Lewisville Independent School District

Wellington Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wellington Elementary opened its doors in 1998 and is the largest elementary school in Flower Mound. Nestled within the close-knit Wellington community, our school is built on a strong tradition of academic excellence, innovation, relationships, and community involvement.

Wellington is proud to be a pioneer in educational opportunities for students. We established the district's first-of-its-kind **K–5 Spanish Immersion Program**, which is currently in its 12th year. This program, along with our other specialized services and learning opportunities, reflects our commitment to meeting the diverse academic, linguistic, social, and emotional needs of every student.

Relationships are at the heart of Wellington. We intentionally build and maintain strong connections among students, staff, families, and community members. Our active PTA and numerous parent and community partnerships provide valuable support for our students and staff and contribute to the strong sense of community that defines Wellington Elementary.

According to the **2024-2025 Texas Academic Performance Report (TAPR):**

Staff: 63.4 Average Years of Teacher Experience: 16.7

Administration: 1 Principal, 2 Assistant Principals

Counselors: 1.5

Wellington educates 722 students of diverse backgrounds, which includes 48.8% Caucasian, 19.6% Asian, 22.9% Hispanic, 2.2% African American, 0.8% American Indian, .1% Pacific Islander, and 5.5% students identifying as 2 or more races. Our student population is designated as Economically Disadvantaged Students: 4.8 %, English Language Learners: 10%, At Risk: 33.8%, Mobility: 3.8%, Special Education: 14.4%, Gifted & Talented: 8.5%

Demographics Strengths

- **Experienced and stable instructional staff:** Wellington's teachers average **16.7 years of experience**, providing students with knowledgeable educators who bring strong instructional expertise and experience meeting diverse student needs.
- **Strong staffing and student support:** Wellington is supported by **63.4 staff members**, including one principal, 1.5 assistant principals, and 1 counselors, who work collaboratively to support students academically, socially, and emotionally.
- **Diverse student population:** Wellington's 728 students represent a variety of racial, cultural, linguistic, and academic backgrounds. This diversity strengthens our school community and provides opportunities for students to learn from and alongside one another.
- **Low student mobility:** With a mobility rate of only **3.8%**, Wellington benefits from a relatively stable student population, allowing staff to build lasting relationships with students and families and provide greater continuity of instruction.

- **Strong programming for diverse learners:** Wellington provides specialized programming and services for a variety of student populations, including **English learners (10%), students receiving special education services (14.4%), and gifted and talented students (8.5%)**.
- **Strong family and community involvement:** Wellington continues to benefit from active parent participation, a supportive PTA, and strong school-community partnerships that contribute to student and staff success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement: Achievement and Growth Across Student Groups While Wellington Elementary continues to demonstrate strong overall academic performance, opportunities remain to strengthen achievement and growth across all student groups. Students enter each grade level with varying readiness levels and learning needs, creating a continued need for responsive and differentiated instruction. Ongoi
Root Cause: Ongoing refinement of differentiated instruction can help ensure instruction is responsive to individual student needs. Continued focus on high-impact instructional strategies across classrooms and grade levels can support consistency and student growth.

Student Learning

Student Learning Summary

3rd GRADE			
Math	Appro	Meets	Maste
2025	98%	85%	46%
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%
Readi			
2025	98%	84%	48%
2024	99%	86%	53%
2023	98%	81%	37%
2022	97%	85%	57%
2021			
2020	97%	78%	51%

4th GRADE			
Math	Appro	Meets	Maste
2025	96%	87%	64%
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%
Readi			
2025	98%	91%	56%
2024	98%	84%	57%
2023	95%	75%	38%
2022	97%	95%	64%
2021			
2020	89%	69%	47%

5th GRADE			
Math	Appro	Meets	Maste
2025	96%	84%	54%
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%
Readi			
2025	96%	85%	65%
2024	93%	85%	55%
2023	98%	84%	61%
2022	97%	86%	62%
2021			
2020	93%	79%	65%

3rd GRADE					4th GRADE					5th GRADE			
2019	99%	72%	57%		2019	97%	74%	47%		2019	99%	87%	66%
2018	99%	79%	61%		2018	97%	83%	53%		2018	98%	90%	66%
2017	99%	88%	69%		2017	98%	89%	71%		2017	99%	80%	56%
2016	98%	80%	59%		2016	98%	80%	55%		2016	97%	81%	52%
					Writin					Scienc			
										2025	94%	64%	39%
					2024					2024	85%	52%	23%
					2023					2023	93%	67%	38%
					2022					2022	88%	50%	19%
					2021					2021			
					2020	87%	59%	21%		2020	91%	60%	26%
					2019	95%	64%	21%		2019	92%	75%	38%
					2018	93%	77%	32%		2018	97%	72%	39%
					2017	96%	80%	40%		2017	84%	46%	26%
					2016	93%	67%	34%		2016	91%	62%	21%

Student Learning Strengths

Academic Achievement

Strengths

Wellington Elementary continues to demonstrate **strong overall academic achievement and student growth**. STAAR results reflect consistently high performance, while 2025–2026 i-Ready Reading Diagnostic data demonstrates significant growth across all grade levels.

STAAR Achievement

In 2025, STAAR Approaches performance ranged from **94% to 98% across all tested grade levels and content areas**.

Several areas demonstrate notable strength and growth:

- **4th Grade Math** increased to **87% Meets and 64% Masters**, compared to 85% Meets and 57% Masters in 2024.
- **5th Grade Math** demonstrated significant growth, increasing from **73% to 84% Meets** and from **39% to 54% Masters**.
- **4th Grade Reading** increased from **84% to 91% Meets**, while maintaining 98% Approaches.
- **5th Grade Reading** maintained **85% Meets**, while Masters increased from **55% to 65%**.
- **5th Grade Science demonstrated significant improvement at every performance level**, increasing from 85% to **94% Approaches**, 52% to **64% Meets**, and 23% to **39% Masters**.

i-Ready Reading Growth

Wellington's **2025–2026 End-of-Year i-Ready Reading Diagnostic** provides additional evidence of strong academic growth. Campus-wide, students performing at or above grade level increased from **371 students (54%) at BOY to 588 students (83%) at EOY**, representing a net increase of **217 students**. Midyear performance reached 75%, demonstrating steady progress throughout the school year.

Additional campus-wide strengths include:

- Students performing at **Mid or Above Grade Level** increased from **174 students at BOY to 451 students at EOY**.
- Students performing **one or more grade levels below** decreased from **315 students to 119 students**.
- Students performing **two or more grade levels below** decreased from **51 students (7%) to 16 students (just over 2%)**.
- These results indicate that targeted interventions, differentiated instruction, progress monitoring, and data-informed instructional practices are supporting meaningful student growth.

Growth was evident across **every grade level**:

- **Kindergarten** was recognized as the **#1 top-performing kindergarten group in the district**, with Mid/Above proficiency increasing from 12% to 81%.
- **1st Grade** increased Mid/Above performance from 17% to 75%.
- **2nd Grade** increased Mid/Above performance from 19% to 47%, while students performing two or more grade levels below decreased from 13% to 2%.
- **3rd Grade** increased Mid/Above performance from 35% to 71%.
- **4th Grade** increased Mid/Above performance from 32% to 59%.
- **5th Grade** increased Mid/Above performance from 32% to 54%, while students performing two or more grade levels below decreased from 14%enrichment, targeted intervention, and data-informed instructional practices will support the academic growth of every learner. to 5%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: An opportunity remains to build upon this success by sustaining growth for students requiring additional support while increasing the percentage of students achieving advanced levels of performance. Continued refinement of differentiated instruction, enrichment, targeted intervention, and data-informed instructional practices will support the academic growth of every learner.
Root Cause: Continued alignment of high-impact instructional practices across classrooms and grade levels can build upon the successful strategies contributing to current student growth. Continued use of lesson internalization and rehearsals during team planning,

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, 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 monthly to focus on essential standards.

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 “Learning is a Journey that Takes You Places” 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.

School Processes & Programs Strengths

Wellington Elementary provides a comprehensive range of instructional, enrichment, intervention, and support programs designed to meet the academic, linguistic, behavioral, social-emotional, and individual needs of our students. Programs and services include **Spanish Immersion, Gifted & Talented, Special Education, English as a Second Language, Language Science, Speech, intervention, and other specialized student supports**.

Curriculum and Instruction

Wellington teachers align teaching and learning with the **Lewisville Independent School District curriculum and scope and sequence** as well as the **Texas Essential Knowledge and Skills (TEKS)**. Teachers utilize district resources, formative and summative assessments, i-Ready Diagnostics, and other student performance data to guide instructional decisions.

A continued focus on **differentiation, small-group instruction, intervention, enrichment, and high-impact instructional strategies** allows teachers to respond to varying student readiness levels and learning needs. Data is reviewed throughout the year to identify students who need additional support as well as students who are ready for extension and advanced learning opportunities.

Purposeful Planning and Professional Learning Communities

Collaboration is an important part of Wellington's instructional process. Grade-level PLC teams meet a minimum of **once each month** with a focus on essential standards, student learning, instructional practices, and student progress.

During PLCs and purposeful planning, teachers work collaboratively to:

- Identify and prioritize essential standards.
- Analyze formative, summative, STAAR, i-Ready, and other student performance data.
- Examine student work and identify areas of strength and need.
- Plan differentiated instruction, intervention, and enrichment.
- Share effective instructional strategies and resources.
- Monitor student progress and determine instructional next steps.

LISD district facilitators support campus teams by participating in PLCs, providing additional data and instructional resources, and partnering with teachers and administrators through Learning Walks and professional learning opportunities.

Professional Learning

Wellington is committed to continuous professional growth. With **"Learning is a Journey That Takes You Places"** as our professional learning theme, teachers and staff participate in ongoing learning designed to strengthen instructional practices and positively impact student achievement, growth, and engagement.

Professional learning is informed by campus and student needs and includes opportunities for collaboration, district training, instructional coaching, PLC learning, Learning Walks, and the sharing of successful practices among colleagues.

Teacher Recruitment, Retention, and Support

The recruitment, selection, and retention of highly effective teachers is an important campus process. Hiring decisions begin with thoughtful consideration of the strengths and needs of students, grade-level teams, and the campus as a whole.

Teachers and administrators collaborate to identify the qualities needed in prospective staff members. Grade-level or department team members participate in the interview process and provide feedback to help identify candidates who will contribute positively to the team and support the mission and vision of Wellington and LISD.

First-year teachers and staff members who are new to Wellington receive multiple layers of support, including LISD First-Year Teacher mentoring, campus mentors, administrative support, and ongoing collaboration with their teams. These structures are designed to promote a successful transition, professional growth, and staff retention.

Collaborative Leadership and Decision-Making

Wellington values collaborative decision-making and provides opportunities for staff, parents, and community members to contribute to campus planning and improvement.

Staff members collaborate both as a whole campus and through smaller representative groups that include members from grade-level, special education, enrichment, and office teams.

The **Building Leadership Team (BLT)** includes representatives from staff, parents/guardians, and the community and meets **three times each year**. The BLT reviews campus needs, provides input, and participates in decisions related to campus goals and continuous improvement.

Student Culture and Restorative Practices

Wellington recognizes that strong relationships and a positive school culture provide an important foundation for academic success. **Restorative Practices have been implemented campus-wide for four years** and continue to support relationship building, student belonging, and positive behavior.

Students participate in **morning meetings, daily SPARKS, and daily greetings**, providing consistent opportunities to build relationships and strengthen classroom communities.

Wellington's school-wide **PRIDE program** further reinforces our core values, behavioral expectations, positive decision-making, and sense of belonging. Together, Restorative Practices and PRIDE provide common language and expectations across the campus and help create a safe, welcoming, and supportive learning environment.

Communication and Community Partnerships

Wellington values strong communication and partnerships among school, home, and community. Campus and classroom communication provides families with information regarding student learning, school activities, expectations, and opportunities for involvement.

Continuous Improvement

Wellington's programs and processes are designed around a continuous improvement cycle of **planning, instruction, assessment, collaboration, reflection, and response**. Student achievement and growth data, including STAAR, i-Ready, classroom assessments, progress monitoring, and other campus data, are used to evaluate the effectiveness of programs and instructional practices.

As Wellington continues to grow and respond to changing student needs, the campus will build upon successful programs and practices while refining systems for **differentiation, intervention, enrichment, collaborative planning, professional learning, and progress monitoring** to maximize the growth and success of every Wildcat.

Our strong **PTA, parent volunteers, and community partnerships** provide additional resources and opportunities that enrich the educational experience for students and strengthen the connection between Wellington and the community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is an opportunity to further strengthen consistency and alignment of instructional practices across grade levels. Continued development of PLCs, purposeful planning, vertical collaboration, and data-informed decision-making will help ensure that effective practices are shared across teams and that all students receive consistent opportunities for academic growth and success.

Root Cause: Continued professional learning and support are needed as teachers implement and refine high-impact instructional strategies and data-informed practices. Dedicated collaborative planning time is essential for teams to maintain alignment, monitor student progress, and respond effectively to changing student needs.

Perceptions

Perceptions Summary

At Wellington Elementary, we value strong partnerships with our families and community and recognize the important role these relationships play in supporting student success. We are fortunate to have a highly supportive and active **PTA**, along with strong parent and community involvement that contributes to the welcoming, family-centered culture of Wellington.

