

Lewisville Independent School District
Ethridge Elementary School
2021-2022 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
Goal 1: Cornerstone 1 / Student Learning Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are quipped for success.	15
Goal 2: Cornerstone 2/ Student Experience A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.	19
Goal 3: Cornerstone 3/ Resource Stewardship In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent, and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.	22
Goal 4: Cornerstone 4/ Community Engagement We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategies partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.	26
Goal 5: Student Achievement/Safeguards THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews.	30
Goal 6: State and Federal Mandates THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL. You will update the formative and summative reviews.	31
State Compensatory	37
Budget for Ethridge Elementary School	38
Personnel for Ethridge Elementary School	38

Comprehensive Needs Assessment

Revised/Approved: August 11, 2021

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 high quality teachers who believe in teaching the whole child.

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 will start each school day in a classroom circle, where students will greet and check in with each other and the teacher through various social/emotional approaches. Teachers will set the stage and tone for the day during this 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.

One of the unique attributes of our school location is that it is next to Lake Lewisville. 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 , where you can find our phone number and links to our school Facebook and Twitter pages.

Ethridge 2021-22 Student Enrollment Demographics

Student Enrollment

385 Students | [Reset All](#)

Gender



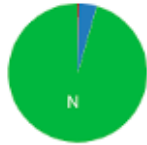
Female: 47.27%
Male: 52.73%

GT



N: 90.91%
Y: 9.09%

ELL



Denial: 0.26%
Eng Sec Lan.: 4.11%
Other: 95.58%

ED



Free: 34.29%
N: 59.22%
Other: 1.04%
Reduced: 5.45%

At Risk



N: 91.95%
Y: 8.05%

Special Ed



N: 78.18%
Y: 21.82%

504

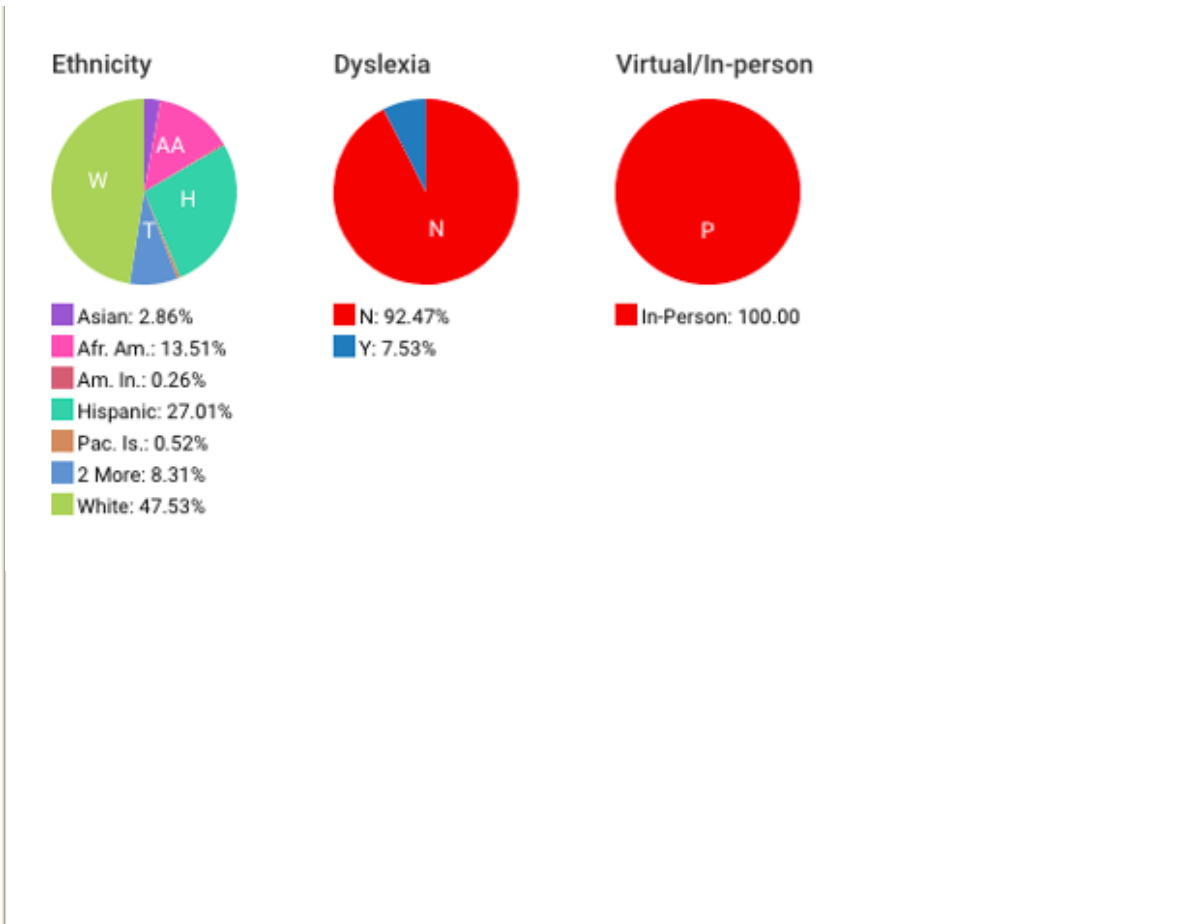


N: 96.10%
Y: 3.90%

CTE



Not CTE: 100.00%



Demographics Strengths

The Ethridge student body and staff is a healthy, diverse blend of students, 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Ethridge will need to focus on integrating a large number of new students and staff to create a cohesive, united campus culture and climate, in addition to re-establishment of Ethridge's academic and behavioral expectations for how we work and play together in class and on campus in general. **Root Cause:** Ethridge's demographics has changed due to being rezoned, in addition to the closing of the neighboring Stewarts Creek Elementary and adding approximately half of that student body.

Student Learning

Student Learning Summary

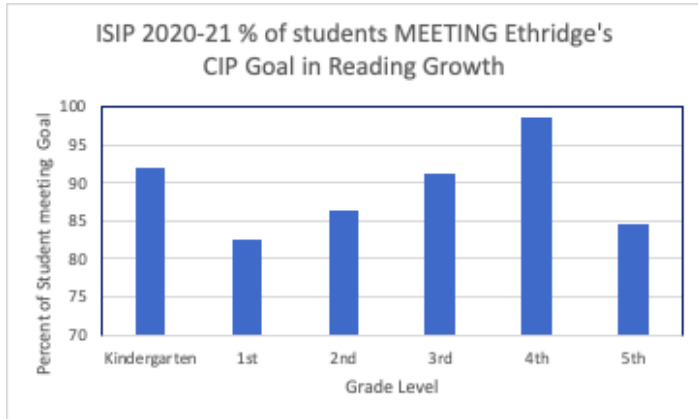
STAAR 2021

	# Tested	% Corr	Raw Scr	Sc1 Scr	Approaches	Meets	Masters
ETHRIDGE ELEM.							
3rd Gr. MATH	57	57%	18	1412	58%	32%	16%
3rd Gr. READING	57	62%	21	1415	63%	42%	21%
4th Gr. Math	66	67%	23	1587	73%	52%	33%
4th Gr. Reading	65	65%	23	1502	69%	37%	17%
5th Gr. Reading	64	70%	26	1577	75%	50%	31%
5th Gr. Math	64	67%	24	1636	84%	53%	36%
5th Science	62	64%	23	3744	65%	35%	15%

Goal: By the end of the 2020-21 school year, 80% of Ethridge students will be reading on grade level or demonstrate 6 months or more of growth.

ETHRIDGE % of Students met Goal

Kindergarten	91.9%
1st	82.5%
2nd	86.3%
3rd	91.3%
4th	98.6%
5th	84.7%



Student Learning Strengths

Ethridge students performed well on the 5th gr. and 4th gr. Math and 4th gr. writing 2021 STAAR.

Additionally, the campus met and exceeded the End of Year CIP 2021 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Ethridge 3rd grade students are not performing up to Campus expectation on STAAR in the areas of math and reading. Ethridge 3rd gr. students are performing below expectation on the Early Childhood Istation Math. **Root Cause:** The impact of math instructional time missed and the inability to use math manipulatives during the COVID pandemic is evident in the concept/number sense gaps in learning at all grade levels and has negatively impacted student overall performance in math with our younger students.

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 and "I Can" statements.

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): Ethridge will need to dedicate funds and resources to early literacy interventions to bridge larger than normal gaps in literacy skills in an effort to increase the percentage of students reading on grade level or making a year's worth of growth. **Root Cause:** The loss of in person instruction with a certified teacher and also the loss of just instructional time in general that has been experienced during the COVID pandemic is showing evidence of gaps in reading skills as evidenced in campus data K-5.

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. Parents attended performances, Meet the Teacher, and Open House, but attendance at other school events virtually was low due to COVID. We are hoping that in person events will increase parental participation. Parents volunteer to make copies and plan parties, but they are not normally active participants in classroom learning. We are hoping to see this change.

An annual review of the House Bill 5 survey with the Fine Arts Team, Media Specialist, GT teacher, and Counselor, revealed many strengths. We scored exemplary in PE, Health, and Wellness, Communication and Parent Involvement, Digital Learning Environment, Drop-Out Prevention, and Fine Arts. Second Language Acquisition and Gifted and Talented were both noted as recognized, whereas 21st Century Workforce Development is an area we need to address.

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. Our WatchDOG program that is run by PTA is highly effective and respected. 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student inappropriate and disruptive behaviors have increased at Ethridge both in the classroom and socially between student peers in unstructured areas. **Root Cause:** The closing of Stewart's Creek, the rezoning of the school boundaries by LISD, and the COVID pandemic has created a change in student population at Ethridge, in addition to a spike in new enrollees from other districts and states, some of whom have not been back to in person school.

Priority Problem Statements

Problem Statement 1: Ethridge will need to focus on integrating a large number of new students and staff to create a cohesive, united campus culture and climate, in addition to re-establishment of Ethridge's academic and behavioral expectations for how we work and play together in class and on campus in general.

Root Cause 1: Ethridge's demographics has changed due to being rezoned, in addition to the closing of the neighboring Stewarts Creek Elementary and adding approximately half of that student body.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Ethridge 3rd grade students are not performing up to Campus expectation on STAAR in the areas of math and reading. Ethridge 3rd gr. students are performing below expectation on the Early Childhood Istation Math.

Root Cause 2: The impact of math instructional time missed and the inability to use math manipulatives during the COVID pandemic is evident in the concept/number sense gaps in learning at all grade levels and has negatively impacted student overall performance in math with our younger students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Ethridge will needs to dedicate funds and resources to early literacy interventions to bridge larger than normal gaps in literacy skills in an effort to increase the percentage of students reading on grade level or making a year's worth of growth.

Root Cause 3: The loss of in person instruction with a certified teacher and also the loss of just instructional time in general that has been experienced during the COVID pandemic is showing evidence of gaps in reading skills as evidenced in campus data K-5.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student inappropriate and disruptive behaviors have increased at Ethridge both in the classroom and socially between student peers in unstructured areas.

Root Cause 4: The closing of Stewart's Creek, the rezoning of the school boundaries by LISD, and the COVID pandemic has created a change in student population at Ethridge, in addition to a spike in new enrollees from other districts and states, some of whom have not been back to in person school.

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: 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
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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

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

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

Revised/Approved: August 20, 2021

Goal 1: Cornerstone 1 / Student Learning

Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are quipped for success.

Performance Objective 1: Board Goals:

- * HB 3 Early Childhood Literacy Reading - % of 3rd graders that score meets grade level on IStation's Indicators of Progress will increase
- * HB 3 Early Childhood Math - % of 3rd graders that perform at Tier 1 on Istation Math will increase
- * HB 3 College Career Military Readiness - % of graduates that engage in CCMR related indicators will increase
- * Implement new and expand existing targeted elementary and secondary learning intervention programs based on student need

Superintendent Goals:

- * Implement a minimum of 2 literacy check-ins (one fall/one spring) for K-5 per ES campus
- * Identify prioritized TEKS from the BOY MS reading assessment to determine readiness for grade-level work
- * Determine growth expectations for students using early childhood math BOY 2020 comparisons to EOY 2021
- * Utilize readiness dashboard to identify and target students for readiness as the campus level
- * Provide support to campuses in creating intervention programs for summer 2021 and beyond






DIP Goals:

- * Conduct content alignment walks with campus leadership and Learning & Teaching leaders in a manner that provides data analysis to achieve 80% of content walks indicate alignment of curriculum and instruction (virtual and in-person)
- * Align PLC focus areas with CIP goals and utilize PLCs effectively to make gains on CIP goals and increase graduation rates
- * Increase graduation rate through the use of early warning systems (dashboard, counselors, etc)
- * Utilize trend data to understand and monitor elements of the student learning experience, including student engagement, technology usage, & lesson design strategies. Determine future actions to ensure learning is engaging and relevant to students

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

HB3 Goal

Evaluation Data Sources: BOY and EOY assessments, dashboard data, walk data including TREND and content walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Istation, TEXKIA, and CBA student data will be reviewed in Kinder through 5th grade PLC's, including scheduled individual literacy check-ins with classroom teachers.</p> <p>Strategy's Expected Result/Impact: 1. Reading and math targets will be reached for 3rd gr. at Ethridge. Percentages for Reading and math targets by student group can be found in the Addendum section." 2. Students will grow by at least one level in their writing as identified on the district writing rubric and will be evidenced in AWARE from BOY to EOY data. 3. Student data in PLC's will be used to inform teacher instructional decisions in planning in a way that will positively impact student learning and growth. 4. Campus percentages for students that score meets grade level on Istation indicators of progress will increase as follows: 72% Percent of students at Tier 1 on Istation Math or show 6 months of growth. 75% Percent of students at Tier 1 on Istation Reading or show 6 months of growth.</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers Special Program Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support personnel will provide reading and math interventions under guidance of certified classroom teacher after school in extended day tutoring.</p> <p>Strategy's Expected Result/Impact: 1. Participating students will show gains and learning gaps will close in the areas of reading and math and writing.</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Paraprofessionals - 211 - Title I, Part A - 211-11-6121-36-119-..... - \$1,600</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Ethridge 3rd grade students are not performing up to Campus expectation on STAAR in the areas of math and reading. Ethridge 3rd gr. students are performing below expectation on the Early Childhood Istation Math. Root Cause: The impact of math instructional time missed and the inability to use math manipulatives during the COVID pandemic is evident in the concept/number sense gaps in learning at all grade levels and has negatively impacted student overall performance in math with our younger students.</p>

School Processes & Programs

Problem Statement 1: Ethridge will needs to dedicate funds and resources to early literacy interventions to bridge larger than normal gaps in literacy skills in an effort to increase the percentage of students reading on grade level or making a year's worth of growth. **Root Cause:** The loss of in person instruction with a certified teacher and also the loss of just instructional time in general that has been experienced during the COVID pandemic is showing evidence of gaps in reading skills as evidenced in campus data K-5.

Goal 1: Cornerstone 1 / Student Learning

Profound learning for students occurs when we provide meaningful and relevant educational opportunities. In LISD, we are preparing the dreamers to be the doers by developing engaged, collaborative learners who are quipped for success.

Performance Objective 2: Student Learning I Statements:





- *I ensure learning is based on defined standards.
- * I model lifelong learning.
- * I create an environment optimal for learning.
- ***** I ensure that learners are actively engaged in meaningful and relevant work.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Evaluation Data Sources: BOY and EOY assessments, Edgudence dashboard data, LEAD walkthrough data including TREND and content walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will assist teachers in developing, implementing, and showing growth in their LEAD goals, aligned to the district's math and reading student growth goals, through scheduled PLC's, LEAD conferences, walkthroughs, and observations, in addition to all staff/Administration conducting TREND walkthroughs according to the campus preset schedule.</p> <p>Strategy's Expected Result/Impact: 1. The increased admin and teacher focus on math and reading instruction through regularly scheduled data PLC's will show a positive trend line of best fit towards meeting district EOY goals. 2. Teacher lesson plans and instruction will be 100% aligned with district curriculum and state TEKS and will include evidence intentionally planned instructional best practices that will increase student engagement and learning at the required rigor of the TEKS.</p> <p>Staff Responsible for Monitoring: Campus Principal and Assistant Principal Classroom Teachers Special Program Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided essential resources and supplies, including both digital and consumable, so that all students have access to what they need to help them be academically successful.</p> <p>Strategy's Expected Result/Impact: 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. 2. Every student in K - 5 will have access to high-interest district-approved digital resources, such as Pebble Go, Brain Pop, etc... 3. K-5 students will have access to headphones for learning and assessments when using district ipads. 4. Teachers will use laminator to make academic TEKS based learning activities/games to engage students in the learning process. 5. Students will be provided any type of consumable school supply needed in class for academic use.</p> <p>Staff Responsible for Monitoring: Campus Principal and Secretary Library Media Specialist Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Student Planners, pencils and Pencil Grips, and misc. paper, laminator and laminate, Pepplego, Brainpop, Smore Software - 211 - Title I, Part A - \$15,700</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Ethridge will need to focus on integrating a large number of new students and staff to create a cohesive, united campus culture and climate, in addition to re-establishment of Ethridge's academic and behavioral expectations for how we work and play together in class and on campus in general. Root Cause: Ethridge's demographics has changed due to being rezoned, in addition to the closing of the neighboring Stewarts Creek Elementary and adding approximately half of that student body.</p>
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Goal 2: Cornerstone 2/ Student Experience

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

Performance Objective 1: Board Goals:

- * Ensure students are college and career-ready based on LISD readiness indicators
- * Continue to develop the whole child, fostering the social and emotional skills needed to thrive in a diverse and dynamic world

Superintendent Goals:





- * Expand readiness indicators and complete early warning indicators on the dashboard for campus usage
- * Ensure all students have contact with a counselor through a minimum of two touch points as part of delivering a comprehensive school counseling curriculum/program as outlined by the Texas Model for School Counseling
- * Ensure counselor continue to track various meeting types with students, increase the percentage of students meeting with counselors

DIP Goals:

- * Complete all campus emergency drills and scheduled safety and security audits
- * Decrease disproportionate out-of-placement disciplinary actions - utilize proactive measures to establish relationships with student groups to provide an inclusive and positive learning environment connected to the work of cultural proficiency, Restorative practices, Second Steps, and CHAMPS
- * Implement Second Steps Curriculum at the elementary level in order to increase student social and emotional learning with 18 campuses implementing as teacher-led. Monitor and analyze data
- * Ensure all students receive support and guidance from a counselor through a minimum of two touch points
- * Utilize early warning dashboard to continue to develop the whole child and decrease the % of under-participation of secondary students engaged in extra-curricular activities, clubs, and/or organizations
- * Identify and utilize performance tasks at specific grade levels and content areas
- * All HS will complete Common Sense School requirements with support of the Digital Learning Department. Provide guidance to campuses for renewal of recognition every 2 years.

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: Readiness dashboard, counselor data, student survey, discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will receive regularly scheduled guidance lessons each month and have access to the school counselor individually or in small group on an as needed basis.</p> <p>Strategy's Expected Result/Impact: 1. Teachers and Students will know and be able to use the counselor QR code system to schedule an individual meeting and also be able to use the Rythm App. 2. Teachers and Students will know and understand how to apply SEL Second Step lessons to real life situations. 3. Teachers and Students will know and be able to use the classroom brain break boxes and connection kits effectively.</p> <p>Staff Responsible for Monitoring: Campus Counselor, Principals, and Teachers</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 2: Cornerstone 2/ Student Experience





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

Performance Objective 2: Student Experience I Statements:

- * I create safe and inclusive opportunities.
- * I nurture each learner as an individual and as a citizen of the community.
- * I seek and encourage talent development.
- * I collaborate, communication, and persevere.
- * ***** I engage in work that directly and indirectly creates positive experiences for learners.

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Evaluation Data Sources: Counselor BOY and MOY student and staff surveys, data from Rhythm, and Panorama data, discipline data in Edgudence

Strategy 1 Details	Reviews			
<p>Strategy 1: Ethridge Elementary will implement a campus wide systematic approach to address students' social emotional well being and increase students' knowledge of the 5 CASEL Competencies through the implementation of Second Step, Rhythm, Brain Break Boxes, and Connections Kits.</p> <p>Strategy's Expected Result/Impact: 1. Safe and nurturing school learning environment 2. Increase in percentage of students and staff on Panorama questions relating to student SEL 3. Decrease in the # of student office referrals resulting in disciplinary action by administration</p> <p>Staff Responsible for Monitoring: Campus Counselor, Teachers, and Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Cornerstone 3/ Resource Stewardship

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

Performance Objective 1: Board Goals:

- * Review and implement agreed upon findings from current and future internal audit reports when completed
- * Create and evaluate various fiscal options for future debt, future financial ramifications, and future facility and technology needs

Superintendent Goals:





- * Increase the retention rates of first year teachers to 90% by developing skilled teachers who feel supported and a sense of belonging so they stay in LISD.
- * Develop short-term and long-term calendar of various efforts

DIP Goals:

- * Maximize the use of technology investment and resources to enhance student learning and experience
- * Facilitators will focus on district priority learning for teachers depending on grade level/content area and CIP goals
- * Respond to new 87th legislative session requirements

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: survey data, views on resources, leadership opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity and longevity in new staff /new teachers by utilizing campus and district new teacher mentors, instructional facilitators, and check-ins with principals.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Increase retention rates in new staff/new teachers/new support staff 2. Increase connection to teammates and sense comradery/belongingness which leads to high functioning teams and increased student learning 3. Increase sense of competence and successful growth of self and students throughout the year 4. Increase in staff Panorama data as related to this Strategy <p>Staff Responsible for Monitoring: Campus Administration, District New Teacher Mentor, Campus Mentor,</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1:

Ethridge will need to focus on integrating a large number of new students and staff to create a cohesive, united campus culture and climate, in addition to re-establishment of Ethridge's academic and behavioral expectations for how we work and play together in class and on campus in general. **Root Cause:** Ethridge's demographics has changed due to being rezoned, in addition to the closing of the neighboring Stewarts Creek Elementary and adding approximately half of that student body.

Goal 3: Cornerstone 3/ Resource Stewardship

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





Performance Objective 2: Resource Stewardship I Statements:

- * I embrace innovation with a flexible, relevant, and solution-oriented mindset
- * I have a mind for practicing efficient use of resources
- * *****I use resources in an effective and efficient way that serves others

CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)

Evaluation Data Sources: District and Campus Administration, Teacher panorama survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Ethridge ES will use Title 1 paraprofessional(s) to deliver effective, consistent interventions and to assist in preparing engaging academic classroom and parent home help interventions/games for students through flexible use of instructional time throughout the week. This will be explained during the Title 1 Parent Involvement and Family Engagement meetings offered both In person and Virtually at different times.</p> <p>Strategy's Expected Result/Impact: 1. Istation Tier 2 and 3 students will show growth in reading and/or math areas of targeted deficiencies. 2. Student/Parent engagement and involvement will increase at school and at home by using game based learning and other teacher recommended prepared activities.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, BLT</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 instructional paraprofessional and Title 1 Temp - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Additional time twice in the first semester will be scheduled outside of the school day for grade level teams to build strong, high functioning Professional Learning Communities accomplished in the UBD Lesson Design process and data/student work analysis.</p> <p>Strategy's Expected Result/Impact: 1. Powerful, high quality, standards based lesson design resulting in engaging activities, relevant student work and deeper learning. 2. Protocols used in looking at student work and analyzing data to inform instructional decisions and track student growth/progress.</p> <p>Staff Responsible for Monitoring: Administration, BLT, Team Leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Extended day pay for teachers - 211 - Title I, Part A - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Cornerstone 4/ Community Engagement

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

Performance Objective 1: Board Goals:

- * Increase opportunities for authentic stakeholder engagement (staff, parents, community members, and business partners)
- * Continue to enhance cultural proficiency within the organization through authentic engagement

Superintendent Goals:





- * Administer surveys to various groups to gain feedback
- * Hire a consultant for a new Strategic Planning process
- * Increase opportunities for authentic stakeholder engagement and measure engagement levels
- * Continue implementation of Restorative Practices and utilize survey data to determine ongoing student and campus needs
- * Implement common learning expectation in every summer professional learning opportunity about student health and well-being

DIP Goals:

- * Increase student participation in job-embedded learning opportunities and engage with local businesses
- * Conduct student survey to obtain feedback on schoolwide experience and campus culture
- * Implement ongoing customer service training to enhance customer experience through lens of cultural proficiency. Utilize raptor survey results for additional campus supports
- * Continue to foster culture champions through authentic engagement and learning (quarterly information and support for campus and district leaders in continuous learning)
- * Continue to implement Restorative Practices with fidelity to impact discipline and culture

