

**Lewisville Independent School District**  
**Ethridge Elementary School**  
**2024-2025 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ethridge Elementary, built in 1991 and located in The Colony, Texas, is a school where being our absolute best for students is our priority. We continually work to maximize our student's academic, social and emotional growth. Teachers, parents, and the community work together to develop students who are creative thinkers, innovative problem solvers, and future leaders with a love of learning and a strong sense of independence and purpose. Ethridge is evolving and moving into the 21st century in its instructional practices and methods, while retaining the core of who we are as a dedicated and caring group of high quality educators who balance all that is new or improved with that which is tried and true.

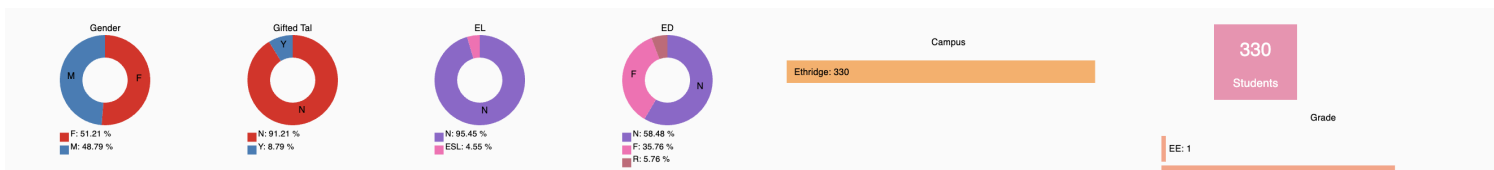
As a nurturing staff, we know we must capture the hearts before the minds of our students by building relationships based on safety and trust first. All students start each school day in their homeroom class, where students greet and check in with each other and the teacher through various relationship building practices that innately help build student social skills. Teachers set the stage and tone for the day in morning circle time, in addition to being aware of their student's emotional entry point to the day. Student leadership will be reinforced with classroom jobs, as well as by involvement in various clubs/campus organizations.

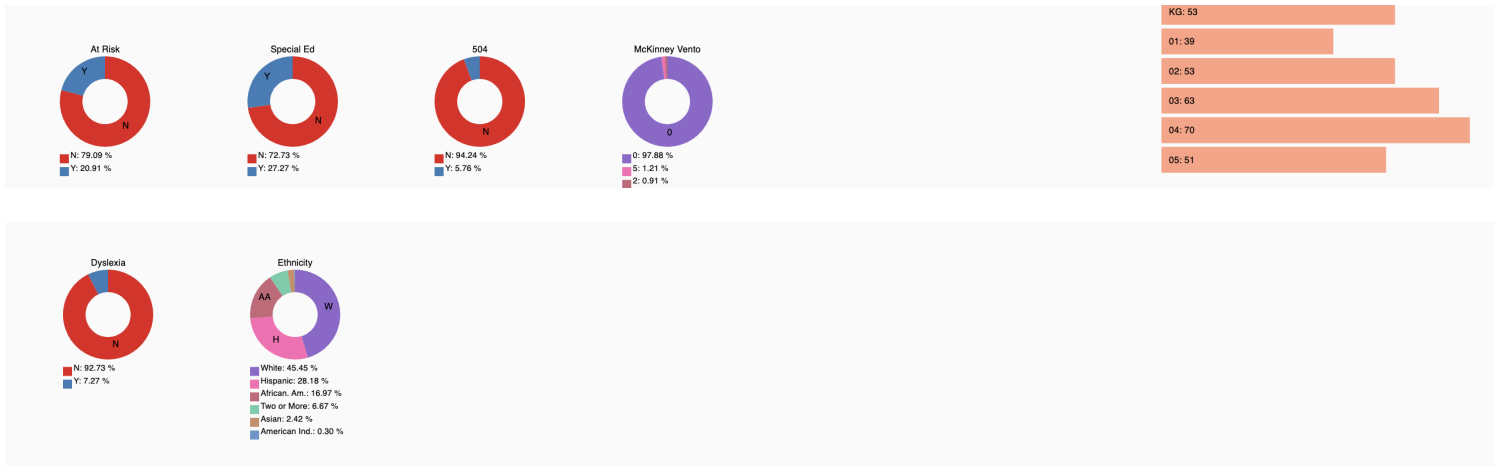
Ethridge Elementary's mascot is the Eagle, which lends itself well to the school's wonderful location by the lake. This unique attribute of our school location is enhanced even further with the wonderful Lake Park and Nature Trails maintained by The Colony Parks and Recreation Department. This enables us to utilize the great outdoors as our own personal learning space. The Colony Parks and Recreation department maintains a close, dynamic relationship with us in scheduling academic excursions, our family Fun Run by the lake, and grade level picnics or end of year parties! In addition, the Stewarts Peninsula nature trails provide teachers with a real, hands-on science instructional venue with their class in these wonderful outdoor learning spaces.

To find out more or ask any other questions about Ethridge Elementary, please feel free to check our website at [www.lisd.net/Ethridge](http://www.lisd.net/Ethridge) , where you can find our phone number and links to

our school Facebook and Twitter pages.

As of Sept. 9, 2023, the following graphs are representative of Ethridge's Demographics:





## Demographics Strengths

The Ethridge student body and staff is a healthy, diverse blend of students and teachers with a wide range of ethnicities and cultures.

Our staff range in years of experience from 1 to 30 plus years, both in LISD and from other districts or states.

Each staff member in the building, no matter what their role, takes responsibility for positively impacting every child's social, emotional, and academic growth and learning. Currently, we have just under 400 students and approximately 40 plus staff members of various ethnicities and from different cultures and backgrounds enrolled. Our diversity is a beautiful balance that our teachers artfully tap into, adding enriching educational experiences for all. (See above graphic of demographic breakdown)

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programming might be is a challenge for even the most veteran teachers. **Root Cause:** The number of students in our school with multiple at risk indicators has grown considerably over the last several years. This year we have an increase in things such as percentage of students who are in foster care, transient, in special education or in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.

# Student Learning

## Student Learning Summary

2023-24 STAAR number of student in 3rd, 4th, and 5th gr. Math and Reading; 5th gr. Science who achieved Approaches, Meets, Masters

### Overview - ETHRIDGE EL (Tested Enrollment - Includes all Test Versions and Test Languages combined)



**Prior Year Goal Acheived:** By the end of the 2022-23 school year, 80% of Ethridge students will be reading on grade level or demonstrate 6 months or more of growth on the EOY ISIP in Istation.

**ETHRIDGE % of Students met or exceeded Goal on ISIP**

<b>Kindergarten</b>	<b>Not Applicable/ TEKEA testing in Kinder</b>	<b>91.9%</b>
<b>1st</b>		82.5%
<b>2nd</b>		86.3%
<b>3rd</b>		91.3%
<b>4th</b>		98.6%
<b>5th</b>		84.7%

**Student Learning Strengths**

Ethridge 3rd, 4th and 5th students performed extremely well on the Reading, Math and 5th gr. Science 2024 STAAR.

3rd grade students have slightly decreased their % of students who achieved Approaching and Meets from prior year on Reading, but exceeded the % in Math STAAR.

4th and 5th gr. students exceeded prior year % in Approaches and Meets and in some cases, even Masters in Reading and Math!! 5th gr. student in SCIENCE beat the state and district averages so the lower scores look a little deceiving when considered alone.

(see above graphic for all grades and tests)

Additionally, the campus met and exceeded the End of Year CIP 20234 Goal for 80% or more of our students will be reading on or above grade level or made at least 6 months or more of growth according on the ISIP given in Istation Reading program. (see above chart)

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 3rd gr. STAAR scores are a little lower than the 4th and 5th gr. students in both reading and math. **Root Cause:** Students take the STAAR for

the first time as 3rd graders. Not only that, but the STAAR test has gone all online. The other thing to consider is that the gap in rigor from 2nd gr. to 3rd grade is significant when looking at curriculum and also instructional practices. This is being discussed and looked at in PLC's during the 2024-25 school year.

# School Processes & Programs

## School Processes & Programs Summary

Professional Learning Communities (PLC's) are part of the Ethridge lesson design process using LISD's TEKS aligned curricular scope and sequence and district approved resources. In addition to lesson design, Ethridge teachers participate in data PLC's to analyze assessment results, curricular programs, and processes to ensure that learning is based on standards and is scaffolded to address a variety of student needs. Teachers plan using UBD, a backward design process, in Eduphoria Forethought with LISD's curriculum. Teachers make sure to integrate process standards into all content areas each day, ensuring that students are given opportunities to apply their learning at high cognitive levels. Teacher teams plan both by grade level and content. Additionally, teachers meet 4 times a year in vertical teams to ensure vertical alignment of critical standards campuswide.

Differentiation is part of the high-quality lesson design process that teachers use to ensure they are meeting student academic needs. Some ways that different learning needs are met are through a strong MTSS process, intervention times offered before or after school, frequent special education and general education teacher collaboration, planning for small group instruction, and setting personal and academic goals every nine weeks with individual students and assisting them as they track their progress in skills or data binders. 9 Week Recognition Programs are held to celebrate student growth and success.

Ethridge Administration works diligently to recruit, hire and retain high quality teachers and staff whose educational philosophy aligns with campus expectations and the district's 4 Cornerstones.

## School Processes & Programs Strengths

LISD provides incredible teacher professional learning which enhances Ethridge teachers' development. The successes of our processes and programs are a result of the district's well planned and executed professional learning for both administrators and teachers. The emphasis on Professional Learning Communities (PLCs) and Restorative Practices is making a positive impact on the culture and climate of our campus. PLCs are focused and intentional, collaborative in nature involving support staff as well as professionals, and work towards specific desired outcomes. Teachers learn about best instructional practices and utilize tools to immediately take back to their classrooms to impact student success. Data PLCs are also a place to track student progress and identify any students who may be at-risk. Once identified, during MTSS time, interventions are discussed and developed. MTSS is scheduled approximately every six weeks or as needed.

Relationship building activities and classroom circles, both part of Restorative Practices, has helped our students' social and emotional learning. This in turn has helped students be more successful in their academic learning. Parent Involvement nights with PTA, along with Spirit Nights, increase positive communications between home and school. In addition, Ethridge's grade level programs encourage parents to be an active part of and catalyst in their child's education and in their future successes.



## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Vertical alignment has been difficult post covid to not only schedule but also to accurately compare from one grade level's strengths and weaknesses to the next. Vertical alignment in reading and math has suffered but is now able to be fully implemented with more integrity and focus. **Root Cause:** Vertical alignment has been difficult post covid as each child's experience at the age where they were at home was different and the impact was therefore very different. Additionally, many changes have occurred during this time frame in TEKS and in LISD Curriculum and Resources. Budget constraints have additionally complicated the resource problem of having consistency in program availability.

# Perceptions

## Perceptions Summary

Ethridge Elementary staff and students have a reputation for being kind, caring, welcoming, and extremely respectful. The Character Counts program upholds 6 Pillars of Character, which are incorporated into all guidance lessons taught by the counselor and also imbedded in social skills taught by teachers daily.

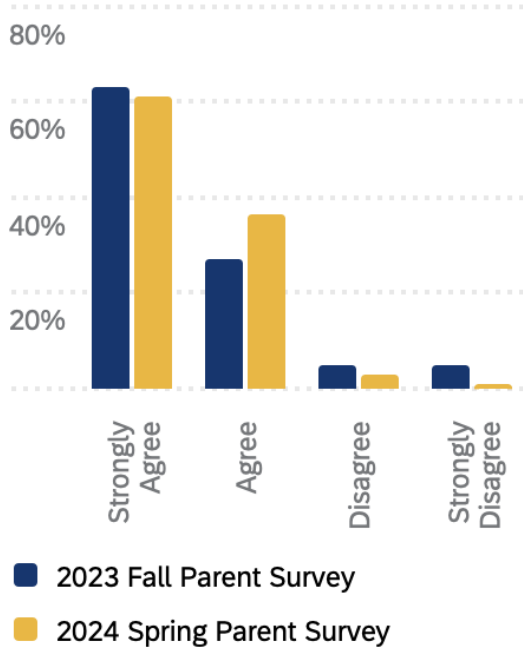
Over the last few school years, many parents have praised staff and administration through email or in person noting that the school has one of the happiest, warmest, and most welcoming environments they have ever encountered. A Parent climate survey confirmed these perceptions.

In addition to district provided surveys, campus surveys were sent to parents, students and teachers regarding the various areas of school life. After reviewing this feedback, it was noted that parents would like more options for volunteering and getting involved at school. Ethridge has great community involvement in our school, with Home Depot and Liberty Tax being our two biggest supporters. Administration is working closely with the Ethridge PTA to increase membership and increase the percentage of active members volunteering on campus. PTA membership has recently increased, which is a nice trend to see. A high percentage of our Parents attended performances, Meet the Teacher, and Open House. An increasing number of Parents are volunteering to make copies and plan parties. They are also becoming more active participants in classroom learning. We are hoping to see this trend continue to increase.

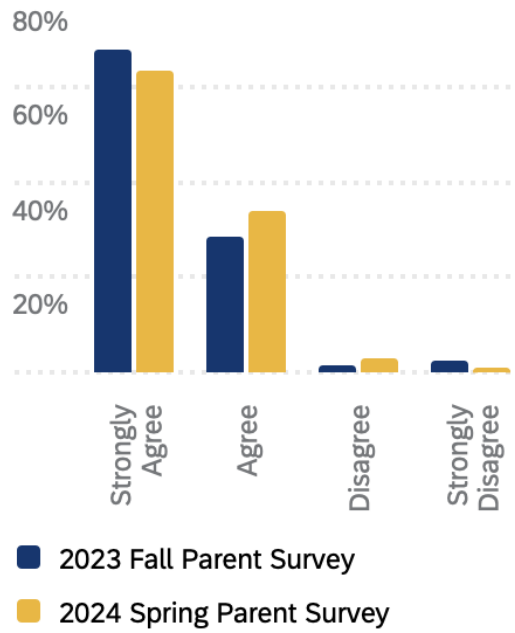
## Perceptions Strengths

Campus and district surveys show that parents feel they are well communicated with and feel welcome at Ethridge Elementary. Our students are perceived to be polite and respectful. We have high parent participation when children are actively involved in the activities. Parents believe that the learning and work that students participate in are both relevant and rewarding. Our students feel they have a positive learning environment most of the time.

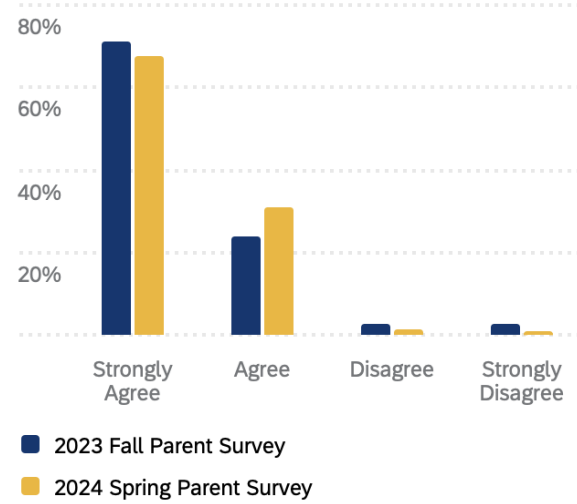
I am satisfied with my c... ..



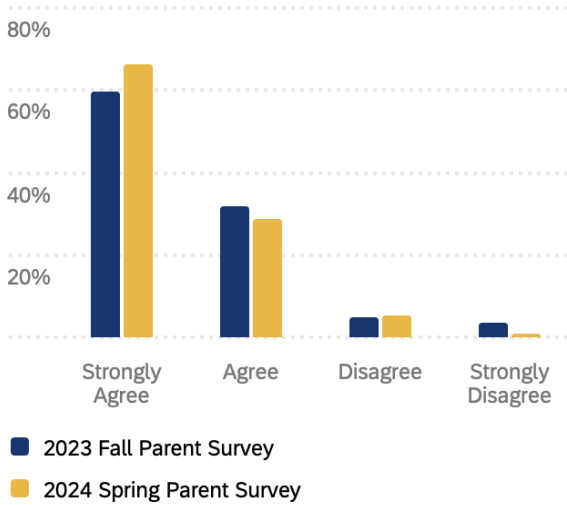
LRP: My child is glad to ...



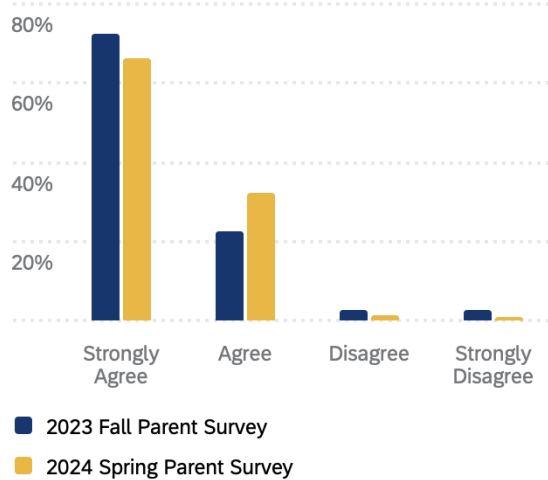
LRP: My child's well-being is support...



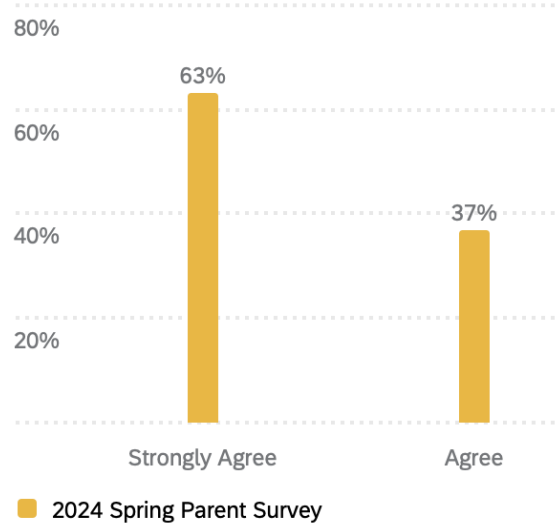
Teachers do whatever it takes to help...



Parent/families who visit the school a... ...



My child generally feels safe at this s... .



**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Staff Wellbeing continues to be an area of opportunity that Administration and the District are focusing on. Feedback from staff on campus and district surveys has shown specific areas that need support for our staff. Goal 3-Staff Wellbeing -- only 71% favorable and limited number of responses on survey and 35% favorable response on reduce paperwork Goal 4 -low Increase Staff involve in decisions **Root Cause:** Teaching as a profession in public education has not gotten any easier under constant budget constraints due to political inaction on the part of politicians who are focusing on undermining public education's mission to educate all students. The financial hardships are only exacerbated as student behaviors and academic difficulties continue to rise, as teacher wellbeing struggles to improve.

# Priority Problem Statements

**Problem Statement 1:** 3rd gr. STAAR scores are a little lower than the 4th and 5th gr. students in both reading and math.

**Root Cause 1:** Students take the STAAR for the first time as 3rd graders. Not only that, but the STAAR test has gone all online. The other thing to consider is that the gap in rigor from 2nd gr. to 3rd grade is significant when looking at curriculum and also instructional practices. This is being discussed and looked at in PLC's during the 2024-25 school year.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programming might be is a challenge for even the most veteran teachers.

**Root Cause 2:** The number of students in our school with multiple at risk indicators has grown considerably over the last several years. This year we have an increase in things such as percentage of students who are in foster care, transient, in special education or in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Vertical alignment has been difficult post covid to not only schedule but also to accurately compare from one grade level's strengths and weaknesses to the next. Vertical alignment in reading and math has suffered but is now able to be fully implemented with more integrity and focus.

**Root Cause 3:** Vertical alignment has been difficult post covid as each child's experience at the age where they were at home was different and the impact was therefore very different. Additionally, many changes have occurred during this time frame in TEKS and in LISD Curriculum and Resources. Budget constraints have additionally complicated the resource problem of having consistency in program availability.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Staff Wellbeing continues to be an area of opportunity that Administration and the District are focusing on. Feedback from staff on campus and district surveys has shown specific areas that need support for our staff. Goal 3-Staff Wellbeing -- only 71% favorable and limited number of responses on survey and 35% favorable response on reduce paperwork Goal 4 -low Increase Staff involve in decisions

**Root Cause 4:** Teaching as a profession in public education has not gotten any easier under constant budget constraints due to political inaction on the part of politicians who are focusing on undermining public education's mission to educate all students. The financial hardships are only exacerbated as student behaviors and academic difficulties continue to rise, as teacher wellbeing struggles to improve.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices



# Goals

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

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

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

## **High Priority**

### **HB3 Goal**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

ES - Istation reading and math

MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Admin will focus on the coaching , observation, and feedback cycle that involves UBD collaborative Lesson Design, and Data PLC's/Lit Checks to ensure the use of highly effective instructional strategies as outlined in Building Thinking Classrooms and Classroom Instruction that Works for teachers and the 4 Disciplines of Execution for Admin. 2. Focus will be on increasing student conversation and teacher small group instruction across all subjects. 3. Teachers will collaboriaviely design student learning with a focus on yielding high levels of learning by embedding best instructional practices in conjunction with engaging, standards based instructional work, activities, and projects. This process will take place during the day, with substitutes paid with Title 1 funds, as well as on teacher conference periods as required for campus data PLC's or with Learning facilitators and after school in targeted PLC's.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the school year, all students will have acquired a year or more worth of growth, or have met their IEP growth goals, in their academic skills and knowledge through the high quality instruction, enrichment, and interventions ( provided by Paraprofessionals and teachers ) that they have received throughout the year. Our desire is that every student ends the year academically stronger and more confident in their ability to learn and achieve than how they started the year.</p> <p>*90% or more of Students will score meets grade level on ISIP by EOY or achieve goals set in IEP's in Reading, with a focus on closing the achievement gap for our Economically Disadvantaged as identified in Reading data PLC's and Collaborative Lesson Design that will actively engage all students in the learning process. (See Addendums for 3rd grade HB3 Targets in Reading)</p> <p>*Collaborative Lesson Design using Title 1 subs will positively impact student engagement and yield high levels of learning in Math and Reading so that 70% of 3rd-5th students score MEETS expectation on STAAR. or make growth according to their IEP.</p> <p>(See attached Addendums for 2024-25 Reading and Math HB3 Targets)</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Learning Facilitators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Data PLCs and Collaborative Lesson Design using Title 1 subs - 211 - Title I, Part A - \$3,600</p>	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and Students will be provided needed classroom sets of supplies and technology to help reach their personal learning goals. They will be provided essential resources, leveled reading texts, and supplies such as pebble go, including both digital and consumable, so that all students have access to what they need to help them be academically successful.</p> <p><b>Strategy's Expected Result/Impact:</b> Result/Impact: Enhanced student learning that translates to measurable student growth through targeted experiences that connect to student interests and needs by creating optimal learning conditions as determined by individual/small group appropriate academic interventions and support.</p> <ol style="list-style-type: none"> <li>1. Every student in 3rd - 5th grade will be provided a planner to help students learn how to effectively use a calendar for academic purposes.</li> <li>2. Every student in K - 5 will have access to high-interest district-approved digital resources, such as Pebble Go, Brain Pop, Reading A-Z</li> <li>3. Teachers will use card stock and laminator to make academic TEKS based learning activities/games to engage students in the learning process.</li> <li>4. Students will be provided any type of consumable school supply needed in class for academic use.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Administration, BLT, Team Lead, Secretary</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Student classroom sets of supplies and resources, both digital and tangible, increase student learning and personal learning goal achievement - 211 - Title I, Part A - \$10,000</p>	Formative			Summative
	Nov	Feb	May	

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programming might be is a challenge for even the most veteran teachers. <b>Root Cause:</b> The number of students in our school with multiple at risk indicators has grown considerably over the last several years. This year we have an increase in things such as percentage of students who are in foster care, transient, in special education or in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.</p>
Student Learning
<p><b>Problem Statement 1:</b> 3rd gr. STAAR scores are a little lower than the 4th and 5th gr. students in both reading and math. <b>Root Cause:</b> Students take the STAAR for the first time as 3rd graders. Not only that, but the STAAR test has gone all online. The other thing to consider is that the gap in rigor from 2nd gr. to 3rd grade is significant when looking at curriculum and also instructional practices. This is being discussed and looked at in PLC's during the 2024-25 school year.</p>

## School Processes & Programs

**Problem Statement 1:** Vertical alignment has been difficult post covid to not only schedule but also to accurately compare from one grade level's strengths and weaknesses to the next. Vertical alignment in reading and math has suffered but is now able to be fully implemented with more integrity and focus. **Root Cause:** Vertical alignment has been difficult post covid as each child's experience at the age where they were at home was different and the impact was therefore very different. Additionally, many changes have occurred during this time frame in TEKS and in LISD Curriculum and Resources. Budget constraints have additionally complicated the resource problem of having consistency in program availability.





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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Targeted Intervention small groups, both during the school day and after school will help close academic gaps in knowledge as teachers and paraprofessionals provided students with the specific academic assistance and interventions needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students academic gaps will decrease or close and academic performance in class and on assessments will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Feb	May	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programming might be is a challenge for even the most veteran teachers. <b>Root Cause:</b> The number of students in our school with multiple at risk indicators has grown considerably over the last several years. This year we have an increase in things such as percentage of students who are in foster care, transient, in special education or in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.</p>

## Student Learning

**Problem Statement 1:** 3rd gr. STAAR scores are a little lower than the 4th and 5th gr. students in both reading and math. **Root Cause:** Students take the STAAR for the first time as 3rd graders. Not only that, but the STAAR test has gone all online. The other thing to consider is that the gap in rigor from 2nd gr. to 3rd grade is significant when looking at curriculum and also instructional practices. This is being discussed and looked at in PLC's during the 2024-25 school year.

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

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

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

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

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

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

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

ES, MS, HS - Student survey results

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



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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Student survey results

Parent survey results

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


**Performance Objective 6:** Campus Behavior Goal:


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


**High Priority**


**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents and students will partner with teachers as they create and implement their 2024-25 grade level / classroom Behavior Management plan, following the district and campus expectations for Level 1 through 5 behaviors, with a particular focus on establishing early and strong parent communications and relationships.</p> <p>Campus Behavior GOAL 2024-25: 100% of instructional staff will implement and follow their Grade Level/TEAM Classroom Behavior Plan based upon the guidelines of the Ethridge Campus Wide Behavior plan as evidenced by the number of parent phone/email communications and conferences prior to Office referral being assigned, unless a Level 4 Offense. SKYWARD Classroom and Office Referrals under Student Discipline.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus Behavior GOAL 2024-25: 100% of instructional staff will implement and follow their Grade Level/TEAM Classroom Behavior Plan based upon the guidelines of the Ethridge Campus Wide Behavior plan as evidenced by the number of parent phone/email communications and conferences prior to Office referral being assigned, unless a Level 4 Offense. SKYWARD Classroom and Office Referrals under Student Discipline.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Team Leads, BLT</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Feb	May	

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 6 Problem Statements:**

## Demographics

**Problem Statement 1:** Growing all students academically and behaviorally, no matter what their ethnicity, socio-economic status, or school programing might be is a challenge for even the most veteran teachers. **Root Cause:** The number of students in our school with multiple at risk indicators has grown considerably over the last several years. This year we have an increase in things such as percentage of students who are in foster care, transient, in special education or in need of extra assistance/ resources are related to how many students are reading below grade level, or not growing academically overall.

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

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

**\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY**

**Evaluation Data Sources:** See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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




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


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


\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focus on Staff Wellbeing by authentically celebrate staff individually, as teams and as a whole by creating a written plan of action that by the campus Staff Connection crew who will plan events to help all feel like they belong and are involved. A calendar will be maintained in Google Calendar and also visibly on a campus bulletin board in the teachers lounge.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve 80% in area of Staff Wellbeing on district EOY PULSE check survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Campus Connection Crew committee</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Staff Wellbeing continues to be an area of opportunity that Administration and the District are focusing on. Feedback from staff on campus and district surveys has shown specific areas that need support for our staff. Goal 3-Staff Wellbeing -- only 71% favorable and limited number of responses on survey and 35% favorable response on reduce paperwork Goal 4 -low Increase Staff involve in decisions <b>Root Cause:</b> Teaching as a profession in public education has not gotten any easier under constant budget constraints due to political inaction on the part of politicians who are focusing on undermining public education's mission to educate all students. The financial hardships are only exacerbated as student behaviors and academic difficulties continue to rise, as teacher wellbeing struggles to improve.</p>

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY





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

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Involve staff in campus decisions through committees and subcommittees in all areas that impact staff schedules, time commitment and overall culture and climate of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve 80% on District Pulse Check will respond in the Agree and Strongly Agree combined section of Staff Wellbeing</p> <p>Related areas of potential increase are:</p> <ul style="list-style-type: none"> <li>Increase staff involve in decisions</li> <li>Increase staff feeling that positive change will result from their feedback/input</li> <li>Increase staff feeling that communication is improved</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration and Staff Connection Crew committee</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

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

**High Priority**

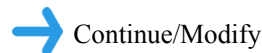
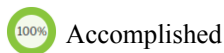
**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Reviews									
<p><b>Strategy 1:</b> Campus instructional staff and administration will communicate and promote educational activities, such as Curriculum Night and special academic events such as Multicultural Night and other projects that teachers work very hard to design and implement so that all families are informed and have the opportunity to be engaged in their children's learning throughout the year in a variety of ways. Campus and teacher communications will help parents be able to recognize the hard work that teachers and campus staff invest on behalf of all of our student's education and wellbeing and submit LISD Recognize Someone on an increasing basis.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. LISD's Staff Recognize Someone submissions will increase by 10 from prior year.</p> <table border="0"> <tr> <td>Measurable Outcomes</td> <td>Target</td> <td>EOY prior year</td> </tr> <tr> <td>Increase Recognize Someone submissions</td> <td>50</td> <td>40</td> </tr> </table> <p>2. Family participation will continue to increase at PTA , Title 1, and Parent Involvement and Engagement events such as Multicultural Night.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Family Engagement and Involvement Multicultural Night - 211 - Title I, Part A - \$1,000</p>	Measurable Outcomes	Target	EOY prior year	Increase Recognize Someone submissions	50	40	Formative			Summative
	Measurable Outcomes	Target	EOY prior year							
	Increase Recognize Someone submissions	50	40							
Nov	Feb	May								



**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** Staff Wellbeing continues to be an area of opportunity that Administration and the District are focusing on. Feedback from staff on campus and district surveys has shown specific areas that need support for our staff. Goal 3-Staff Wellbeing -- only 71% favorable and limited number of responses on survey and 35% favorable response on reduce paperwork Goal 4 -low Increase Staff involve in decisions **Root Cause:** Teaching as a profession in public education has not gotten any easier under constant budget constraints due to political inaction on the part of politicians who are focusing on undermining public education's mission to educate all students. The financial hardships are only exacerbated as student behaviors and academic difficulties continue to rise, as teacher wellbeing struggles to improve.

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

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

\*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**Evaluation Data Sources:** See campus scorecard for targeted outcomes

Staff survey

Customer Service survey

**Goal 6:** Federal and State Mandates





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

You will update the formative and summative reviews.

**Performance Objective 1:** All students shall attend school regularly.

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

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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue



**Goal 6: Federal and State Mandates**

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

You will update the formative and summative reviews.

**Performance Objective 2:** All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

**Evaluation Data Sources:** Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

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



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 6: Federal and State Mandates**

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





You will update the formative and summative reviews.

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

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

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

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

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP services or they may choose to attend LLC and work with their home campus counselor to complete the process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6: Federal and State Mandates**


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


You will update the formative and summative reviews.


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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs. The RtI team is in place and appropriately trained to serve students.</p> <p>Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses, the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on the TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Feb	May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 7: Student Achievement/Safeguards**

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

**Performance Objective 1:** Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

**Evaluation Data Sources:** STAAR scores; local grades and assessments; campus staff observations and reflections indicating interventions are successful, family involvement

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

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

# Title I

## 1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school wide focus is on academic student achievement as measured by growth throughout the school year.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district and campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

## 2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Ethridge Elementary Building\_Leadership Team are involved in monitoring the campus improvement plan.

## 2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content.

## 2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. MTSS meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

## 2.5: Increased learning time and well-rounded education

Based on need as identified via the MTSS process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

## 2.6: Address needs of all students, particularly at-risk

Ethridge Elementary CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.



### **3.1: Annually evaluate the schoolwide plan**

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the campus website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online surveys, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

### **4.2: Offer flexible number of parent involvement meetings**

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.