Throughout the year, families and community members have numerous opportunities to connect with our school. **Spirit Nights, the Jungle Jog Fun Run, Book Fairs, fifth-grade events, Jump Rope Club, Wildcat Choir, grade-level performances, and other campus activities** provide meaningful opportunities for student, family, and community engagement.

Wellington begins each school year by welcoming families through **Meet the Teacher Night**, providing students and parents an opportunity to visit classrooms, meet teachers and classmates, and become familiar with the classroom environment. Each grade level also hosts a **Parent Orientation** to share important information regarding curriculum, classroom routines, expectations, and ways families can support learning at home.

Communication and connection continue throughout the school year through **weekly electronic newsletters, parent conferences, positive office referrals, monthly calendars, and ongoing teacher communication**. These multiple forms of communication help keep families informed, connected, and engaged in their child's educational experience.

Wellington continues to encourage **PTA membership and parent volunteerism**, providing families with opportunities to actively participate in campus events and support our students and staff. We believe that student success is strengthened through meaningful partnerships between school and home. Our strong parental involvement and community support are valuable assets that help foster the positive relationships and family atmosphere that define Wellington Elementary.

Perceptions Strengths

- Wellington has a **strong sense of community and family atmosphere**, supported by positive relationships among students, staff, families, and community members.
- **High levels of parent involvement and support** contribute positively to the overall culture and success of the campus.
- Wellington benefits from a **strong and active PTA** that provides numerous opportunities for families to become involved in the school community.
- Families have multiple opportunities to **connect and engage with the campus** through Meet the Teacher, Parent Orientation, Spirit Nights, Jungle Jog, Book Fairs, performances, and other school activities.
- Consistent communication through **weekly newsletters, calendars, conferences, and teacher communication** helps families remain informed and connected.
- **Positive Office Referrals** provide opportunities to recognize and celebrate students while strengthening positive connections between school and home.
- Parent volunteers are highly valued and contribute to a **welcoming, collaborative school environment**.
- Wellington's emphasis on relationships helps foster a school culture in which **students and families feel connected, supported, and valued**.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continuing to provide varied opportunities for families to connect, participate, and connected to the Wellington community.
Root Cause: Continuing to ensure communication and engagement opportunities meet the needs of all families.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student 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
- 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/stability
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent and community partnership data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Other

- iReady Data

Goals

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

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

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Utilize iReady data and common formative assessments to inform students groupings and small group instruction **Strategy's Expected Result/Impact:** The percent of third grade students that meet grade level on iReady Reading and Math or achieve IEP goals in reading and math will increase. **Staff Responsible for Monitoring:** Teachers and administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Grade level teams will participate in weekly team collaboration time (PLCs and team planning) 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. **Strategy's Expected Result/Impact:** The percent of third grade students that meet grade level on iReady Reading and Math or achieve IEP goals in reading and math will increase. **Staff Responsible for Monitoring:** Teachers and administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Teachers will participate in Literacy Check-ins and IReady Data Review meetings in the fall and spring. **Strategy's Expected Result/Impact:** The percent of third grade students that meet grade level on iReady Reading and Math or achieve IEP goals in reading and math will increase. **Staff Responsible for Monitoring:** Teachers and Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: All students will understand and adhere to campus management plan (PRIDE), and the Wellington staff will participate in and implement the school-wide PRIDE expectations using blue tickets and the PAW Mart store. **Strategy's Expected Result/Impact:** During the 2026-2027, overall office referrals will decrease. (Last year's baseline was 192 office referrals.) **Staff Responsible for Monitoring:** All Staff				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

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

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Strengthen communication and connections with Wellington families and the community by expanding our social media presence and sharing timely, positive, and engaging information that highlights student learning, campus events, and school successes. **Strategy's Expected Result/Impact:** Social media amplification will meet or exceed 34.8%. **Staff Responsible for Monitoring:** All staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Promote LISD's "Recognize Someone" Program by including submission information in weekly newsletter, teacher newsletters/websites, parent lunch tables, PTA meetings, posting throughout the building, social media, etc. **Strategy's Expected Result/Impact:** "Recognize Someone" Submissions will meet or exceed 25 by the end of the year.				

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 when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. 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. 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. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. 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. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. 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 sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

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 when you update your priority goals.

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 attendance and instructional support 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			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. 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.) 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. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. 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 teh 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.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

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 when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026