Lewisville Independent School District

Wellington Elementary School

Campus Improvement Plan

2020-2021

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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 having a strong PTA and parent/community partnerships. We have been awarded the following awards from the Best of Denton County:

2013 - Top 3 - Best Public Elementary School

2014 - Winner - Best Public Elementary School

2015 - Winner - Best Public Elementary School

2016 - Winner - Best Public Elementary School

     Winner- Best Public Kindergarten

     Winner- Best Public School Teacher

2017- Winner - Best Public Elementary School

     Winner- Best Public Kindergarten

     Winner- Best Public School Teacher

2018 - Winner- Best Public Elementary School

     Top 3 - Best Public Kindergarten

2019 - Top 3 - Best Public Elementary School

2020- Winner- Best Public Elementary School

     Winner- Best Public School Teacher

We are in our 10th year of the Spanish Immersion Program (K-5), which is the first of its kind in our district. The Wellington student body is culturally and ethnically diverse. The majority of the student population is white (57.7%) and the percentage of Asian students is 20.8% taken from the end of the 2018-2019 school year. African American students make up 1.6% of students enrolled, Hispanic 16.0%, American Indian 0.3% and students identifying as 2 or more races 3.5% respectively (per 2018-2019 TAPR Report). Below is data in relation to our staff and student population according to the 2018-19 TAPR report:

Total Staff: 69.5

Average Years of Experience: 15.8

Administration: 1 Principal, 2 Assistant Principals

Counselor: 2

Total Students: 891

Economically Disadvantaged: 3.3%

English Language Learners: 9.5%

At Risk: 18.4%

Mobility: 3.4%

Special Education: 7.4%

Gifted & Talented: 7.4%

Student Learning

Student Learning Summary

Please refer to addendum located on page 42-43 for Student Academic Achievement Summary.

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 DRA/EDL, 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. 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 Response to Intervention 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.

School Processes & Programs

School Processes & Programs Summary

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, the LISD Four Cornerstones, 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 each quarter.

Professional development is provided for Wellington teachers on a regular basis with "Happy Campers" as our theme. Wellington Elementary has taken significant steps in the Summer of 2018 to prepare for implementation of consistent Professional Learning Communities. Nine staff members have attended the three-day Solution Tree PLC Professional Learning within the past two years. After attending, learning was shared at our beginning of the year staff professional learning. The Leadership Team and teachers will also attend this conference in the Summer of 2020. A schedule was created to implement PLCs every 9 weeks in our collaborative grade level planning meetings. LISD district facilitators play an important role on our campus by joining our PLCs and often provide additional data for analysis.

Perceptions

Perceptions Summary

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, Spring WorldFest, Jungle Jog Fun Run, Book Fairs, Grade Level Events 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. 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, Coffee Talks, 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 build 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.

Perceptions Strengths

Wellington Elementary School is filled with happy, enthusiastic, and smiling students who share a rapport with caring, educated, professional staff members and are supported by involved, hands-on, informed families. We have the benefit of multiple resources including instructional, financial, and volunteers.

Students have high hopes for the future, staff members model lifelong learning, and families provide a high quality of life and numerous opportunities for life experiences.

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)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations

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 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

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

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

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

Summative Evaluation: None

Strategy 1: Staff will determine, monitor all progress goals, and create an e-Portfolio to organize and provide LEAD goal evidence.	Reviews			
Strategy's Expected Result/Impact: 100% of teachers will make progress toward their professional goals	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Leadership, Teachers	**Nov**	**Jan**	**Mar**	**June**

Strategy 2: 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.	Reviews			
Strategy's Expected Result/Impact: Reading targets by student group can be found in the Addendum section.	**Formative**			**Summative**
Staff Responsible for Monitoring: All staff/admin	**Nov**	**Jan**	**Mar**	**June**

Strategy 3: 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.	Reviews			
Strategy's Expected Result/Impact: Math targets by student group can be found in the Addendum section.	**Formative**			**Summative**
Staff Responsible for Monitoring: All staff/admin	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 2: I ensure learning is based on defined standards: Provide meaningful experiences in academic and non-academic areas; Measure learning outcomes and adjust instruction based on student needs.

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

Summative Evaluation: None

Strategy 1: All grade levels and support staff will participate in the PLC process to collaboratively plan instruction, intervention, and monitor student progress aligned with grade level TEKS/standards. **Strategy's Expected Result/Impact:** Professional learning will be aligned with TEKS and student outcomes Continue Collaborative Planning/ PLCs and Literacy Check-Ins each semester **Staff Responsible for Monitoring:** Campus Leadership, Teachers	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 3: I create an environment optimal for learning: Create a safe environment to allow students to take risks and learn from mistakes; Intentionally teach classroom structures and routines; Differentiate instruction for all students.

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

Summative Evaluation: None

Strategy 1: Small group instruction time to provide intervention and enrichment to ensure student success.	Reviews			
Strategy's Expected Result/Impact: Students will receive individualized instruction through intervention and enrichment as evidenced by targeted intervention plans implemented in PLCs, teacher logs, and lesson plans.	Formative			Summative
Staff Responsible for Monitoring: Campus Leadership, Teachers, Support Staff	Nov	Jan	Mar	June

Strategy 2: A Climate and Culture Committee will be utilized to enhance learning environment for our students.	Reviews			
Strategy's Expected Result/Impact: Review safety procedures with all staff after each drill. Discipline data each semester with the C3 Committee.	Formative			Summative
Staff Responsible for Monitoring: Campus Leadership, C3 staff members	Nov	Jan	Mar	June

0% No Progress	100% 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, attendance rates,

    Summative Evaluation: None

Strategy 1: PLC time and time with instructional facilitators will address lesson design and best practices	Reviews			
Strategy's Expected Result/Impact: Teachers will continue to be intentional with small group instruction in their lesson design to create relevant and meaningful lessons that engage students. Facilitator data will show continued support throughout the year. **Staff Responsible for Monitoring:** Campus Leadership, Teachers	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

> **Evaluation Data Sources:** Safety and security reports; drill logs; discipline data
>
> **Summative Evaluation:** None

Strategy 1: Implement district safety protocols with fidelity	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of all safety protocols will be conducted on schedule and reported to the district				
Staff Responsible for Monitoring: Campus Leadership, All Staff				

Strategy 2: Continue to create and build positive relationships with all students	Reviews			
Strategy's Expected Result/Impact: Staff will provide positive phone calls home during the first weeks of school and upon return from Winter Break	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Positive phone calls by campus leadership to parents				
Parent/Teacher conferences in the fall/spring				
Staff Responsible for Monitoring: Campus Leadership, All Staff members				

Strategy 3: Continue to promote a safe learning environment for all students	Reviews			
Strategy's Expected Result/Impact: The Culture and Climate Committee will create school-wide incentives to increase appropriate behavior in common areas.	**Formative**			**Summative**
Students will participate in Digital Citizenship lessons throughout the school year.	**Nov**	**Jan**	**Mar**	**June**
Review Discipline Data every 9 weeks				
Staff Responsible for Monitoring: None				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: I nurture each learner as an individual and as a citizen of the community: Model and maintain a culture of respect; Find and promote students' passion and interests.

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

Summative Evaluation: None

Strategy 1: Continue to develop staff as culturally proficent educators	Reviews			
Strategy's Expected Result/Impact: 100% of staff will continue to participate in culturally proficient professional learning (Beginning of the year PL and Two more Cultural proficiency experiences will occur throughout the year)	Formative			Summative
Staff Responsible for Monitoring: Campus Leadership	Nov	Jan	Mar	June
Strategy 2: Continue to promote students' passions and interests	Reviews			
Strategy's Expected Result/Impact: Counselors provide guidance lessons for students using LISD curriculum/Second Steps	Formative			Summative
Pending safety guidelines: Wellington will host a Literacy Night revolving around the different cultures present in our school in January/February. WorldFest Carnival will be held in April and will showcase different talents. A variety of after school clubs are provided ie. Architecture Club, Hablamos Espanol, Lego Love, Latin Dance, Girls Run the World, Show Choir, etc... pending safety guidelines	Nov	Jan	Mar	June
Staff Responsible for Monitoring: All staff members				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

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

Summative Evaluation: None

Strategy 1: Continue to provide authentic learning experiences that acknowledge and build upon talents and strengths through PLCs and campus and district leadership opportunities	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Staff will participate and share their Professional Learning and other leadership opportunities with other staff members	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus leadership, All Staff				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 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

Strategy 1: At WES, we will continue to provide multiple opportunities to strengthen our teams and communicate our learning			Reviews		
Strategy's Expected Result/Impact: Students and staff will communicate learning through PLCs, Vertical teams, Open House, parent conferences, social media posts, Literacy Night, Choir, Clubs, and PTA partnership		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Staff will participate in team and relationship activities throughout the year					
Staff Responsible for Monitoring: All Staff					

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 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

Strategy 1: Ensure students are provided positive learning experiences each and every day through a variety of strategies	Reviews			
Strategy's Expected Result/Impact: A positive school environment will be created through positive phone calls, spirit sticks, announcements, Watchdog program, and through great customer service	Formative			Summative
	Nov	Jan	Mar	June
Increased communication through positive phone call logs, spring and fall conferences, weekly newsletters and videos **Staff Responsible for Monitoring:** All staff, Counselors				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

Evaluation Data Sources: Staff meeting agendas

Summative Evaluation: None

Strategy 1: At WES, will embrace innovation with a flexible, solution-oriented growth mindset	Reviews			
Strategy's Expected Result/Impact: Continue to implement a variety of student opportunities for innovative learning as demonstrated through clubs pending safety procedures/guidelines: Lego Club, Boat Regatta, Literacy Night, Science Night, GRTW Club, Involvement in Fine Art programs, Planned experiences for K-2, Break Out boxes, virtual reality activities	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Our Culture and Climate Committee will meet every 9 weeks				
Monthly team meetings will be held to honor each team				
Team Leader and Faculty Meetings will be held to continue to provide input and a forum to promote problem solving and creativity				
Staff Responsible for Monitoring: All Staff				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 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

Strategy 1: Building capacity in staff		**Reviews**		
Strategy's Expected Result/Impact: WES grade levels will continue to meet with Learning facilitators every 9 weeks		**Formative**		**Summative**
Emphasis will be on the implementation on Canvas through district training modules, including additional training with our IT	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All Staff, Learning facilitators				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 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

Strategy 1: All students and staff will continue to be mindful of resources	Reviews			
Strategy's Expected Result/Impact: Continue working with the PTA Environmental Committee to: Watt Watchers stickers on light switches, using recycling cans provided in each hallway and in the cafeteria	Formative			Summative
Staff Responsible for Monitoring: All students and staff members	Nov	Jan	Mar	June
Strategy 2: Professional learning will be strategically planned according to staff and student needs.	Reviews			
Strategy's Expected Result/Impact: Meet with learning facilitators and continue to develop and understanding of the new ELAR TEKS to facilitate successful learning as evidenced by lesson plans, Trend Walkthroughs, Literacy Check-Ins, etc...	Formative			Summative
Staff Responsible for Monitoring: Campus Leadership, All Staff	Nov	Jan	Mar	June
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 1: I go above and beyond to serve: Seize the opportunity to serve outside the school day to build relationships; Seek business and community partnerships to engage students; Model community service to students.

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

    Summative Evaluation: None

Strategy 1: Students and staff will continue to seek and engage in community partnerships ie. Voly, Pay It Forward Days, social media posts, Boy Scouts and Girl Scouts, FM Fire Dept., etc.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increased community involvement as shown by Voly participation, FMHS and WES activities.	**Nov**	**Jan**	**Mar**	**June**
Career Week (Vehicle Career Day for K-2 and Community Guest Speakers for grades 3-5 in the spring.				
Students and staff have the opportunity to wear their favorite college shirt/or colors on the first Friday of each month.				
Crayons to College: Staff members will showcase their alma mater by displaying a sign/pennant outside door.				
Coffee Talks (1 per semester)				
Science Night and Literacy Night in the spring				
Staff Responsible for Monitoring: Students and Staff				
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 2: I seek out accurate information to represent my classroom: Seek new and accurate information consistently and actively; Represent LISD and my profession in a positive manner.

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

Summative Evaluation: None

Strategy 1: Staff will positively communicate with parents through conferences, emails, and phone calls. **Strategy's Expected Result/Impact:** Increased positive relationships with all stakeholders **Staff Responsible for Monitoring:** All Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Staff will positively communicate with all stakeholders through social media outlets. **Strategy's Expected Result/Impact:** Continue Wildcat Wednesday on WES Facebook page. Weekly Parent Smore Weekly PTA Newsletters Weekly posts to WES Facebook page and staff classroom Facebook page **Staff Responsible for Monitoring:** None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 3: I communicate with all stakeholders to understand diverse perspectives: Practice active listening regarding differing opinions; Understand the diverse backgrounds of the community to build relationships; Demonstrate care and respect for others.

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

Summative Evaluation: None

Strategy 1: Understand the diverse backgrounds of the community to build positive relationships		Reviews		
Strategy's Expected Result/Impact: Open door policy in place to build and maintain positive relationships		Formative		Summative
In conjunction with PTA, WES will celebrate diverse backgrounds through our WorldFest event and Literacy Night **Staff Responsible for Monitoring:** All staff	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

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

Evaluation Data Sources: VOLY (volunteer management system)

Summative Evaluation: None

Strategy 1: Continue the Voly System		Reviews			
Strategy's Expected Result/Impact: Better method of obtaining and retaining volunteers		Formative			Summative
Staff Responsible for Monitoring: Office, All Staff		Nov	Jan	Mar	June
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

Strategy 1: Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain. Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc. 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. Failure rates will be used to identify students' needs, and students at risk. 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. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement **Staff Responsible for Monitoring:** All staff		**Reviews**		
		Formative		**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

> **Evaluation Data Sources:** Student attendance records; STAAR scores,;local grades and assessments; campus staff observations and reflections; family and community involvement records
>
> **Summative Evaluation:** None

Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.
 	
A process is used to refer students with excessive absences to the counseling and/or health services departments.
 	
Truancy charges are regularly filed when appropriate.
 	
Parent notification is given when students are absent.
 	
Student residency is verified.
 	
Strategies are implemented to increase parental involvement.
 	
Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.
    Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels
    Staff Responsible for Monitoring: All staff
	Reviews			

	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Strategy 1: At-risk students will be identified using available data. Students will be provided opportunities to explore career options. Procedures will be used to ensure accurate coding/tracking of withdrawals. The RtI process is utilized to provide early intervention for struggling students. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program **Staff Responsible for Monitoring:** All staff		Reviews		
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% 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

Strategy 1: The school safety plan is developed and monitored for effectiveness throughout the school year.	Reviews			
	Formative			Summative
A proactive plan identifies and helps troubled youth.	Nov	Jan	Mar	June
Students receive public acknowledgement for non-academic achievement.				
Students participate in activities that foster positive teacher/student relationships.				
The student code of conduct is available online and copies are available to students and reviewed with students by teachers.				
Orientation is held.				
Civic responsibility and community service and community involvement are encouraged.				
Counselors work with students to make appropriate curricular choices or program choices.				
Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.				
Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.				
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. **Strategy's Expected Result/Impact:** Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels **Staff Responsible for Monitoring:** All staff				
0% No Progress 100% 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

Strategy 1: Special program students are accurately identified and appropriately served.	Reviews			
	Formative			Summative
Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.	Nov	Jan	Mar	June
Special education services are provided to students as determined by the ARD committee.				
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.).				
G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.				
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.)				
Campus personnel utilize appropriate interventions for students with special needs.				
The RtI team is in place and appropriately trained to serve students.				
Campus personnel will be trained in violence prevention and intervention.				
Teachers receive training and support to differentiate instruction to meet the needs of all students.				
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.				
Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement. **Staff Responsible for Monitoring:** All staff				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue