

Lewisville Independent School District

2018-2019 Improvement Plan



Mission Statement

We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child. We recognize the importance of nurturing students' academic growth as well as supporting their social emotional health. We are devoted to helping every student discover and develop his/her strengths and talents. We encourage goal setting at an early age and celebrate small successes along the way throughout each child's educational journey.

Vision

At Timber Creek Elementary, we prepare ALL students to enjoy thriving, productive lives in a future they create.

We are building leaders today to change tomorrow.

Value Statement

At Timber Creek Elementary, we believe that:

- Every child can be a leader.
- A growth mindset is necessary to embrace learning as a lifestyle.
- No child is too young to take their first action steps in visualizing and creating their future.

Comprehensive Needs Assessment

Demographics

Demographics Summary

As a *Leader in Me* School, we promote student leadership and celebrate the rich diversity of our community. We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child. We recognize the importance of nurturing students' academic growth as well as supporting their social emotional health. We are devoted to helping every student discover and develop his/her individual strengths and talents. We encourage goal setting at an early age and celebrate progress along the way throughout each child's educational journey.

We are a suburban PreK - 5th Grade elementary school in Flower Mound, TX.

Our ethnic distribution (per 2016-17 TAPR) is as follows:

7.1% African American

21.6% Hispanic

55.8% White

1.6% American Indian

9.2% Asian

0.2% Pacific Islander

4.5% Two or More Races

26.1% of our students are economically disadvantaged.

9.6% are English Language Learners.

5.1% are identified as Gifted and Talented.

12% receive Special Education services.

The average years of experience of our teachers is 14.1 years.

7 staff members hold Masters degrees.

Overall, we have a low turnover rate on our staff. Generally, when we lose staff, it is due to retirement. We have a campus mentor to support new teachers on staff.

As of 2018, We currently have one male teacher and a male assistant principal; all other staff are female.

16.9% of our staff represent minority ethnic groups, per our 2016-17 TAPR.

Our attendance rate has remained the same at 97.4% in 2015-16.

Demographics Strengths

2018 Texas Education Agency Accountability Ratings Overall Summary

- Met Standard
- **2018 Accountability Summary reflects the following Distinction Designations:**
 - Academic Achievement in English Language Arts/Reading
 - Comparative Academic Growth
 - Postsecondary Readiness

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Summary

Spring 2018 STAAR Results:

3rd Grade Reading 94% Approaches (+9% from 2017) 38% Masters (-5% from 2017)

3rd Grade Math 88% Approaches (+1% from 2017) 38% Masters (+11% from 2017)

4th Grade Reading 80% Approaches (no change from 2017) 35% Masters (+8% from 2017)

4th Grade Math 95% Approaches (+8% from 2017) 32% Masters (-5% from 2017)

4th Grade Writing 75% Approaches (-7% from 2017) 16% Masters (+2% from 2017)

5th Grade Reading 91% Approaches (+3% from 2017) 38% Masters (-11% from 2017) => 95% Approaches after May (+1% from 2017)

5th Grade Math 96% Approaches (-1% from 2017) 32% Masters (-12% from 2017) => 100% Met after May (+1% from 2017)

5th Grade Science 81% Approaching (+1% from 2017) 14% Masters (+1% from 2017)

Istation Data (Sept '17 - May '18)

K, 1st, 3rd grade levels increased in Tier 1, 1st by 10%, and 3rd by 16%!

2nd, 4th and 5th grades decreased in Tier 1 by 5% or less.

Percent of students on grade level or showing 6 months growth at the end of the school year:

Kinder 98%

1st 92%

2nd 89%

5th 87%

Reading CBA Data

Reading CBA's for 1st Nine Weeks:

3rd – 80% Approaches Grade Level; 39% Masters

4th – 76% Approaches Grade Level; 11% Masters

5th – 76% Approaches Grade Level; 8% Masters

Reading CBA's for 2nd Nine Weeks:

3rd – 85% Approaches Grade Level; 26% Masters

4th – 88% Approaches Grade Level; 37% Masters

5th – (not recorded in AWARE)

Benchmark Results (Released Reading STAAR)

3rd – 91% Approaches Grade Level; 42% Commended

4th – 84% Approaches Grade Level; 42% Masters

5th – 81% Approaches Grade Level; 26% Masters

Math CBA Data

Math CBA's for 1st Nine Weeks:

3rd – 90% Approaches Grade Level; 33% Masters

4th – 97% Approaches Grade Level; 59% Masters

5th – 96% Approaches Grade Level; 38% Masters

Math CBA's for 2nd Nine Weeks:

3rd – 82% Approaches Grade Level; 23% Masters

4th – 78% Approaches Grade Level; 11% Masters

5th – 92% Approaches Grade Level; 33% Masters

Benchmark Results (Released Math STAAR)

3rd – 86% Approaches Grade Level; 30% Commended

4th – 77% Approaches Grade Level; 7% Masters

5th – 84% Approaches Grade Level; 18% Masters

Trend Data continues to reflect that we need to increase the effective use of instructional technology at TCE, specifically that which involves students using technological tools to produce authentic work.

Student Academic Achievement Strengths

Per the 2018 Distinction Designation Summary Report, Timber Creek students are doing exceptionally well in the following areas:

Attendance Rate

Accelerated Growth in ELA/Reading

Grade 3 Reading Performance (Masters Grade Level)

Grade 3 Mathematics Performance (Masters Grade Level)

Grade 4 Reading Performance (Masters Grade Level)

Grade 4 Writing Performance (Masters Grade Level)

Grade 5 Reading Performance (Masters Grade Level)

We rated within the top 25% of our Comparison Group for Academic Growth, and we were 2% shy of earning a distinction in the area of Closing the Gaps. We also earned a distinction in the area of Postsecondary Readiness.

School Processes & Programs

School Processes & Programs Summary

We transitioned from Strategic Design Team to implementation of our Building Leadership Team in 2016-17.

We implemented PLC's with fidelity in 2016-17.

We are embarking on our second year of implementation of The Leader in Me. Last year all students and staff learned the Seven Habits. This year, 100% of students are drafting both personal and academic goals and are tracking their progress. Students will begin to learn to facilitate parent/teacher conferences this year as well.

We include teacher teams and appropriate district supervisors in our hiring process, which has resulted in our obtaining highly qualified staff on our campus.

School Processes & Programs Strengths

We conduct our class placement meetings in a collaborative spirit. We include the Special Education Department, LAS, Literacy Specialist, Campus Counselor, Admin and Teachers, so we can all work together to ensure individual student needs are met and all learners are set up for success.

We designed our Master Schedule to accommodate 30 min during the ELA block daily to serve as an Enrichment/Intervention time. This is resulting in smaller student to teacher ratio for small group instruction and enables our staff to better meet the needs of each individual student.

We have launched our second year of The Leader in Me, which includes the additional component of Aligning Academics. As described above, this piece of the leadership program empowers students to take ownership of their learning and develop an acute awareness of goal-setting and tracking one's progress.

Perceptions

Perceptions Summary

We cultivate a balance of tradition and innovation that ensures our learners are actively engaged in meaningful and relevant work that prepares them for success in the 21st century.

At Timber Creek Elementary, we prepare ALL students to enjoy thriving, productive lives in a future they create.

We build leaders today to change tomorrow!

Our PTA hosts a Back to School Popsicle Social at the TCE playground to welcome the community with fun and fellowship. We host Meet Your Teacher Night on the evening before school starts and Grade Level Orientations for each grade level during the first weeks of school.

We maintain communication with our stakeholders via email, Skylerts, Facebook, Twitter, and our campus website. We have developed a strong rapport and partnership with our PTA, as well as established community partnerships with NCTC and MSU in Parker Square. Members of these universities serve on our Building Leadership Team, and they assist with sponsoring our programs throughout the year, including our new Student Leadership Recognition Program each nine weeks.

Perceptions Strengths

We earned the PTA Golden Apple Award, Head Start Award, and Early Bird Award for PTA Membership this year.

We hosted our second annual Grandparents Day Breakfast, and we had the honor of hosting approximately 200 students, parents, and grandparents!

We had our second Annual Back to School Bash on Aug 30, 2018, which included our 3rd Annual Staff Talent Show.

We have increased the number of LISD After School Enrichment Programs on campus, and are looking to implement the Yearn to Learn program as an enrichment component of our Extended School Day on campus.

We host several other family and community events throughout the year such as WatchDOG Pizza Night, grade level programs, The

Leader In Me Vision Night, Family Fitness Night, Student Talent Show, Spirit Nights at local restaurants, and community service projects.

In April 2018, parents were surveyed about our campus, and the result showed that 99% are satisfied overall. The highest score was 100% indicating they feel the school is safe and that students feel welcomed.

100% of our students participate in Physical Education, Music and Art Class.

Comprehensive Needs Assessment Data Documentation

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







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 Source(s) 1: LEAD documents; professional learning exit tickets/surveys/reflections; professional learning participation data; campus professional learning experiences

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Writing Focus: LEAD Goals and Action Steps	All instructional staff and Admin	Increase in consistency and frequency of best writing instructional practices across grade levels; Admin & Teachers demonstrate increased focus on goals specific to writing; 100% of Teachers and Admin will utilize platform of choice (Google Slides or New Google Sites) to document and reflect on progress on LEAD goals				
2) Participation in and application of professional learning, specifically in the areas of writing and instructional technology	All Staff	Collaboration & sharing of new learning among teachers, with evidence of application of new learning strategies in the classroom as evidenced by walk throughs, lesson plans, trend data, and learning facilitator logs				
 = Accomplished  = Continue/Modify  = No Progress  = 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 Source(s) 2: Content alignment walk-throughs, trend data walkthroughs, lesson plans, performance tasks

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Weekly team meetings with a focus on lesson design; consistent collaboration between co-teachers	All Instructional Staff and Admin	Lessons are TEKS-based, and instructional resources are utilized effectively and efficiently to ensure learners are actively engaged in meaningful and relevant work; lesson plans reflect specific TEKS and are designed in alignment with Curriculum Overviews and Scope & Sequence timelines in Eduphoria Forethought				
2) Vertical planning and professional learning experiences centered around writing instruction Aug 9, 2018 - Vertical PL experience facilitated by district ELA Learning Facilitators Oct 8, 2018 -Vertical PL experience facilitated by district Science Learning Facilitator	All Instructional Staff with the support of Admin and Learning Facilitators	Elimination of instructional gaps from one grade level to the next; increased communication around strengths and areas of need of students advancing from one grade level to the next; increased awareness of TEKS-based instruction in neighboring grade levels				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 3: Trend walkthrough data; graduation rate data, literacy data; linguistic accommodations walkthroughs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of daily Enrichment/Intervention time in the Master Schedule	All Instructional Staff with the support of Admin	Smaller student groups, allowing for increased focus on individual student needs				
2) Educator consistently works with students to establish clear classroom expectations, procedures, and routines that promote student leadership and responsibility.	All Instructional Staff with the support of Admin	Students have a clear understanding of classroom routines and behavior expectations; as a result, students are able to engage successfully with their learning environment and demonstrate their learning through authentic student work				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 4: Lesson plans, trend walkthrough data, student work, attendance rates,

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Aligning Academics professional learning (TLIM - second year implementation)	All Instructional Staff with Admin Support	100% of students will utilize Leadership Notebooks to successfully set and track progress on academic and personal goals Students will utilize their Leadership Notebooks as they learn to facilitate student-led parent/teacher conferences				
2) Students present writing to authentic audiences throughout the school year.	All Staff	Students are actively engaged in meaningful and relevant work as they strive to excel in their writing progress. Every student in grades 2-5 will have an opportunity to share his/her writing with an authentic audience besides his/her teacher and peers.				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 1: Safety and security reports; drill logs; discipline data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Establish and Review Campus Safety Plan and complete all safety drills as directed by LISD Safety and Security Dept	All Staff	Staff and students demonstrate understanding of safety protocols via drills				
2) Positive Office Referrals and Student Leadership Recognition Programs each nine weeks	All Instructional Staff and Admin	Students are recognized for making positive behavior choices by receiving a positive office referral. They are recognized by the administrator, who then reaches out to parents, and the student exercises choice as to how/if he/she would like to be recognized in front of his/her peers. The percentage of office referrals will reflect at least 1/2 that of discipline referrals. We will partner with NCTC and MSU to provide Student Recognition Programs each nine weeks				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 2: Professional learning completion data; student participation data in clubs, organizations, activities, extra-curriculars; course enrollment data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students have access to student leadership positions (PK - 5), after school programs (K-5), Student Council (Grades 4-5) and the Student Lighthouse Team (Grades 3-5).	All Staff	Students have multiple opportunities to pursue and develop individual interests, talents and leadership skills. At least 1/3 of students in each grade level will serve in a campus leadership position during the 18-19 school year				
2) Career and College Readiness Week and Partnership with NCTC (North Central Texas College) and MSU (Midwestern State University)	Gen Ed Counselor with the support of the Admin Team, Classroom Teachers Office Staff	Students are exposed to information about college & university options as well as have the opportunity to hear from speakers representative of a variety of careers				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 3: Teacher retention data; teacher participation in professional learning PLCs, and campus/district leadership opportunities; teacher lesson plans; program enrollment and participation data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Application of PLC protocols that utilize data gathered from Formative and Summative Assessments to design writing instruction and adjust based on student needs	All Instructional Staff with the support of Admin and Learning Facilitators	Effective data analysis and practical application of findings that result in instructional adjustments that close gaps and maximize student learning, specifically in the area of writing Evidence provided by PLC meeting notes, Teachers' LEAD Goals & Action Steps, Assessment Data in AWARE, formative assessment data				
2) Utilize interview teams to analyze appropriate data sources and develop processes for interviewing, recommending, supporting and retaining staff to strengthen our campus staff as we carry out our vision and mission	All Staff, under the leadership of the Campus Principal	Students benefit from instruction delivered by highly qualified teachers and staff who are committed to excellence in the manner in which they carry out our campus vision and mission				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 4: ePortfolios; performance tasks; makerspaces; community showcases; open houses

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Participate and apply new learning of instructional technology applications	All Instructional Staff with the support of Admin and Learning Facilitators	Increased use of instructional technology applications that result in successful student learning and high levels of engagement Instructional Technology PL will be offered monthly on site; Teachers will increase collaboration with Instructional Technology Facilitator, walkthrough data will reflect increase in the use of instructional technology; LEAD Goals and Action Steps will also serve as evidence of progress				
2) Application of PLC protocols that utilize data gathered from Formative and Summative Assessments to design writing instruction and adjust based on student needs	All Instructional Staff with the support of Admin and Learning Facilitators	Effective data analysis and practical application of findings that result in instructional adjustments that close gaps and maximize student learning, specifically in the area of writing Evidence provided by PLC meeting notes, Teachers' LEAD Goals & Action Steps, Assessment Data in AWARE, formative assessment data				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 5: Teacher lesson plans; data on community involvement in school learning experiences and activities

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of The Leader in Me and Positive Behavior Interventions and Supports.	All Staff	Students have a clear understanding of classroom and campus routines and behavior expectations; as a result, students are able to engage successfully with their learning environment				
2) Student access to multiple events throughout the school year that provide positive experiences for learners. Examples include Field Day, FUND Run, The Leader In Me Vision Night, Family Fitness Night, Talent Show, and Tiger Stripe Parties)	All Staff	Students experience and benefit from encouragement, team building experiences, and positive feedback.				
3) Students present writing to authentic audiences throughout the school year.	All Staff	Students are actively engaged in meaningful and relevant work as they strive to excel in their writing progress. Every student in grades 2-5 will have an opportunity to share his/her writing with an authentic audience besides his/her teacher and peers.				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 1: Staff meeting agendas

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Application of PLC protocols that utilize data gathered from Formative and Summative Assessments to design writing instruction and adjust based on student needs	All Instructional Staff with the support of Admin and Learning Facilitators	Effective data analysis and practical application of findings that result in instructional adjustments that close gaps and maximize student learning, specifically in the area of writing Evidence provided by PLC meeting notes, Teachers' LEAD Goals & Action Steps, Assessment Data in AWARE, formative assessment data				
2) Participate and apply new learning of instructional technology applications	All Instructional Staff with the support of Admin and Learning Facilitators	Increased use of instructional technology applications that result in successful student learning and high levels of engagement Instructional Technology PL will be offered monthly on site; Teachers will increase collaboration with Instructional Technology Facilitator, walkthrough data will reflect increase in the use of instructional technology				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 2: Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Collaboration with Learning Facilitators	All Staff, Admin and Learning Facilitators	Consistent, efficient and effective communication and collaboration among Admin, campus instructional staff and district learning facilitators resulting in successful implementation of resources and application of strategies in the classroom Progress will be demonstrated by Learning Facilitator data logs, Team Meeting Notes, and PLC Protocols				
2) Establishment of Staff and Student Lighthouse Teams	All Staff	Students and staff have ongoing opportunities to pursue and develop individual interests, talents and leadership skills.				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 3: Staff attendance rates; electricity usage and energy costs; materials costs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilization of online resources for The Leader in Me	Classroom Teachers with Admin Team support	In lieu of purchasing hard copies of all TLIM Materials, most grade level teams utilize online materials and/or continue using hard copy resources from the previous year				
2) Instructional Staff participates in monthly professional learning sessions in the area of Instructional Technology that are offered on site by a district Instructional Technology Facilitator	All Instructional Staff with the support of Admin and Learning Facilitators	1) Increase the use of instructional technology across campus 2) Increase the frequency with which teachers utilize and collaborate with the Instructional Technology Facilitator 3) Increased use of instructional technology applications that result in successful student learning and high levels of engagement				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 1: Campus profile survey results; volunteer records; business partner database

