- \* Something that makes me think was ...
- \* Something that was hard for me today ...
- \* My favorite thing about TTM is ...
- \* Think Through Math is ... My goal for TTM is ...

Monday: I learn about the concept of area and how to find it. I like to use the formula.

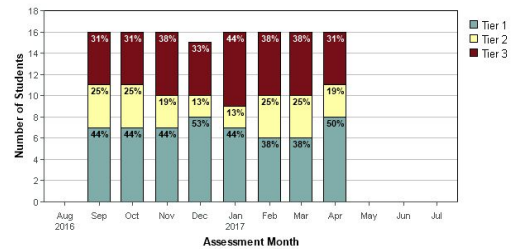
Tuesday: I learn about the concept of perimeter and how to find it. I like to use the formula.

Wednesday: I learn about the concept of volume and how to find it. I like to use the formula.

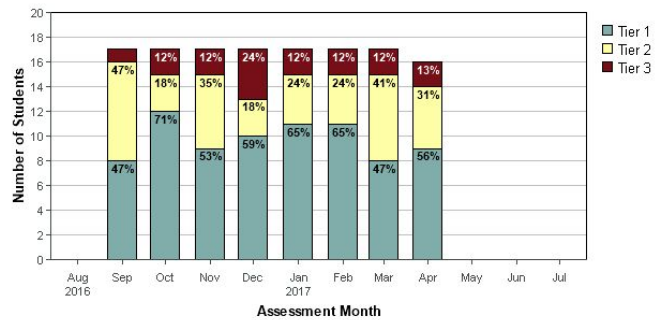
Thursday: I learn about the concept of mass and how to find it. I like to use the formula.

Friday: I learn about the concept of length and how to find it. I like to use the formula.

3rd Grade - Overall Reading



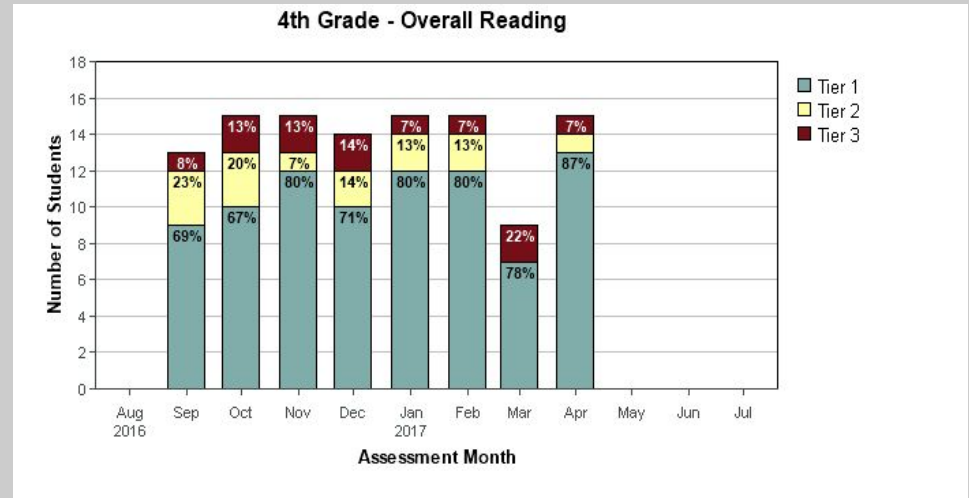
3rd Grade - Overall Reading



# Student Data Folder Participants

Student Name:	September	October	November	December	January	February	March	April	May
CBA - Math		70							
Benchmark - Math						58			
Think Through Math				95		20/89	26/92		
Assessments									
CBA - Reading		60 55				67			
Benchmark - Reading								2081	
(Station)		1905	2020	2055	2024				
Assessments									
Writing Benchmarks					56 215				
Assessments									

3rd STAAR - Reading - 58  
Math - 61





## Data Management

Data is given to us for one reason and one reason only, to use as a means of securing greater success for each individual student. In order for it to be used as a means of driving instruction, data must be *easily accessible, openly shared, and deliberately arranged*. Many might think that the key to data management is dependent on the quality of database that you have access to on your campus or in your district. However, a high-quality database is only as important as the belief around how that very database is going to be used by the staff of the school. To create a database without developing a commitment to endorse why the database was created in the first place will leave you in the same place you were in at the start – a bunch of numbers that are stored on a computer or in files throughout the school.

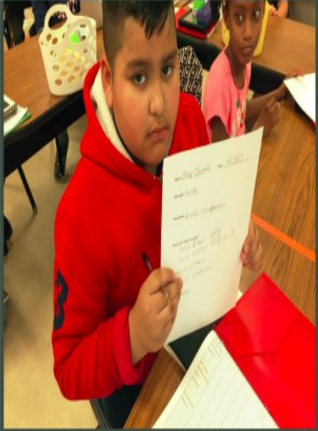
Learn how to create this exceptional system on your campus by purchasing the book *No Excuses University* at our [store](#) today!