CAMPUSES DETERMINE STRATEGIES FOR PERFORMANCE OBJECTIVE 1 THAT WILL HELP MEET GOALS THAT APPLY TO THEIR LEVEL

Evaluation Data Sources: attendance records, views, and shares
surveys, discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ethridge will host a campus wide, Parent /Family Engagement multicultural event for K-5 students with parent, student and community participation.</p> <p>Strategy's Expected Result/Impact: 1. Students increase multicultural awareness and acceptance of cultural differences from around the world 2. Increase in parent participation and engagement in campus events as evidenced by the number of participants and community sponsors/attendees. 3. Students K-5 will perform for parents or participate in the campus events, in addition to parent sponsorship of cultural tables featuring traditions and foods from their culture for the multicultural event.</p> <p>Staff Responsible for Monitoring: Grade level Teams, PTA, Campus Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Ethridge will need to focus on integrating a large number of new students and staff to create a cohesive, united campus culture and climate, in addition to re-establishment of Ethridge's academic and behavioral expectations for how we work and play together in class and on campus in general. Root Cause: Ethridge's demographics has changed due to being rezoned, in addition to the closing of the neighboring Stewarts Creek Elementary and adding approximately half of that student body.</p>

Goal 4: Cornerstone 4/ Community Engagement

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


Performance Objective 2: Community Engagement I Statements:


- * I go above and beyond to serve
- * I seek out accurate information to represent my classroom
- * I communicate with all stakeholders to understand diverse perspectives
- * *****I actively involve community partners in campus and district initiatives


CAMPUSES: SELECT AT LEAST ONE I STATEMENT FROM ABOVE THAT THE CAMPUS WILL FOCUS ON THIS YEAR. THEN ADD STRATEGIES THAT WILL HELP MEET THE GOALS FOR THAT SPECIFIC I STATEMENT(S)


Evaluation Data Sources: Calendar of Parent Involvement Events on Ethridge parent website calendar, internal campus calendar, and campus Title 1 calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase level of family involvement and community engagement through K-5 student performances , curriculum family events, and/or academic student presentations as compared to the 2020-21 Covid restricted school year.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. An increase in the number of parents attending in person or virtual at family engagement/ student performance events. 2. Development of a good working partnership between parent and teacher that positively impacts student academic, social and emotional growth. 3. Increased PTA membership 4. Increased Panorama scores on Parent Input portion of the survey in related areas. 5. Teachers will provide parents with hands-on academic home help materials. 6. Develop positive relationships with families by creating a welcoming environment that includes snacks and other amenities. <p>Staff Responsible for Monitoring: Campus Principals, Teachers, Team Leads, BLT, PTA board members, Special Program Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211 - Title I, Part A - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1:

Ethridge will need to focus on integrating a large number of new students and staff to create a cohesive, united campus culture and climate, in addition to re-establishment of Ethridge's academic and behavioral expectations for how we work and play together in class and on campus in general. **Root Cause:** Ethridge's demographics has changed due to being rezoned, in addition to the closing of the neighboring Stewarts Creek Elementary and adding approximately half of that student body.





Goal 5: 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; family and community involvement records





Strategy 1 Details	Reviews			
<p>Strategy 1: Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive accelerated instruction will be provided to students not meeting minimum expectations; examples include tutorials, summer school, mentor programs, response to intervention, etc.</p> <p>Parent/guardian will be notified about academic progress through teacher/parent conferences, information on what the school will do and what parents can do, progress reports, report cards, etc. The campus will provide opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</p> <p>Failure rates will be used to identify students' needs, and students at risk.</p> <p>Campus will provide strategies to attract highly qualified teachers to high need students, provide instruction by highly qualified teachers, provide professional development for campus staff in assisting all students to meet the state's challenging content and performance standards, assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements (if applicable), ensure smooth transition for students from early childhood programs and from elementary to middle school and middle school to high school, coordinate funds to increase student achievement, and utilize teachers regarding the use of academic assessments for providing information and improving the achievement of individual students. Specific methods noted in campus goals above.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: State and Federal 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; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling and/or health services departments.</p> <p>Truancy charges are regularly filed when appropriate.</p> <p>Parent notification is given when students are absent.</p> <p>Student residency is verified.</p> <p>Strategies are implemented to increase parental involvement.</p> <p>Training is provided for parents regarding how to utilize technology to monitor student progress and achievement.</p> <p>Strategy's Expected Result/Impact: Student attendance records demonstrating appropriately high levels</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: State and Federal 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; local grades and assessments; campus staff observations and reflections; family and community involvement records

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

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 6: State and Federal 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: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>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>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>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>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>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 6: State and Federal 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; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>Strategies will be implemented for recruiting highly effective teachers</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>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Ethridge Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Ethridge Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Elizabeth Gonzalez	Title Aide	1