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Stakeholder access to multiple evening events throughout the school year that provide positive experiences for participants. Examples include The Leader In Me Vision Night, Family Fitness Night, Back to School Bash, Talent Show, Spirit Nights at local restaurants, community service projects and Grade Level Programs.	All Staff	All stakeholders benefit from relationships built between staff and community members				
2) Partnership with PTA 100% Staff Membership 50% Parent Membership	All Staff	All stakeholders benefit from relationships built between staff and community members; increased school-wide opportunities, resources and volunteers Golden Apple Award Recognition				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 2: Campus profile survey results; communications home to families; sign-in sheets; Eduphoria Workshop data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure parents feel supported and confident sending their children to TCE by staff members actively collaborating and communicating with the community inside and/or outside the school to support the campus vision.	All Staff	Staff members build positive relationships and create a climate of accessibility for parents, students, and the community. Campus profile survey results will remain at 90% or better on all responses				
2) Staff members actively collaborate and communicate with the community inside and/or outside the school day to support the campus vision.	All Staff	Staff members build positive relationships and create a climate of accessibility for parents, students and the community as evidenced by, but not limited to, use of email, Skylerts, Twitter, Facebook, Class Dojo, and the campus website				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 3: Campus profile surveys; documented experiences where listening conversations happen

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Gen Ed Counselor provides required training to staff, guidance lessons to classes, and meets with students in small groups and/or individually	Gen Ed Counselor with the support of Admin, Classroom Teachers, and support staff from the Guidance & Counseling Dept	Students understand how to advocate for themselves; they know how to recognize and report bullying behaviors; students and parents may be assisted with gaining access to additional counseling resources in the community if needed				
2) Provide Coffee Walk experiences welcoming in parents & community members to ask questions, share feedback and develop relationships with campus administrators and staff	Campus Administrators, supported by Staff	Parents have access to campus admin and are able to visit and share their concerns and perspectives in a risk-free environment that fosters respect for all stakeholders and keeps students' needs at the forefront. Campus profile survey results will remain at 90% or better on all responses				
3) Teachers are dedicated to the principles of "Closing the Attitude Gap" and are purposeful and persistent with developing rapport, establishing trust and building relationships with students	All Staff	Evidence of application of principles may include effectiveness of PBIS implementation, RtI interventions, parent communication documentation, increased ratio of positive to negative feedback, reward-based individualized behavior plans, attendance at students' extracurricular activities, etc.				
= Accomplished = Continue/Modify = No Progress = 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 Source(s) 4: VOLY (volunteer management system)

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Established partnerships with North Central Texas College and Midwestern State University.	Admin Team with support of All Staff	Increased opportunities to engage with members of the NCTC and MSU communities, resulting in benefits to all stakeholders. Examples include mentorships, volunteer opportunities, donations for events, sponsorship for student recognition programs, etc.				
2) Partnership with PTA 100% Staff Membership 50% Parent Membership	All Staff	All stakeholders benefit from relationships built between staff and community members; increased school-wide participation opportunities, resources and volunteers				

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 Source(s) 1: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

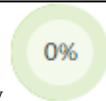
<p>1) Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive 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>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p>				
---	------------------	--	--	--	--	--



= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Source(s) 1: Student attendance records; STAAR scores,;local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>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>	All staff	Student attendance records demonstrating appropriately high levels				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 Source(s) 2: 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 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>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>	All staff	<p>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 style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						





Goal 6: State and Federal Mandates

Performance Objective 3: Students shall feel safe and positive about their learning environment.

Evaluation Data Source(s) 3: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

<p>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>All staff</p>	<p>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>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 Source(s) 4: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

<p>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>All staff</p>	<p>Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p>				
--	------------------	---	--	--	--	--

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Travis Miller	Assistant Principal
Counselor	Danielle Hall	Counselor
District-level Professional	Scott Jacobsen	Instructional Technology Facilitator
Community Representative	Jessica DeRoche	NCTC at Parker Square
Community Representative	Randy Canivel	MSU at Parker Square
Business Representative	Cheryl Close	Close Coaching & Consulting
Classroom Teacher	Eugenia Kirk	PPCD Teacher
Classroom Teacher	Holly Bauder	First Grade Teacher
Classroom Teacher	Sandy Holcomb	Fifth Grade Teacher (Math & Science)
Classroom Teacher	Bill Troxler	Third Grade Teacher
Parent	Jennifer Perry	Parent
Administrator	Amy Acosta	Campus Principal