

**Lewisville Independent School District**  
**Donald Elementary School**  
**Campus Improvement Plan**  
**2020-2021**

# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
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.	11
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.	14
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.	19
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.	22
Goal 5: Student Achievement/Safeguards	26
Goal 6: State and Federal Mandates	27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Donald Elementary, named Lewisville ISD's first STEM Academy in 2017, is a well-established school located in the Flower Mound. Our dedicated staff serves roughly 600 students in Kindergarten through 5th grade, and we are committed to creating a connected community of learners. While a large percentage of our student body lives in the community surrounding our school, about 20% of our students have electively transferred to our campus in order to participate in the enriching STEM curriculum found only at LISD STEM Academies. Our students and staff are supported by an active community, including highly engaged parents and guardians, which are dedicated to providing the students at Donald with unique, engaging, and authentic experiences inside and outside of the classroom.

#### Campus Ethnicity & Race

61% White

4% Black

11% Hispanic

18% Asian

6% Pacific Islander

0% Native American

Our campus serves students' diverse needs through a wide variety of instructional programs. 18% of our student body receives support through Special Education, and our campus is home to three Communications classrooms supporting students with Autism. 10% of our students received direct support for Gifted and Talented learning. 6% of our students participated in targeted learning as English Language Learners. All of our students participate in STEM learning and opportunities for engineering instruction daily.

### Demographics Strengths

Donald, a National Blue Ribbon School, is known as a STEM Academy providing students with the opportunity to engage in STEM-based instruction each day. We are a National Certified School of Excellence for STEM Education, but our community and families we serve are the true strength of Donald. Donald Elementary is a PTA Texas School of Excellence thanks to our PTA involvement and incredible parent and community participation. Our community supports many programs at Donald including our Student Mentor Program, and our PTA engages students in activities to build them academically, socially, and emotionally including Dolphin Publishing, Donald After Dark, Dolphin Dash, and many other programs and events.

# Student Learning

## Student Learning Summary

At Donald Elementary, teachers engage students in ongoing formative assessment to determine strengths and areas of needed growth. This data, combined with results of district and state assessment results, guides teachers in providing all students with the interventions necessary for success. To support teachers in this process, Donald Elementary utilizes Response to Intervention (RTI), a Multi-Tiered Support System, to track student progress in targeted areas when more intensive and individualized interventions are necessary.

As a whole campus, iStation data from the 2019 - 2020 school year shows students in Tier 1, overall, grew moderately over the course of the year, yet students in Tier 2 and 3 made high levels of growth.

Below, you can view a summary of achievement for Donald students on the State of Texas STAAR Assessments from 2015 - 2019. Spring 2020 test scores are missing due to COVID-19 school closures that began in March of 2020 causing 2020 assessments to not be completed due to these closures.

<b>3rd Math</b>	<b>2017</b>	<b>2017 2nd admin</b>	<b>2018</b>	<b>2018 2nd admin</b>	<b>2019</b>	<b>2019 2nd admin</b>
Approaches & Meets:	89%		95%		96%	
Masters:	28%		37%		38%	
<b>3rd Reading</b>	<b>2017</b>		<b>2018</b>		<b>2019</b>	
Approaches & Meets:	84%		96%		96%	
Masters:	49%		48%		49%	
<b>4th Math</b>	<b>2017</b>		<b>2018</b>		<b>2019</b>	
Approaches & Meets:	89%		86%		83%	
Masters:	39%		34%		37%	
<b>4th Reading</b>	<b>2017</b>		<b>2018</b>		<b>2019</b>	
Approaches & Meets:	94%		93%		90%	
Masters:	40%		48%		34%	
<b>4th Writing</b>	<b>2017</b>		<b>2018</b>		<b>2019</b>	
Approaches & Meets:	92%		88%		89%	
Masters:	29%		31%		21%	
<b>5th Math</b>	<b>2017</b>	<b>2017 2nd admin</b>	<b>2018</b>	<b>2018 2nd admin</b>	<b>2019</b>	<b>2019 2nd admin</b>
Approaches & Meets:	95%	100%	94%	100%	98%	98%

<b>3rd Math</b>	<b>2017</b>	<b>2017 2nd admin</b>	<b>2018</b>	<b>2018 2nd admin</b>	<b>2019</b>	<b>2019 2nd admin</b>
Masters:	25%	25%	21%		60%	
5th Reading	2017	2017 2nd admin	2018	2018 2nd admin	2019	2019 2nd admin
Approaches & Meets:	92%	96%	97%	100%	97%	997%7%
Masters:	38%		46%		53%	
5th Science	2017		2018		2019	
Approaches & Meets:	89%		93%		92%	
Masters:	19%		22%		36%	

Our campus Special Education population continues to grow, and our teachers work continuously with students to not only meet IEP goals but master grade level content. Below, you can see the STAAR passing rates for our Special Education population over the past 6 years. 2020 data is not available as STAAR assessments were not taken in the spring of 2020 due to COVID 19 school closures between March and May of 2020.

	2017	2018	2019
<b>3rd Math</b>	<b>73%</b>	<b>27%</b>	<b>92%</b>
3rd Reading	67%	82%	83%
4th Math	56%	45%	75%
4th Reading	89%	91%	63%
4th Writing	78%	64%	63%
5th Math	90%	89%	89%
5th Reading	100%	78%	78%
5th Science	80%	55%	70%

# School Processes & Programs

## School Processes & Programs Summary

In June of 2017, Donald Elementary received our National Certificate for STEM Excellence by the National Institute for STEM Education, and we began the 2018 - 2019 school year as the first STEM Academy in LISD. Nearly all staff members at Donald are NISE STEM Certified, and all teachers are continuously engaged in professional growth centered around STEM instruction.

In addition to providing students with engineering-focused STEM instruction daily, our campus educators continuously rely on LISD curriculum resources to develop and execute meaningful instructional experiences. Teachers design plans as grade-level teams to ensure students across the grade level are receiving the same high levels of instruction daily.

Social-emotional learning is of high importance at our campus as we strongly believe in educating the “whole child”. Our campus counselor supports students with continuous learning about coping skills and self-advocacy, and our campus is CREST Certified as well as a Kindness Certified Campus. To support our families in need, we partner with local food security programs including LovePacs and

At Donald, students’ families are equally involved in the learning process. Our PTA is incredibly focused on providing all students with positive learning opportunities and demonstrates this commitment through earning the Texas PTA “Voice for Even Child” award year after year.

Beyond the campus walls, Donald students and staff are actively involved in supporting the local community through service projects and donation drives. Each year, Donald Dolphins support American Heart Association’s Jump Rope 4 Heart, Christian Community Action’s Stuff the Pantry food drive, LISD’s Giving Tree item drive, and Lewisville Education Foundation’s Back to School Fair.

# Perceptions

## Perceptions Summary

Stakeholders of Donald view the learning community as a family. Students, parents, teachers, support staff, and administration share the same values and ideals related to public education; this creates a community-driven approach to learning for all.

The Donald staff is committed to providing all students with inclusive experiences, and this is a necessary strength considering nearly 20% of our student population is served through Special Education programs. Educators at Donald focus not only on ensuring students master state-required learning targets but on building students up as problem solvers. As a STEM Academy, students are consistently required to push their thinking further through peer collaboration, individual learning goal-setting, and personal reflection.

Our campus is committed to the belief that all children can learn at high levels, and we believe all students deserve an opportunity to develop their own unique skills.

# 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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

#### **Employee Data**

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-P ESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# 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.

## HB3 Goal

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> In order to ensure all students are provided with differentiated instruction geared towards increasing overall reading achievement, teachers will engage in continued professional growth centered around reading instruction during the 2020-2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in the area of reading</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Teachers and Support Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> The percent of 3rd grade students that score meets grade level on ISIP or achieve goals set in IEP's in Reading will increase according to targets for each student group as shown in the table below by June 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> See addendum</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Teachers and Support Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> The percent of 3rd grade students that perform at Tier 1 on Istation Math or achieve goals set in IEP's in mathematics will increase according to targets for each student group as shown in the table below by June 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> See addendum</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Teachers and Support Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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 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

<b>Strategy 1:</b> Campus Leadership will conduct and document classroom walkthroughs <b>Strategy's Expected Result/Impact:</b> Classrooms will show evidence of alignment to district curriculum and standards. <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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 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><b>Strategy 1:</b> Focus on literacy and reading monitoring of student progress.  <b>Strategy's Expected Result/Impact:</b> By the end of first grade, at least 87% of students will read on a Tier 1 or Tier 2 on IStation by the end of first grade.  <b>Staff Responsible for Monitoring:</b> Campus administration                      Classroom Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Every elementary teacher will have a literacy check-in by Dec. 2019.  <b>Strategy's Expected Result/Impact:</b> Content Alignment with new ELA TEKS                       87% of all students will read on a Tier 1 or Tier 2 on IStation by the end of the year.  <b>Staff Responsible for Monitoring:</b> Campus admin and Learning and Teaching Leaders</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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 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 and attendance rates.

**Summative Evaluation:** None

<b>Strategy 1:</b> Intentionally create meaningful and relevant lessons that engage students. <b>Strategy's Expected Result/Impact:</b> 90% of teachers will integrate STEM curriculum across content areas. <b>Staff Responsible for Monitoring:</b> Campus leadership	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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 1: I create safe and inclusive opportunities:** Create meaningful and positive relationships with all students; Know and practice all safety protocols.

**Evaluation Data Sources:** 100% of Safety and security reports; drill logs; discipline data

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement Standard Response Protocol to ensure student safety. <b>Strategy's Expected Result/Impact:</b> campus drills will occur and reported each month as required by the district. <b>Staff Responsible for Monitoring:</b> Campus administration campus staff	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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

<b>Strategy 1:</b> Continue to develop staff as culturally proficient educators. <b>Strategy's Expected Result/Impact:</b> 100% of campus staff will continue to participate in cultural proficiency professional learning. <b>Staff Responsible for Monitoring:</b> campus leadership	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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 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><b>Strategy 1:</b> Provide students with authentic learning experiences that acknowledge, and build upon, talents and strengths of both students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus administration and 4 additional teachers will complete STEM certification by June 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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:** ePortfolios; performance tasks; makerspaces; community showcases; open houses

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students will be provided with formal and informal opportunities to communicate learning</p> <p><b>Strategy's Expected Result/Impact:</b> Students will continue to showcase work through ePortfolios with varied expectations at each grade level: K-2 class portfolios 3-5 individual portfolios.</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers campus administration support staff</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



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 community involvement in school learning experiences and activities

**Summative Evaluation:** None

<b>Strategy 1:</b> Engage in work that directly and indirectly creates positive experiences for learners <b>Strategy's Expected Result/Impact:</b> Career and College Awareness PAWS data Various student surveys to reflect school climate Rhithim data <b>Staff Responsible for Monitoring:</b> Campus Counselor Campus Administration Teachers and support staff	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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 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

<b>Strategy 1:</b> Continue to embrace innovation with a flexible, relevant, and solution-oriented mindset. <b>Strategy's Expected Result/Impact:</b> 90% of teachers will Implement STEM education throughout all content areas <b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teachers Support Staff	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 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><b>Strategy 1:</b> Support job-embedded professional learning and capacity building for teachers through the use of learning and technology facilitators.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> district learning facilitators campus administration team leads</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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 attendance rates; electricity usage and energy costs; materials costs

**Summative Evaluation:** None

<b>Strategy 1:</b> Maximize staffing and scheduling resources. <b>Strategy's Expected Result/Impact:</b> Encourage staff flexibility through formal and informal discussions in order to maximize services provided to students. <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 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

<b>Strategy 1:</b> Support district initiatives through monetary support and publicity. <b>Strategy's Expected Result/Impact:</b> Contribute money to LEF, support the LISD Back to School Fair, participate in Stuff the Pantry. <b>Staff Responsible for Monitoring:</b> Entire Donald Community	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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

<b>Strategy 1: Foster a Culture of Voting</b> <b>Strategy's Expected Result/Impact:</b> Serve as an advocate for public education <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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

<b>Strategy 1:</b> Understand the diverse backgrounds of the community to build relationships <b>Strategy's Expected Result/Impact:</b> Continue open door policy for all stakeholders. Continue to build and foster positive relationships to create a culture conducive to our STEM families. <b>Staff Responsible for Monitoring:</b> Campus Administration and STAFF PTA	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 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 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

<b>Strategy 1:</b> Actively seek out community partners in both campus and district initiatives <b>Strategy's Expected Result/Impact:</b> Continue to build and foster positive relationships/partnerships <b>Staff Responsible for Monitoring:</b> Campus Administration and STAFF PTA	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 0% No Progress

 100% 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>0% No Progress      100% Accomplished      → Continue/Modify      ✗ Discontinue</p>				

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Student attendance records demonstrating appropriately high levels</p> <p><b>Staff Responsible for Monitoring:</b> 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue