

Lewisville Independent School District
Wellington Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Building learners and bridging cultures through compassion, community, and collaboration.

Vision

All students are confident, equipped with the knowledge and skills to thrive and adapt for their future.

Value Statement

At Wellington Elementary, we pursue PRIDE:

P - Possibilities are Endless

R - Relationships Matter

I - Inclusive Atmosphere

D - Determined to do our Best

E - Excel to our Potential

Wellington Elementary, in partnership with home and community, will promote a safe, positive, and nurturing environment that is dedicated to meeting the needs of all students. We are passionate about developing the potential of each child by using a curriculum that is aligned with state standards, designed to develop higher-level thinking skills, and create a desire for lifelong learning. Our students have a growth mindset, which allows them to persevere and accomplish their goals and become 21st-Century learners

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wellington Elementary was built and opened in 1998. We are the largest elementary school in Flower Mound, nestled in the close community of Wellington. WES prides itself in pioneering the first of its kind, Spanish Immersion Program (K-5). We are currently in our 10th year of this program. WES strives to build relationships with students, staff, parents and the community by developing and maintaining a strong PTA and parent/community partnerships.

Below is data in relation to our staff and student population according to the 2022-2023 TAPR report:

Staff: 63.6 Average Years of Teacher Experience: 16.2

Administration: 1 Principal, 1.5 Assistant Principals

Counselors: 2

Wellington educates 733 students of diverse backgrounds, which includes 53.8% Caucasian, 19.6% Asian, 18.4% Hispanic, 1.2% African American, 0.4% American Indian, .1% Pacific Islander, and 6.4% students identifying as 2 or more races. Our student population is designated as Economically Disadvantaged Students: 3.4 %, English Language Learners: 11.1%, At Risk: 20.6%, Mobility: 5.0%, Special Education: 13.4%, Gifted & Talented: 7.9%

AWARDS AND RECOGNITIONS:

- Common Sense Media Award for 2019-2021, 2022-2023
- Best of Denton County: Best Public Elementary School 2014, 2015, 2016, 2018, 2020, 2021, and 2022
- Best of Denton County: Best Kindergarten 2016 and 2017
- Best of Denton County: Best Public School Teacher: 2017, 2018, 2020, 2021, and 2022
- Best of Denton County: Principal of the Year 2022-2023
- Region 11 Elementary Teacher of the Year 2022-2023
- Texas Top 3 Finalist Teacher of the Year 2022-2023
- Cain Sczepanski Award of Excellence Winner 2022-2023
- Robotics Team placed 6th in Area 11 TCEA 2018
- District Teacher of the Year Winner 2017-2018 and 2022-2023
- District Teacher of the Year finalists 2018, 2020, 2022, and 2023
- District First Year Teacher of the Year Winner 2021-2022 and 2022-2023
- District Finalist for Principal of the Year 2019-2020 and 2022-2023
- District Finalist for Assistant Principal of the Year 2019-2020, 2020-2021, and 2023-2024
- LEF Award: Technology, STEM and Think Lab Awards
- Flower Mound Chamber of Commerce School of the Month 2018, 2019, 2020 and 2021

- CREST Award for 2018, 2019, 2020, 2021, 2022, 2023, and 2024

Student Learning

Student Learning Summary

Summary of STAAR Scores:

3rd GRADE			
Math	Approaches	Meets	Masters
2024	96%	85%	48%
2023	97%	88%	56%
2022	97%	76%	50%
2021			
2020	97%	79%	47%
2019	97%	81%	53%
2018	100%	88%	56%
2017	99%	84%	60%
2016	98%	84%	53%
Reading			
2024	99%	86%	53%
2023	98%	81%	37%
2022	97%	85%	57%
2021			
2020	97%	78%	51%
2019	99%	72%	57%
2018	99%	79%	61%
2017	99%	88%	69%
2016	98%	80%	59%

4th GRADE			
Math	Approaches	Meets	Masters
2024	93%	85%	57%
2023	92%	70%	39%
2022	96%	73%	55%
2021			
2020	89%	73%	57%
2019	96%	76%	55%
2018	96%	74%	49%
2017	99%	82%	59%
2016	94%	71%	56%
Reading			
2024	98%	84%	57%
2023	95%	75%	38%
2022	97%	95%	64%
2021			
2020	89%	69%	47%
2019	97%	74%	47%
2018	97%	83%	53%
2017	98%	89%	71%
2016	98%	80%	55%
Writing			
2024			
2023			
2022			
2021			
2020	87%	59%	21%
2019	95%	64%	21%
2018	93%	77%	32%
2017	96%	80%	40%
2016	93%	67%	34%

5th GRADE			
Math	Approaches	Meets	Masters
2024	93%	73%	39%
2023	99%	82%	48%
2022	95%	70%	38%
2021			
2020	93%	79%	49%
2019	99%	82%	62%
2018	99%	83%	63%
2017	99%	70%	41%
2016	99%	73%	38%
Reading			
2024	93%	85%	55%
2023	98%	84%	61%
2022	97%	86%	62%
2021			
2020	93%	79%	65%
2019	99%	87%	66%
2018	98%	90%	66%
2017	99%	80%	56%
2016	97%	81%	52%
Science			
2024	85%	52%	23%
2023	93%	67%	38%
2022	88%	50%	19%
2021			
2020	91%	60%	26%
2019	92%	75%	38%
2018	97%	72%	39%
2017	84%	46%	26%
2016	91%	62%	21%

Student Learning Strengths

Wellington Elementary creates a culture that develops, sustains, empowers, and engages learners through differentiated instruction based on multiple forms of data and communicates, such as DIBELS, iStation, CBAs, benchmarks, and STAAR, that result in academic advancement and growth for all learners.

At Wellington Elementary, many programs and processes are implemented to help improve student academic performance. Overall performance in reading, math, writing, and science continues to be high in all areas as measured by STAAR. Along with professional development for educators in understanding and using the standards, building a Professional Learning Community, creating a WIN Time (What I Need Time) and intentional small group instruction, in which all K-5 students receive enrichment or intervention based on individual student needs. Students needing additional intervention in academics or behavior are supported through the campus Multi-Tiered Systems of Support (MTSS) process. When any student in grades K-5 is not showing growth, student progress is discussed within professional learning communities throughout the year to identify strategies and resources available for intervention.

Intervention processes on campus are implemented throughout the year to target specific skills for those students who are struggling. Tutoring is made available to students who are in need. HB1416 tutoring is available for 3-5 grades for those who did not pass the STAAR test. In addition, staff supports students through reteaching, small group intensive instruction, and hands-on learning experiences.

School Processes & Programs

School Processes & Programs Strengths

Wellington Elementary has a variety of instructional and enrichment programs on campus. Spanish Immersion, Gifted & Talented, Special Education, English as a Second Language, Language Science, and Speech are just a few of the services provided. Wellington teachers and staff participate in a variety of activities designed to promote personal and collective learning which will ultimately enhance student achievement, success, and engagement in the classroom. Our teaching staff is 100% highly qualified and aligns teaching and learning to the Lewisville Independent School District Scope and Sequence and curriculum, and the Texas Essential Knowledge and Skills.

The process of recruiting, retaining, and supporting teachers begins with thoughtful and intentional decisions about the needs and strengths of teachers and students at each grade level when making hiring decisions. Teachers and administrators collaborate to identify qualities of potential Wellington teachers and then begin the task of finding the "right fit" for each team and for the mission of the campus and district. Grade level teams participate in the interviews and provide feedback in order to select the right candidate. First Year Teachers and new-to-Wellington teachers and staff members are supported in a variety of ways including LISD First Year Teacher mentors, campus mentor, and their teams to ensure a smooth transition.

We are a collaborative based decision making campus and function as a whole group and in smaller groups that have members from all nine campus teams (each grade level, special education, enrichment, and office). The collective group of staff, parents/guardians, and community members make up the Building Leadership Team (BLT). This team meets once three times a year.

Purposeful Planning & PLCs - PLC teams will meet bi-monthly to focus on essential standards. This year, we will add vertical teams for math, reading and science.

Restorative Practices - Restorative Practices have been implemented at WES for three years. Morning meetings, daily SPARKS and daily greetings are incorporated into every class.

Professional development is provided for Wellington teachers on a regular basis with "Be a Champion for our Students" as our theme. Wellington Elementary has taken significant steps to prepare for implementation of consistent Professional Learning Communities. Professional learning communities occur a minimum of once a month. LISD district facilitators play an important role on our campus by joining our PLCs and often provide additional data for analysis and Learning Walks.

Perceptions

Perceptions Strengths

At Wellington Elementary, we partner together with our families and community in order to foster student success. We have a strong, supportive PTA. Spirit Nights, Jungle Jog Fun Run, Book Fairs, and 5th grade events, Jump Rope Club, Wildcat Choir, and grade level performances offer opportunities for student and community involvement. In addition, Wellington hosts Meet the Teacher Night at the beginning of the school year to orient parents to the classroom community. Students and families are able to drop off supplies, meet their teacher and other students in their class. Each grade level hosts a Parent Orientation to provide information regarding classroom routines and curriculum. Communication continues throughout the year through weekly electronic newsletters, parent conferences, positive office referrals, and monthly calendars. We continue to build our PTA membership through opportunities for parents to volunteer on campus throughout the year. At WES, we are committed to building partnerships between school and home. Student success relies on support from home and building positive relationships with all stakeholders. Thankfully, we have very strong parental involvement which aids in fostering our family atmosphere.

Goals

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 1: Design and deliver curriculum and instruction that increases teacher efficiency and effectiveness and maximize student learning.

* STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD.





High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes

- ES - Istation reading and math
- MS - enrollment in advanced courses
- HS - GPA 2.7 or higher readiness
- HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
<p>Strategy 1: Literacy Check-ins will occur each semester to monitor student progress.</p> <p>Strategy's Expected Result/Impact: 94 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 2025.</p> <p>Staff Responsible for Monitoring: General education teachers , SDI teachers, and administration</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Grade level teams will participate in weekly/biweekly team collaboration time (PLCs and team meetings) to impact teacher professional practice and student learning through monitoring and responding (determine interventions and plan intentional small group instruction) to multiple forms of data.</p> <p>Strategy's Expected Result/Impact: 95% percent of 3rd grade students that score 494 or higher 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 2025.</p> <p>100% of students in grades K-5 will make at least a year's growth in reading (or achieve goals developed in IEPs)as measured by the I-Station growth report.</p> <p>Staff Responsible for Monitoring: General Education teachers, SDI teachers, and administration</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Student Learning - Engage students through relevant instruction and assessment sparking curiosity and critical thinking, meeting individual academic needs as they impact their world now and in the future.

Performance Objective 2: Enhance student learning through targeted experiences that connect to student interests and needs, prepare students to develop future opportunities, and determine appropriate academic interventions and support.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Readiness dashboard

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 1: Increase relevance and effectiveness of MS/HS advisory structure and content over a 3-year period.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See district scorecard
Feedback from student and staff groups

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 2: Increase the relevance, positivity, and collaboration of the student experience to build community, belonging, and student ownership.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 3: Reduce percentage of truant students district wide to maximize student learning opportunities.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 4: Monitor safety and security of all LISD facilities.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Compliance with safety drills
Completion of staff and student safety trainings

Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 5: Increase collaborative interventions to identify and support the wellbeing and behavioral needs of students.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results





Goal 2: Student Experience - Create safe, engaging environments where students experience a sense of belonging and wellbeing, and are challenged by learning opportunities inside and outside of the classroom.

Performance Objective 6: Campus Behavior Goal:

* CAMPUS BEHAVIOR GOAL AND STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST CAMPUS IN MEETING TARGETED OUTCOME DETERMINED BY CAMPUS.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
<p>Strategy 1: Wellington staff will participate in Safe and Civil learning and implementation to improve positive school-wide expectations. Using the Safe and Civil Learning Committee, Wellington staff will participate in safe and civil learning and implementation to improve positive school-wide expectations. Strategy's Expected Result/Impact: All students will understand and adhere to campus management plan (PRIDE). Staff Responsible for Monitoring: All staff and administration</p>	Formative			Summative
	Nov	Feb	May	
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of students will exhibit Wellington's Character Traits and be recognized in a variety of ways. Strategy's Expected Result/Impact: Staff will consistently recognize students exhibiting WES Character Traits through Positive Phone Calls, Positive Office Referrals, Honor Rolls, PRIDE awards, Kindness Ambassadors, Kids with Character, Welcome Crew Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 1: Increase and maintain long-range financial stability through the utilization of a strategic approach while maintaining high quality education programs and services for all.

***STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 2: Increase the community's (internal and external) understanding of Texas School Finance and the LISD budget.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See district scorecard for targeted outcomes
Financial dashboard visits
Finance related comm efforts across all platforms

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
% of students logging in on district devices

Goal 3: Resource Stewardship - Manage resources in a fiscally responsible way as stewards of our community's time, talent, and dollars.

Performance Objective 4: Balance staff workload to better meet student needs and increase staff wellbeing.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey results

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 1: Increase capacity and strengthen employee talent pools by leveraging a culture of talent development (recruit).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Leadership program participation


Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.


Performance Objective 2: Increase diverse perspectives and employee engagement by involving staff in decisions that affect them (retain).


*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY


Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Allow multiple avenues (ex: BLT, Guiding Coalition, Grade Level Chairs, etc..) to tie staff voice with campus initiatives or decisions.</p> <p>Strategy's Expected Result/Impact: *Increase in diverse perspectives and employee engagement by involving staff in decisions that affect them.</p> <p>* Input allows staff to express matters that are important to them and allows them to be their best every day.</p> <p>* Employee voice can help improve the effectiveness and performance of the campus by allowing employees to suggest ways to improve operations.</p> <p>* Staff input allows staff empowerment and buy in.</p> <p>Staff Responsible for Monitoring: WES Administration</p>	Formative			Summative
	Nov	Feb	May	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 4: Resource Stewardship - Recruit, retain, and develop the talents of dedicated teachers and staff to engage and inspire learners and leaders.

Performance Objective 3: Increase alignment of training based on job requirements to impact job performance and maximize learning for staff (develop).

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes
Staff survey

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 1: Advance the message that promotes, protects, and champions LISD as the superior choice for families.

*STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD.





High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Reviews			
<p>Strategy 1: I will promote LISD's "Recognize Someone Program" in both staff and parent newsletters, websites, PTA meetings, faculty meetings, parent meetings and model submissions to Increase submissions for the "Recognize Someone" Program.</p> <p>Strategy's Expected Result/Impact: The number of Wellington submissions for "Recognize Someone" program will increase.</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 2: Increase the utilization of feedback to build trust and inform decision-making.

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Customer Service survey

Goal 5: Community Engagement - Build ONELISD, a connected culture of community engagement and purposeful communications.

Performance Objective 3: Involve teachers in decision making processes - developing a Guiding Coalition to lead grade level PLCs and develop goals for the campus.

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews.

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; academic performance data; campus staff observations, communication logs; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified.</p> <p>RaaWee will be used to monitor absences and parent notification given when students are absent.</p> <p>Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate.</p> <p>Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student %</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

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 and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</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>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.


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


Evaluation Data Sources: Student and parent survey results. safety reports. staff observations and documentation; family involvement; counseling data, behavior data


Strategy 1 Details	Reviews			
<p>Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested.</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</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>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</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>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	
Strategy 3 Details	Reviews			
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.</p> <p>Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP services or they may choose to attend LLC and work with their home campus counselor to complete the process.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.


You will update the formative and summative reviews.


Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; graduation rates of all groups.

Strategy 1 Details	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served. 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. The RtI team is in place and appropriately trained to serve students.</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.). 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>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>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses, the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on the TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 7: Student Achievement/Safeguards





THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.

You will update the formative and summative reviews.

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 indicating interventions are successful, family involvement

Strategy 1 Details	Reviews			
<p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue