

Lewisville Independent School District
Bridlewood Elementary School
Campus Improvement Plan
2020-2021



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Comprehensive Needs Assessment

Revised/Approved: September 18, 2020

Demographics

Demographics Summary

We, at Bridlewood ES, are a dedicated, future focused group of 42 individuals who believe in growing students as both learners and leaders in a K-5 elementary school setting. All staff members at BES, are cognizant as to how they impact student success at BES. Currently, we have 400 K-5 students. Next year, we are excited to make the transition into becoming a STEM Academy and welcoming more students into our Bridlewood Bronco family.

Our school is located in Flower Mound, TX and is the farthest west of the 68 school campuses located within LISD. Below are the approximate demographics of our student population at the end of the 2018/19 school year:

Ethnicity & Race

77% White

7% Black

10% Hispanic

6% Asian

Other demographics

13.9% Mobility Rate

20.6% Special Education

5.2% Gifted and Talented

10.3% English Language Learners

38% Free and Reduced Lunch

96.2% Attendance Rate

As a nurturing staff, we believe in reaching the hearts of our students first, so that they are then ready and eager to be engaged in learning. All students start each school day in a class "Habit Huddle" where leadership and social/ emotional learning is reinforced. While engaged in all content areas throughout the day, each student takes ownership of a special leadership role that they hold within the classroom. Students get to explore their strengths in not only academic areas, but also in the arts and STEM field. After working hard all week, students get to practice "Put First Things First" and "Sharpen the Saw" by ending each week in either Leader Buddy time or in School-wide Clubs.

An effective teacher at BES is defined as one who builds leadership in others, is focused on personal growth, has a nurturing and caring manner, is dedicated to our instructional priorities, and lives out and practices the 7 habits.

As we enter the 2019/ 20 school year, we are eager to watch our population grow and for BES to become a school of choice. This will also impact our community engagement in positive ways!

Student Learning

Student Learning Summary

At the end of the 2017-2018 school year, all students kindergarten-fifth grade were promoted to the next grade level. Data sources utilized to monitor student progress throughout the school year included: Istation Data, observations, STAAR, CBA's, observations, formative and summative assessments.

Passing STAAR scores for the 2017-2018 administration:

Grade Reading Math Writing Science

Third 95% 87%

Fourth 88% 94% 92%

Fifth 96% 99% 98%

Student Learning Strengths

Overall performance in reading, math and science continues to be at our above 85% for grades three through five as measured by STAAR. New intervention processes have been implemented this school year to address concerns over our most recent math scores on the as measured by STAAR. We feel confident math scores will improve given our intensive focus on improvement. For students measured by Istation, 100% of our students scored at or above 92% on the comprehension piece at the end of the 2017-2018 school year. Tutoring is available for students who require intensive reteaching and small group instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As a campus, we are working to increase advanced scores as measured by the STAAR test for grades three-five.

School Processes & Programs

School Processes & Programs Summary

Bridlewood Elementary School is a learning organization that is focused on student growth, academically, socially and emotionally. We have systems in place to continue to foster each child's continued improvement and to ensure proper interventions are provided and implemented. Administration conducts informal and formal walkthroughs to ensure alignment with our district and state curriculum. LISD curriculum facilitators and interventionists meet periodically with grade level teachers as well as our special area teachers to help plan, model lessons and provide support for overall growth in and out of the classroom. PLC meetings are held multiple times a year to analyze data to help drive effective instructional practices. Professional learning opportunities are provided by the campus and the district for all staff in order to meet our specific campus needs. Our goal as a school is to continue maintaining high-quality instruction through staff growth and personal reflection.

School Processes & Programs Strengths

- *Effective PLC meetings that allow BES teachers and administrators to review data to drive instruction.
- *Use of focused walkthrough data through Trend and LEAD.
- *Daily objectives are posted in the classroom and are aligned to the LISD scope and sequence.
- *Tutoring is offered by every teacher.
- *Highly involved parents and community. (volunteers, career day, college week, bronco bash, game night)
- *Intentional problem solving is a focus across all grade levels

Perceptions

Perceptions Summary

At Bridlewood Elementary we partner together with our families and community in order to foster student success. Thankfully, we have very strong parental involvement which aids in fostering our family atmosphere. Student safety is always at our forefront and is the driving factor for systems and procedures put into place.

Perceptions Strengths

Based on a fifth grade survey administered by the Gallup organization, 84% of our students are engaged in school. Their involvement in and enthusiasm for school reflects how well they are known and how often they get to do what they do best. For teachers, the most recent survey shows at least 75% are satisfied with BES, they know what is expected, have the materials and equipment necessary and are afforded the opportunity to do what they do best everyday.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals





Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 1: I model lifelong learning: Seek out personalized learning to demonstrate continuous growth; Reflect on and share my learning with others.

Evaluation Data Sources: LEAD documents; professional learning exit tickets/surveys/reflections; professional learning participation data; campus professional learning experiences

Summative Evaluation: None

<p>Strategy 1: Successful implementation of the new LISD adopted Language Arts curriculum. Strategy's Expected Result/Impact: Professional Learning will be aligned to TEKS and expected student learning outcomes. Staff Responsible for Monitoring: Campus Leadership Teachers Support Staff Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Bridlewood teachers will provide differentiated instruction to all students. Strategy's Expected Result/Impact: Reading targets be student group can be found in the Addendum section. Staff Responsible for Monitoring: Campus Leadership Teachers Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Bridlewood teachers will increase students' mathematics proficiency as evidenced in CBA assessments. Strategy's Expected Result/Impact: Math targets by student group can be found in the Addendum section. Staff Responsible for Monitoring: Campus Leadership Teachers Title I Schoolwide Elements: 2.4, 2.5, 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Students of all ethnicities will receive differentiated instruction which will result in increased achievement on STAAR. Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments. Staff Responsible for Monitoring: Campus Leadership Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5: 85% of students in grades K-5 will be on grade level for reading or make 6 months progress as measured by Istation. Strategy's Expected Result/Impact: Increased reading proficiency for all K-5 students at Bridlewood. BES will have one literacy check-in with all grade level teachers with follow ups on an as-needed basis. Staff Responsible for Monitoring: Campus Teachers Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Increase knowledge among stakeholders about best practices in regards to successful implementation of STEM curriculum. Strategy's Expected Result/Impact: 90% of new hires at BES will receive STEM certification through NISE. Staff Responsible for Monitoring: Administration Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 2: 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.

Evaluation Data Sources: Content alignment walk-throughs, trend data walkthroughs, lesson plans, performance tasks

Summative Evaluation: None





<p>Strategy 1: Classroom instruction will be aligned with the LISD curriculum. Strategy's Expected Result/Impact: Consistent evidence of alignment with LISD curriculum will be visible in classrooms as measured by Trend and LEAD walkthrough data. Staff Responsible for Monitoring: Campus Leadership Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Ensuring students are provided meaningful learning experiences Strategy's Expected Result/Impact: Administration will conduct a minimum of 125 virtual and in-person Trend and LEAD Walkthroughs Staff Responsible for Monitoring: Campus Leadership Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 3: 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.

Evaluation Data Sources: Trend walkthrough data; graduation rate data, literacy data; linguistic accommodations walkthroughs

Summative Evaluation: None





<p>Strategy 1: Create a positive environment where all students feel welcome, valued and supported.</p> <p>Strategy's Expected Result/Impact: Expected results measured by: Morning meetings Trend walkthroughs Character Trait student recognition Second Step Program</p> <p>Staff Responsible for Monitoring: Teachers Administration</p>	Reviews			
	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 1: Student Learning - Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are equipped for success.

Performance Objective 4: I ensure that learners are actively engaged in meaningful and relevant work: Model and expect questioning and reflection; Engage all learners.

Evaluation Data Sources: Lesson plans, trend walkthrough data, student work, attendance rates,

Summative Evaluation: None





<p>Strategy 1: Lesson plans will indicate an increase in meaningful and relevant lessons that are engaging and require students to analyze, evaluate and create.</p> <p>Strategy's Expected Result/Impact: Higher level thinking as measured by the Bloom's taxonomy question on Trend will increase by a 5% minimum in the following areas: analysis & evaluate, create. 2018%-9.69%; 6.55% respectively. Percentages carried over from 2018 due to Covid-19 pandemic. Target is the same for the 2020 school year.</p> <p>Staff Responsible for Monitoring: Campus Leadership Teaching Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 1: I create safe and inclusive opportunities: Create meaningful and positive relationships with all students; Know and practice all safety protocols.

Evaluation Data Sources: Safety and security reports; drill logs; discipline data

Summative Evaluation: None

Strategy 1: Safety response protocols will be implemented Strategy's Expected Result/Impact: Students and staff will know necessary procedures in the event of an emergency. Staff Responsible for Monitoring: All Campus Staff Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				


Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.


Performance Objective 2: 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.


Evaluation Data Sources: Professional learning completion data; student participation data in clubs, organizations, activities, extra-curriculars; course enrollment data


Summative Evaluation: None

Strategy 1: Continue cultural proficiency staff development Strategy's Expected Result/Impact: All staff will participate in cultural proficiency professional development and at least 2 cultural proficiency surveys. Staff Responsible for Monitoring: Campus Leadership Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 3: I seek and encourage talent development: Provide authentic learning experiences that acknowledge and build upon talents and strengths; Implement hiring practices that reflect LISD vision and mission.

Evaluation Data Sources: Teacher retention data; teacher participation in professional learning PLCs, and campus/district leadership opportunities; teacher lesson plans; program enrollment and participation data

Summative Evaluation: None

<p>Strategy 1: Encourage participation in meaningful and engaging professional learning on campus, in district and through outside organizations.</p> <p>Strategy's Expected Result/Impact: Continue participation in professional learning communities and provide leadership opportunities for staff.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: BES will hold a college and career educational event either virtually or in-person.</p> <p>Strategy's Expected Result/Impact: Students increase their knowledge about the many opportunities that lie ahead.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 4: 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.

Evaluation Data Sources: Engineering instruction evident in lesson plans, performance tasks; makerspaces; community showcases; open houses

Summative Evaluation: None

Strategy 1: At BES, we will provide multiple opportunities to communicate our learning. Strategy's Expected Result/Impact: Students and staff that collaborate to showcase student learning. Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 2.4, 2.5, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.


Performance Objective 5: I engage in work that directly and indirectly creates positive experiences for learners: Be positive and encouraging every day; Turn personal interests into learning experiences.


Evaluation Data Sources: Teacher lesson plans; data on virtual community involvement in school learning experiences and activities


Summative Evaluation: None

<p>Strategy 1: Ensure students are provided positive experiences throughout the school day.</p> <p>Strategy's Expected Result/Impact: Students will reflect a positive image of self and school as evidenced in the 5th grade EOY survey, second step, and PAWS.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 1: I embrace innovation with a flexible, relevant, and solution-oriented mindset: Demonstrate enthusiasm for innovation; Seek creative solutions to constraints.

Evaluation Data Sources: Staff meeting agendas

Summative Evaluation: None

<p>Strategy 1: At BES we will embrace innovation with a flexible, relevant, and solution-oriented mindset.</p> <p>Strategy's Expected Result/Impact: Students that work together, brainstorm solutions, and engage with technology in a manner that prepares them for their future.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 2: I have a mind for practicing efficient use of resources: Utilize resources for the greatest student and staff impact; Stay current with professional practices.

Evaluation Data Sources: Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data

Summative Evaluation: None

<p>Strategy 1: Support job- embedded professional learning opportunities for staff by utilizing technology and learning facilitators.</p> <p>Strategy's Expected Result/Impact: Qualified staff who implement best teaching practices to foster student growth.</p> <p>Staff Responsible for Monitoring: Campus Leadership Learning Facilitators Technology Facilitator</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.


Performance Objective 3: I use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals; Prepare early and anticipate organizational needs.


Evaluation Data Sources: Staff daily attendance rates for daily instruction and workshop registration; materials costs as it relates to purchases for classroom supplies, materials and copy paper


Summative Evaluation: None

Strategy 1: At BES we will maximize the use of resources effectively and efficiently. Strategy's Expected Result/Impact: Increased staff awareness of resource allocation and the effects thereof. Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 1: 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.

Evaluation Data Sources: Campus profile survey results; volunteer records; business partner database

Summative Evaluation: None





Strategy 1: Bridlewood staff and students will exhibit resource stewardship. Strategy's Expected Result/Impact: Increased community involvement Staff Responsible for Monitoring: All Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 2: 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.

Evaluation Data Sources: Campus profile survey results; communications home to families; sign-in sheets; Eduphoria Workshop data

Summative Evaluation: None





Strategy 1: BES will foster a culture of voting through positive communication and staff incentives. Strategy's Expected Result/Impact: Increased advocacy for public education Staff Responsible for Monitoring: Campus Leadership	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will positively communicate with parents through conferences, email, and social media. Strategy's Expected Result/Impact: Increased positive relationships between community and staff. Staff Responsible for Monitoring: All Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 3: 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.

Evaluation Data Sources: Campus profile surveys; documented experiences where listening conversations happen

Summative Evaluation: None





Strategy 1: BES will seek to understand the diverse backgrounds of our students while actively listening during informal and formal conversations. Strategy's Expected Result/Impact: Positive relationships with all stakeholders Staff Responsible for Monitoring: Campus Leadership	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All BES staff will contribute to a positive working environment at our school. Strategy's Expected Result/Impact: An increase of 5% on Q6: How positive are the attitudes of your colleagues? Reference: LISD Panorama Survey specifically Bridlewood ES under School Climate. Staff Responsible for Monitoring: All BES Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

Performance Objective 4: I actively involve community partners in campus and district initiatives: Recognize and appreciate community contributions to the schools, students and district.

Evaluation Data Sources: VOLY (volunteer management system)

Summative Evaluation: None





Strategy 1: BES will continue our collaborative relationships with PTA, Watchdog Dads and other volunteers. Strategy's Expected Result/Impact: Open lines of communication and foster pride within our Bridlewood community. Staff Responsible for Monitoring: Campus Leadership	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Student Achievement/Safeguards

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

Summative Evaluation: None





<p>Strategy 1: Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>Parent will be notified about academic progress through teacher/parent conferences, what school will do, what parents can do, progress reports, report cards, etc. School will provide full opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.</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>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: State and Federal Mandates

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

Summative Evaluation: None





<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>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>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: State and Federal Mandates

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

Summative Evaluation: None





<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>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: State and Federal Mandates

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

Summative Evaluation: None





<p>Strategy 1: The school safety plan is developed and monitored for effectiveness throughout the school year.</p> <p>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.</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>Counselors work with students to make appropriate curricular choices or program choices.</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>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>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>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress		 Accomplished		
 Continue/Modify		 Discontinue		

Goal 6: State and Federal Mandates

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District.

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

Summative Evaluation: None

<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>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>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>Teachers receive training and support to differentiate instruction to meet the needs of all students.</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>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Student Achievement/State Mandated Testing/Address Safeguards

Goal 8: Federal and State Mandates

Goal 9: The LISD Way

Goal 10: Cornerstone 4/Community Engagement Education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community. Local accountability and decision-making is an important aspect of this cornerstone.

Goal 11: 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 the emphasis of real innovation and limitless opportunity for all students.

Goal 12: Cornerstone 2/Student Experience In LISD reporting on student experience will focus on the: a thriving student experience comes from an environment that engages and connects students to each other and with staff.

Goal 13: Cornerstone 1/Student 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.

Goal 14: Cornerstone 1/Student 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: 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.

Evaluation Data Sources: Content Alignment Walk-Throughs, IStation

Summative Evaluation: None

Goal 14: Cornerstone 1/Student 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 2: I model lifelong learning: Seek out personalized learning to demonstrate continuous growth; Reflect on and share my learning with others

Evaluation Data Sources: CIPs, conversations about & observations of PLCs, data in Edugence and Eduphoria

Summative Evaluation: None

Goal 14: Cornerstone 1/Student 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 3: 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

Evaluation Data Sources: Trend walkthrough data; Graduation Rate Data, Literacy Data; Linguistic Accommodations walkthroughs

Summative Evaluation: None

Goal 14: Cornerstone 1/Student 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 4: I ensure that learners are actively engaged in meaningful and relevant work: Model and expect questioning and reflection; Engage all learners

Evaluation Data Sources: Lesson Plans, Trend Walkthrough Data, Student Work, Attendance Rates

Summative Evaluation: None

Goal 15: Cornerstone 2/Student Experience In LISD reporting on student experience will focus on the: a thriving student experience comes from an environment that engages and connects students to each other and with staff.

Performance Objective 1: I create safe and inclusive opportunities: Create meaningful and positive relationships with all students; Know and practice all safety protocols

Evaluation Data Sources: Safety and security reports; Drill logs

Summative Evaluation: None

Goal 15: Cornerstone 2/Student Experience In LISD reporting on student experience will focus on the: a thriving student experience comes from an environment that engages and connects students to each other and with staff.

Performance Objective 2: 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

Evaluation Data Sources: Professional Learning completion data; cultural proficiency data collection, counseling data

Summative Evaluation: None

Goal 15: Cornerstone 2/Student Experience In LISD reporting on student experience will focus on the: a thriving student experience comes from an environment that engages and connects students to each other and with staff.

Performance Objective 3: I seek and encourage talent development: Provide authentic learning experiences that acknowledge and build upon talents and strengths; Implement hiring practices that reflect LISD vision and mission

Evaluation Data Sources: System training records and participation data, NTC reflection form results

Summative Evaluation: None

Goal 15: Cornerstone 2/Student Experience In LISD reporting on student experience will focus on the: a thriving student experience comes from an environment that engages and connects students to each other and with staff.

Performance Objective 4: 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.

Evaluation Data Sources: Eduphoria Aware,

Summative Evaluation: None

Goal 15: Cornerstone 2/Student Experience In LISD reporting on student experience will focus on the: a thriving student experience comes from an environment that engages and connects students to each other and with staff.

Performance Objective 5: I engage in work that directly and indirectly creates positive experiences for learners: Be positive and encouraging every day; Turn personal interests into learning experiences

Evaluation Data Sources: Counselor data; survey data, digital learning reports.

Summative Evaluation: None

Goal 16: 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 the emphasis of real innovation and limitless opportunity for all students.

Performance Objective 1: I embrace innovation with a flexible, relevant and solution-oriented mindset: Demonstrate enthusiasm for innovation; Seek creative solutions to constraints

Evaluation Data Sources: Staffing tools, data usage reports, facilitator data, CIPs, budget report

Summative Evaluation: None

Goal 16: 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 the emphasis of real innovation and limitless opportunity for all students.

Performance Objective 2: I have a mind for practicing efficient use of resources: Utilize resources for greatest staff and student impact, Stay current with professional practices.

Evaluation Data Sources: facilitator logs, Eduphoria Workshop registrations, technology usage data

Summative Evaluation: None

Goal 16: 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 the emphasis of real innovation and limitless opportunity for all students.

Performance Objective 3: I use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals; Prepare early and anticipate organizational needs

Evaluation Data Sources: Finance report

Summative Evaluation: None

Goal 17: Cornerstone 4/Community Engagement Education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community. Local accountability and decision-making is an important aspect of this cornerstone.

Performance Objective 1: 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 services to students

Evaluation Data Sources: Campus profile survey results, volunteer records, business partner database

Summative Evaluation: None

Goal 17: Cornerstone 4/Community Engagement Education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community. Local accountability and decision-making is an important aspect of this cornerstone.

Performance Objective 2: 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

Evaluation Data Sources: Campus profile survey results, communications home to families, sign in sheets, Eduphoria Workshop data

Summative Evaluation: None

Goal 17: Cornerstone 4/Community Engagement Education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community. Local accountability and decision-making is an important aspect of this cornerstone.

Performance Objective 3: 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

Evaluation Data Sources: Campus profile surveys, documented experiences where listening conversations happen

Summative Evaluation: None

Goal 17: Cornerstone 4/Community Engagement Education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community. Local accountability and decision-making is an important aspect of this cornerstone.

Performance Objective 4: I actively involve community partners in campus and district initiatives: recognize and appreciate community contributions to the schools, students, and district.

Evaluation Data Sources: Data from Career out and internships reports

Summative Evaluation: None

Goal 18: The LISD Way

Performance Objective 1: The LISD Way is further defined by I statements that describe the behaviors expected throughout the organization in each cornerstone.

Evaluation Data Sources: campus improvement plans, campus profile sheets

Summative Evaluation: None

Goal 19: Federal and State Mandates

Performance Objective 1: Coordinated Health - School Health Advisory Council (SHAC) Strategies

Evaluation Data Sources: Annual Report to the Board of Trustees

Summative Evaluation: None

Goal 19: Federal and State Mandates

Performance Objective 2: Comprehensive School Counseling Program, Positive Behavior Supports and Trauma Informed Care

Evaluation Data Sources: Staff training data, local partnerships, counselor data and logs, student assistance counselor data and logs, behavior interventionists logs.

Summative Evaluation: None

Goal 19: Federal and State Mandates

Performance Objective 3: Migrant Services for "Priority for Service" (PFS) Students

Evaluation Data Sources: PEIMS records for LISD Migrant students, ICR Report

Summative Evaluation: None

Goal 19: Federal and State Mandates

Performance Objective 4: Equity Strategies (connected to ESSA)

Evaluation Data Sources: Lewisville ISD course records and teacher certification information from SBEC

Summative Evaluation: None

Goal 19: Federal and State Mandates

Performance Objective 5: Federal & State Program Strategies

Evaluation Data Sources: 2020-2021 Every Student Succeeds Act (ESSA) Application for Federal Funding

Summative Evaluation: None

Goal 19: Federal and State Mandates

Performance Objective 6: Homeless Children and Youth Strategies (Must list: the services the LEA will provide homeless children and youths to support their enrollment, attendance, and success.)

Goal 20: Student Achievement/State Mandated Testing/Address Safeguards

Performance Objective 1: Analyze state mandated testing data to inform accelerated instruction needs for students and address safeguards.

Evaluation Data Sources: CBA's, local tests, STAAR data, TAPR, PBMAS

Summative Evaluation: None