

Culture of Universal Achievement

-insert school picture-

We are a school that strives to guarantee each child a college ready education through high quality, integrated learning experiences.

Learners Today. Leaders Tomorrow.

LVES Motto

Students, Staff and Community design and implement learning experiences for EVERY student, without exceptions, and without excuses, that provide engaging and innovative experiences, effectively utilizing our resources, every day.

Every member of our staff believes that:

I create a learning environment that recognizes every student is uniquely capable of meeting academic standards and deserves to be challenged each day.

I embrace my responsibility to be an effective and efficient steward of all resources with solution oriented mindset.

I create a safe, positive, nurturing and inclusive environment where college readiness is expected.

I actively communicate with community partners to develop and cultivate strong relationships and build a bridge of understanding and mutual values.

This Culture of Universal Achievement defines who we are and what we stand for as a staff.

No Excuses University Behavior Essential Overview

- CHAMPS
- Love and Logic
- Four P's
 - Positive
 - Private
 - Proactive
 - Preventative
- Clear Classroom Procedures and Expectations
- Daily Parents Communication

- Classroom Websites
- Positive phone calls to parents twice a year minimum
- Parent conferences twice a year minimum
- BASE- SPED only
- Set CPI guidelines
- Identify CPI and ER Teams (symbol on doors)
- Discipline Referrals/Behavior

*see LVES No Excuses Essentials Schoolwide Behavior Plan 2017-2018

Which Ponies Participate in the No Excuses University At LVES?

The No Excuses University at LVES is an endeavor that requires participation by all to ensure success. All students, staff and parents will be actively involved in many different ways.
ALL MEANS ALL.

Student	Staff	Parent
<p>Academic Success will be celebrated by all as students strive for college readiness.</p> <p>The student handbook will be shaped around the character traits and work habit commitments necessary for a student to be a No Excuses University student. They will find great pride in being a part of a our school and encourage the very best from one another.</p> <p>Every Monday will be College Readiness Day. Students will be encouraged to wear NEU and college shirts or college colors.</p> <ul style="list-style-type: none"> ● Achieve 100% attendance. ● Each day, come to school ready to learn and with all necessary tools needed for learning. ● Complete all classroom assignments, homework and ask for help when needed. ● Give to my parents, or the adult responsible for my welfare, all notices and information received by me 	<ul style="list-style-type: none"> ● Create a positive, safe, orderly and welcoming environment for students and parents. ● Clearly communicate the school's mission and vision to students and parents. ● Provide parents with regular feedback regarding their student's progress through reports and parent/teacher conferences. ● Provide clear expectations, instructional goals, and a grading system to parents and students. ● Promote respect of self, students, adults, and school property on campus and in the community. ● Provide parents opportunities to observe, volunteer, and/or participate in their child's classroom activities. ● Model and enforce good digital citizenship. 	<p>We, as parents, will support our children's learning in the following ways:</p> <ul style="list-style-type: none"> ● Make sure my child arrives on time and strives for 100% attendance. ● Contact the school if my child is absent. ● Support the school and the teachers in the implementation of our discipline plan. ● Make sure that homework is monitored and completed. ● Make informed choices regarding what my child watches on T.V., types of video games he/she plays, and limit the amount of time spent on technology. ● Engage in daily conversations with my child about school

<p>from school every day.</p> <ul style="list-style-type: none"> • Read at least 20 minutes every day outside of school time. • Respect myself, other students, adults in school and the community, as well as the school property. • Go to bed early, get up on time, pay attention and follow directions at home and school. • Follow the LISD Student Code of Conduct and the school Safe and Civil procedural guidelines. • Follow LISD technology guidelines. 		<p>activities and lessons.</p> <ul style="list-style-type: none"> • Make sure all correspondence sent home from school is read. • Attend parent nights, join PTA, and volunteer my time at school. • Work with my child to develop skills in listening, speaking, reading, and writing. • Promote respect to self, other students adults, and school property on campus and in the community. • Follow LISD technology guidelines.
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LVES College Readiness



No Excuses University



NEU is a college readiness philosophy with expectations at school for teachers, students, parents, and the community.

Here are some of the ways we will launch NEU:

- Each classroom has adopted a college or university for the school year.
- Rallies will be held every Monday afternoon to set the tone for the week.
- College shirts or college colors can be worn on Mondays.
- Dress for Success will be on Wednesdays (dress professionally or in your "Sunday best").
- College symbolism (banners, chants, cheers, etc.) will be visible throughout the building.
- Mandatory Parent Forums will be held throughout the year.



No Excuses University



NEU es una filosofía de la preparación para la universidad con expectativas en la escuela para maestros, estudiantes, padres y la comunidad.

Aquí están algunas de las maneras con las que vamos a empezar NEU:

- Cada salón va a representar una universidad durante el año escolar.
- Asambleas se realizarán cada lunes por la tarde para establecer el tono de la semana.
- Playeras universitarias o los colores de la universidad que representen, pueden ser usadas los lunes.
- Vístete Para el Éxito (Dress for Success) será los miércoles (vestimenta profesional o formal).
- Simbolismo universitario (banderines, cantos, barras, etc.) serán visibles en toda la escuela.
- Juntas mandatorias para los padres se realizarán durante el año.

College Vocabulary

Below are the words that each grade level has committed to use in their classrooms as we promote college readiness for all.

K	1st	2nd	3rd	4th/5th
college	achieve	mascot	alumni	PhD
university	career	professor	application	advisor
	goal	scholarship	Bachelor's Degree	Dean's List
	graduate	dormitory (dorm)	major	GPA
		diploma	research	NCAA
				Masters

Welcome to the No Excuses University at Lewisville Elementary School

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

1st Grade	
Devin Esch	University of Arkansas (Fayetteville)
Victoria Hamilton	Texas Christian University - TCU
Shawna Strickler	Harding University
Vicki Butler	Norfolk State University
Marla T. Rodriguez	Universidad del Turabo
Monica Paris	Texas Wesleyan University
Gladys Diaz	Baylor University
Lety Amador	UTEP (University of Texas at El Paso)
2nd Grade	
Taylor Rimling	University of Kentucky
Veronica Oporto	UT Austin
Veronica Sammon	Harvard University
Ernestina Wier	George Washington University
Ralph Vasquez	Michigan State University
Melanie Goodman	Texas A & M Commerce
Polly Miller	Stephen F. Austin
3rd Grade	
Araceli Hernandez	UCLA
Teresa Sayers	Ohio State University

Rosana Lopez	University of California at Santa Cruz
Lynda Shield	Southern Arkansas University & University of Oklahoma
Catherine McIntosh	University of Houston
Antoinette Boston	University of Mississippi (Ole Miss)
Ja'Core-y Anderson	Princeton University
4th Grade	
Ashley Sinnott	DePaul University
Polly Speer	University of Texas at Dallas
Kim Kilam	Texas Woman's University
Yvette Bernal	University of Alabama
Elizabeth Varona	Universidad de Salamanca, Spain
Emily Satterla	Air Force Academy
5th Grade	
Allie Isham	Indiana University
Amanda Yurca	Western Governor's University (WGU)
Deanne Huerta	Texas State University
Jacqueline Garcia	University of Iowa
Leah C Rommel	Louisiana State University
Michael Colon Valedon	Universidad del Sagrado Corazón

Administration	
Lakshmi Valdes	University of North Texas
Lisa Burleson	Kansas State
Marcine Simpson	East Texas Baptist University (ETBU)
Stephanie Lawson	University of Central Arkansas
Counseling	
Laura Norton	University of Connecticut
Wanda Echeverria	Boston University
Shuntel Green	Howard University

Instructional Specialists	
Samia Sarkis Rutherford	University of Oxford
Stephanie Sanchez	Wayne State University
Wanda Oden	United States Coast Guard

Luz Garcia	
Miguel Perez	Columbia University
Alycia Medlock Pounders	Prairie View A & M
Marisol Anguita	Juilliard School of Arts
Alicia Rowland	University of Florida
Danielle Maurier	University of Kansas
Veronica Hernandez	Southern Methodist University (SMU)

Specials	
Sandra Zamora	University of Texas at San Antonio
Barbara Kitchen	Texas Tech
Beth Hayes	Florida State University
Paul Wiczorek	University of Minnesota
Jerry Green	Boston College
Lance Thomas	Sam Houston State
Special Education	
Bethany Wooster	Wooster University
Mary Furnas	University of North Carolina
Sujata Naik	University of Texas at Arlington - UTA
Angela Snyder	Tarleton State University
Starla Longo	University of Michigan
Christina Brinegar	U.S. Naval Academy

Collaboration

Lewisville Elementary staff members will strive to successfully collaborate as a unified team to ensure that we are implementing our main goal, meeting the needs of our students. We understand that their greatest academic and social gains will be met by finding the opportunities to collaborate, build relationships, celebrate each other, and become highly effective independently, together. The following are examples of how we plan on implementing these traits:

Clarity of Purpose:

LVES Ponies will remain driven by our main goal and meet with a purpose to devise agendas and timelines to ensure success at every collaborative meeting. We come prepared to discuss topics, to maintain our timelines. At each meeting, we will follow norms and our agenda, that we, as a team, have agreed upon previously. During this time, we will discuss our understanding of standards and how we want our students to learn, determine interventions, and extend learning as necessary for students.

Respectful of Time:

LVES Ponies are focused professionals who value each other's time. Ponies are punctual to all campus meetings, duties, and time commitments. We maximize our time by actively listening, being cognitively present, and monitoring our technology. We find opportunities to collaborate throughout the day.

Professional Growth:

LVES pony staff members are committed to learn new strategies and ideas that will lead to academic success for all. Ponies continuously participate in collaborative and meaningful Professional Development; where we learn and support one another and each staff member is committed to grow professionally together.

Building Candid Professional Relationships:

LVES pony staff members are committed to build and develop strong professional relationships with each other. We praise one another during PLCs, staff, team, grade level meetings or individually in order to promote school-wide success. We all are honest and respectfully address concerns through "Candid Collaboration". Our ponies support one another when facing professional and personal challenging times and as colleagues and friends we celebrate our success outside of the school community.

Tuesday PLC

Every Tuesday, Ponies are given an extra 45 minutes on top of their given planning time, for a total of 95 consecutive minutes, to work closely with one another to design instruction and dig deeper into the standards to support academic achievement for all. This time is carefully protected by all members of the team, and is not used for personal appointments or individual work time.

- Team Norms and Grade Level Beliefs.
- PLC
- Staff meetings
- Team Meetings
- Committees
- Grade Level Meetings
 - PLC has an agenda
- Team meetings have an agenda
- Committees have an agenda
- Ice breakers
- Shout Outs
- Perfect Attendance
- Pony Parking
- Jean Passes
- Staff treats
- Positive Ponies
- Safe zone to speak at any meeting.
- Peer observations.
- Each grade level has a representative.
- Not one team lead, but several leaders per team

Assessment and Standard alignment

We believe that the use of a variety of assessments will support the tracking of our students' progress and guide our daily instruction, goal setting and achievement of academic success. We will share our assessment dates with the students and their parents prior to the date because they are the most important stakeholders.

1st grade Collaborative Planning Tool
Lowsville 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						
1.9(A)	1.9(A)	1.9(B)	1.9(C)	1.9(D)	1.9(E)	1.9(F)
Read grade level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	(A) establish purpose 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, checking sensory images, rereading a portion aloud)	(D) make inferences about text and use textual evidence to support understanding	(E) recall or act out important events in stories or logical order	(F) make connections to own experience to ideas in other texts and to the larger community and discuss textual evidence.
1.9(C) Determine what words mean from how they are used in sentences, letter heard or read.		1.9(B) Ask relevant questions, seek clarification and locate facts and details about stories and other texts.	1.9(C) 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, rereading a portion aloud)	1.9(D) Confirm predictions about what will happen, read in text by "reading the part that tells"		

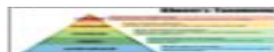
Content Objective:

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.



LVES 17-18 Rainbow Planner Fourth Grade TEKS Breakdown vales@esf.tdnet

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Nine Weeks									
1st Nine Weeks									
Week #	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Date Range	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
Instructional Days	5	4	5	5	5	5	3	5	5
Topics	Fiction (realistic, historical, fantasy)	Fiction (realistic, historical, fantasy)		Sequence and summarize	Fiction (realistic, historical, fantasy)	Informational/Expository	Informational/Expository	Informational/Expository	Informational/Expository
TEKS	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, 4.27 AB, 4.28, 4.18C, Fig. 19 ABCDEF	4.11 ABCD, 4.10 & 4.1, 4.9, 4.27 AB, 4.28, 4.18C, Fig. 19 ABCDEF	4.11 ABCD, 4.10 & 4.1, 4.9, 4.27 AB, 4.28, 4.18C, Fig. 19 ABCDEF	4.23 ABC, 4.2 (I,II), 4.24 BC, 4.25 & 4.1, 4.1, 4.27 AB, 4.28, 4.18C, Fig. 19 ABCDE

Guiding Questions:
To be used in direct instruction that reflect the rigor level of Bloom's

How is the character feeling?

What makes you think the character is feeling this way?

Why did the character's feelings change?

What would you have done if you were the character?

What **evidence** do you have that supports your answer?

Materials

What materials will be needed for instruction that align with the student expectation(s) and the level of rigor and depth of knowledge?

<p>Modeling: Anchor charts Read the story Share your own story Think aloud Facial expressions to show different feelings</p>	<p>Guided Practice: Teacher models (I do) Teacher models with the student (we do) Student do independently</p>	<p>Materials to Assess: Foldables with a similar story Informal observations Student small group anchor chart</p>
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Data Management

Lewisville Elementary School staff will utilize data with transparency and fidelity to drive the achievement of the students' goals. This data will be used to identify growth, areas of need, and next steps to be taken.

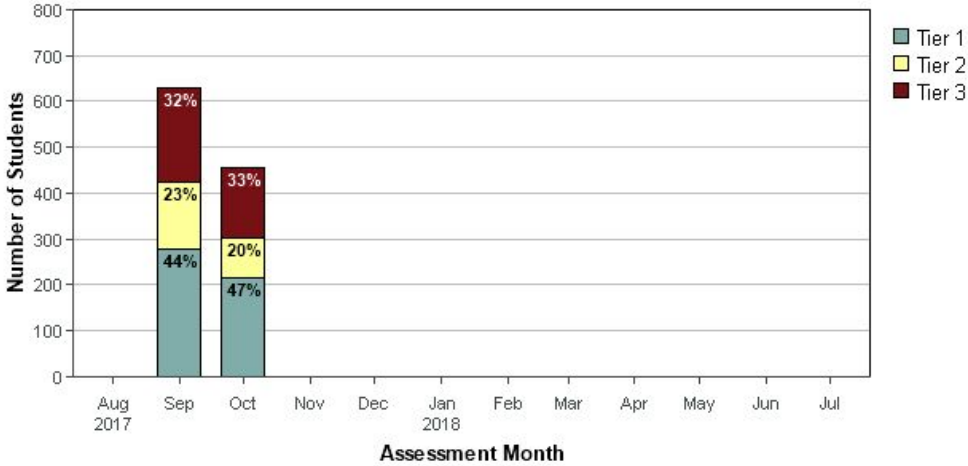
The database which teachers will have access to are: Skyward, Data Wall, Aware, I-Station, and Think Through Math (3rd-5th), and Stemscopes (3rd-5th). Each month, there is a day designated to analyze and discuss data during a PLC. To encourage growth, we will utilize data from the monthly I-Station report, writing samples, math and science journals, running records, and DRAs and EDLs (as well as other state and local assessments).

We will post data from I-Station and Think Through Math in common areas of the school. To ensure that data is regularly available for students and parents, teachers will input grades in a timely manner, as well as ensure that students are properly managing their personal data binders.

ISIP™ Reading results for Lewisville Elementary School

at Lewisville Ind School District - 2017/2018 School Year

All Grades - Overall Reading



Interventions

At Lewisville Elementary School we have different intervention systems created to address proficiency levels in K-5 students.

Our intervention teams identifies strategies for working with students, administering diagnostic assessments, creating flexible groups based on skill level, providing instruction to students, and collaborating with teachers, parents and the principal.

Our intervention curriculum is matched to student needs and is aligned to the standards.

Our intervention timeline is aligned to our assessment data to create flexible interventions groups as needed.

Intervention Type	LVES Intervention team "doers" consist of:	SCHEDULE
PONY TIME	- Classroom teachers	K- 12:10 to 12:45

Design to target 100% of our students to work on literacy skills.	<ul style="list-style-type: none"> - Aides (trained on LLI program) - Tutors (certified teachers) - Volunteers (trained personnel) 	1st- 9:45 to 10:15 2nd- 2:00 to 2:30 3rd- 10:45 to 11:15 4th- 8:45 to 9:15 5th -8:00 to 8:30
AFTER SCHOOL TUTORING Design for below performance students on reading and math.	<ul style="list-style-type: none"> - Classroom teachers - Special teachers - Sped teachers - Instructional coaches - Certified teacher tutors. 	TUESDAYS AND THURSDAYS 3:00 - 3:30 PM
SATURDAY SCHOOL (3RD/4TH/5TH) Design for students needing enrichment for Math, Reading and Science.	<ul style="list-style-type: none"> - Certified teachers. 	Every saturday (January - May) 9:00-12:00 AM
RTI INTERVENTIONS	<ul style="list-style-type: none"> - Instructional Coaches - Classroom teachers 	Varies

Our routines correlates the success of each intervention with a specific data point.

- **Monthly PLC's that focus on data analysis by grade levels.** We look into students individual results from formative and summative assessments to restructure the "Pony time intervention groups and modification of the lessons.
- **Check Ins.** lead by administration to create and update the "School Data Wall".
- **Data folders.** Students and classroom teachers are creating data folders based on student learning goals to keep track of their achievements.

We have develop interventions that deal with social and emotional challenges impeding academic success. **Our counselors and Communities in School representatives do the following:**

- Monthly Class guidance and small group lessons for each grade level.
- Individual guidance for specific needs.
- Social groups interventions.
- Love and logic classes for the parents.
- Classroom teachers are starting to implement "Morning Meetings" to discuss the character trait of the month, goals, and opportunities to improve.

In LVES we have establish a community collaborative organizations to provide support, resources to help families in need.

- Food For Kids.
- Communities in school.
- Valley Creek Church partnership.
- Oak Forest Apartment partnership.