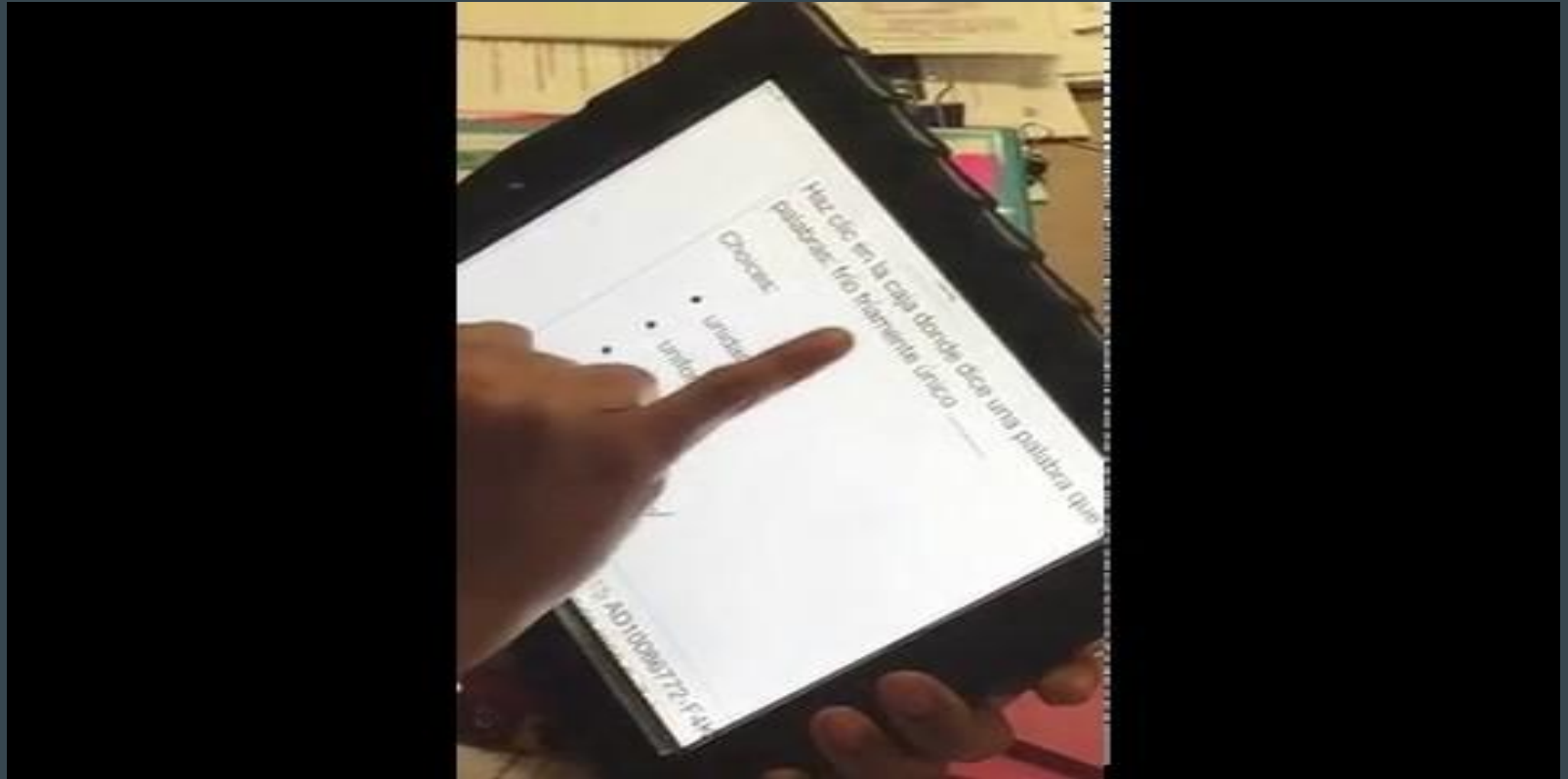
[Click on Picture to hear Mr. Lopez talk about Data Management](#)

# Data Conversations!

## 4th Grade Students Monitoring Academic Progress (Accountability Folders)



# I station Data Conversations







## Interventions

Good schools are able to take *interventions* and analyze their effectiveness through the use of data. Great schools, however, are able to take data and translate it directly into the creation of appropriate interventions. Real interventions occur when we offer extra support, both in *and* out of the classroom. This applies not just to students who are struggling to meet grade level standards, but for all students who are in need of other approaches in order to reach their next level of success. Sometimes our greatest interventions are the ones that come as a result of the way we utilize our time intentionally.

When you operate with a culture that assumes responsibility, collaborate in a way that embraces that charge together, align your work to standards, assess those standards, and measure your success by discussing real data, then and only then will true interventions be created. To take a less systematic approach in creating interventions may create some results in the short term, but it will never develop the kind of sustainable success that will help to get our students on the path to college from an early age.



[Click on Picture to hear Mr. Lopez talk about Interventions](#)



## Copy of PLC Rotations Schedule and Lesson Plan 10-30-17

File Edit View Insert Format Tools Table Add-ons Help Last edit was 8 days ago

100% Normal text Cambria 16 B I U A

### Schedule for Monday, October 30, 2017

#### \_\_\_\_\_ - My Color Group Today: \_\_\_\_\_

This day's learning objective is **language development through math games and children's books with a math focus**. Our goal is to help students enjoy their learning while being exposed to math vocabulary.

Time	Directions	Notes
8:00	Be waiting in 3 <sup>rd</sup> grade Room # _____ by 8:00 to take over your color group from the teacher.	
8:00 – 8:45	<p><b>Lesson Plan:</b></p> <ol style="list-style-type: none"> <li>1. Read selected book for 2<sup>nd</sup> – 3<sup>rd</sup> grade. Read with lots of expression to promote interest in the story. Ask questions as you read the book, and encourage students to make connections to real life situations.</li> <li>2. Explain the card game "I Have, Who Has?" Model the game directions with one or two students using the first 2 or 3 cards in the series.</li> <li>3. Give each student a piece of scratch paper and a pencil just in case they wish to work out a math problem.</li> <li>4. Play the card game as table groups of 3 or 4 students working together. In this version of the game, you shuffle the deck and randomly pass out cards to each table group. Pass out all of the cards, even if some table groups have more cards than other table groups. The table group with "the first card" begins the game. Follow the game closely with your key.</li> <li>5. If time permits, pick up all of the cards, reshuffle, and play the game again.</li> <li>6. <b>Watch time carefully.</b> If you complete a card game, and do not have time for another one, collect the cards, pencils and scratch paper, then you may</li> </ol>	

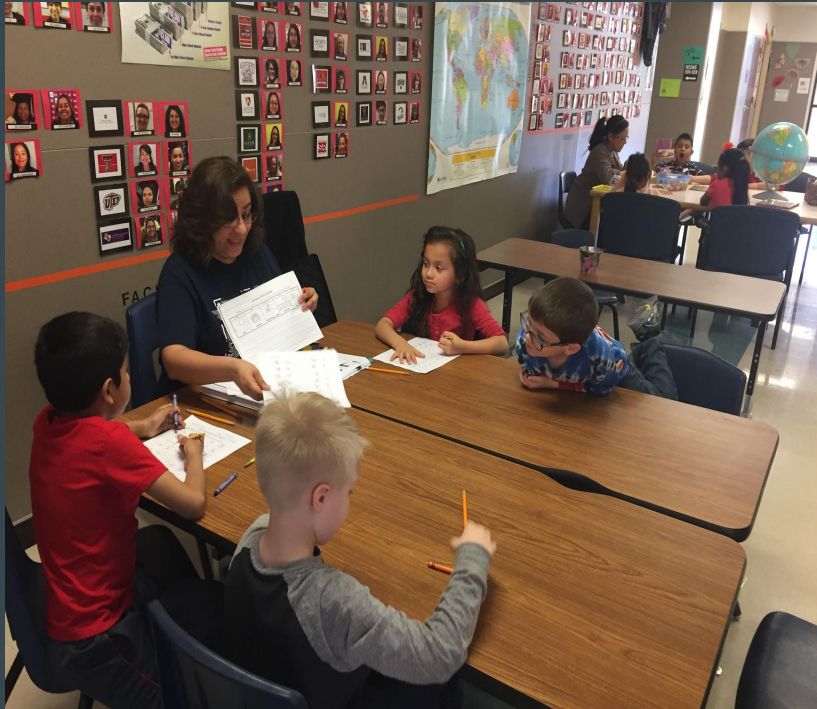
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### PLC Rotation Locations – (Monday) Oct. 30, 2017

Subject Time	Color Group	3rd 8:00 - 8:45	2nd 8:55 - 9:40	4th 9:50 - 10:35	5th 10:45 - 11:30	1st 12:45 - 1:30	K 1:40 - 2:25
STAARbucks Lab Rm. 350 or Vertical Alignment	Red PE 2 Gym 420 Coach W.	Rockne	Rockne	McKnight Scruggs	McKnight Scruggs	McKnight Scruggs	McKnight Scruggs
		Room 803 Boston	Room 825 Wier	Room 528 Bernal	Room P-4 Calon	Room 611 Hamilton	Room 626 O'Donnell
Vertical Alignment	Orange Music Room 335	Holder	Holder	Ramos Dickinson	Ramos Dickinson	Ramos Dickinson	Ramos Dickinson
		Room 801 Sayers	Room 819 Rimling	Room 526 Kilam	Room P-8 Huerta	Room 605 Rodriguez, M.	Room 623 Rodriguez, S.
Vertical Alignment	Yellow Art Room 331	Wallace	Wallace	Morales Dixson	Morales Dixson	Morales Dixson	Morales Dixson
		Room 805 McIntosh	Room 827 Oporto	Room 515 Satteria	Room P-7 Isham	Room 601 Rigsby	Room 620 Arocha
Vertical Alignment	Green PE 1 Gym 420 Coach Green	Reed	Reed	Hernandez Ratzlaff	Hernandez Ratzlaff	Hernandez Ratzlaff	Hernandez Ratzlaff
		Room 824 Shield	Room 821 Miller	Room 725 Sinott	Room P-4 Rommel	Room 604 Butler	Room 629 Stephenson

# 16-17 Pony Intervention Time



**We are ready! Let's do it.**