

Lewisville Independent School District

Ethridge Elementary School

2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 15, 2023

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 , where you can find our phone number and links to

our school Facebook and Twitter pages.

As of Sept. 15, 2023, the following graphs are representative of Ethridge's Demographics

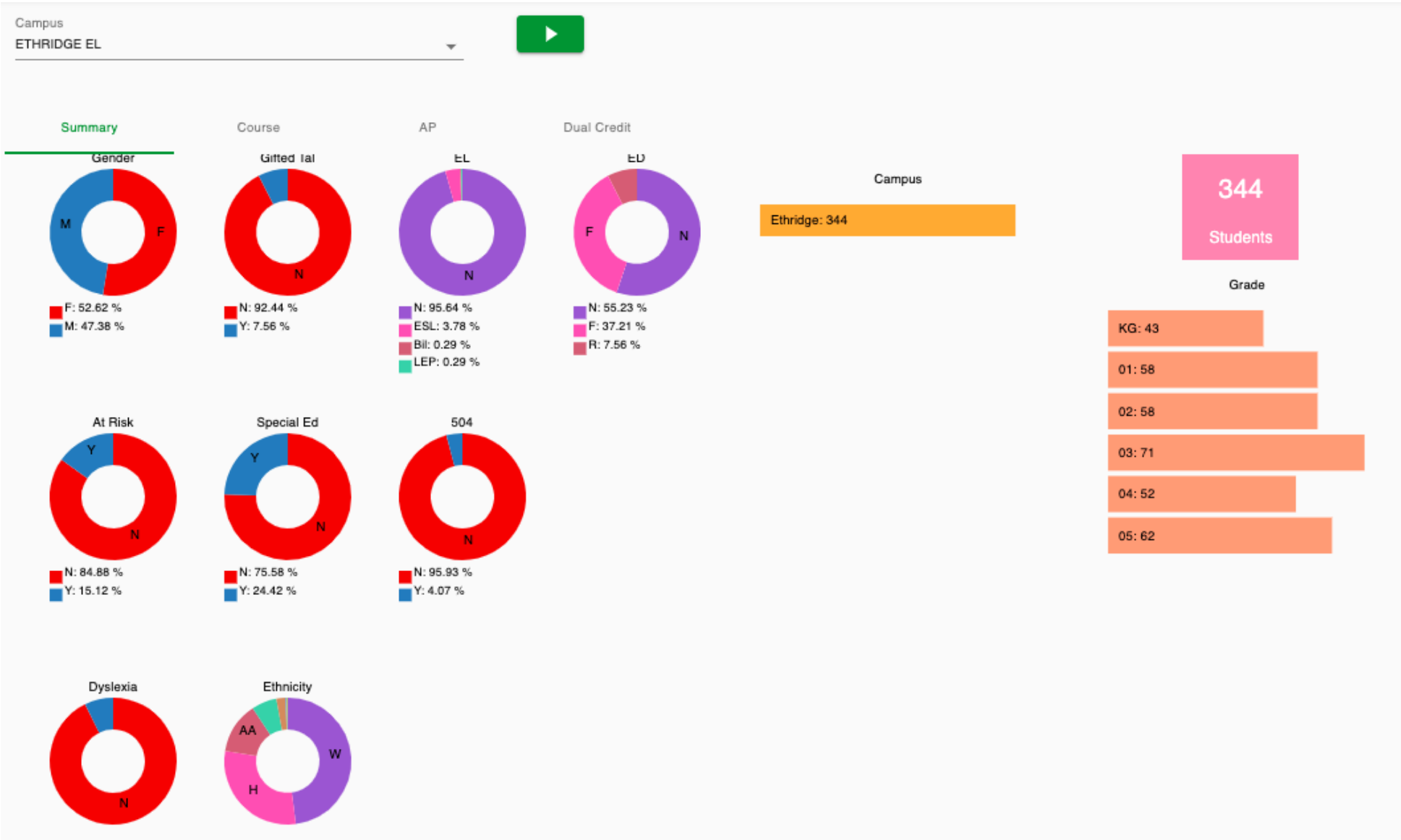


Image Caption

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)

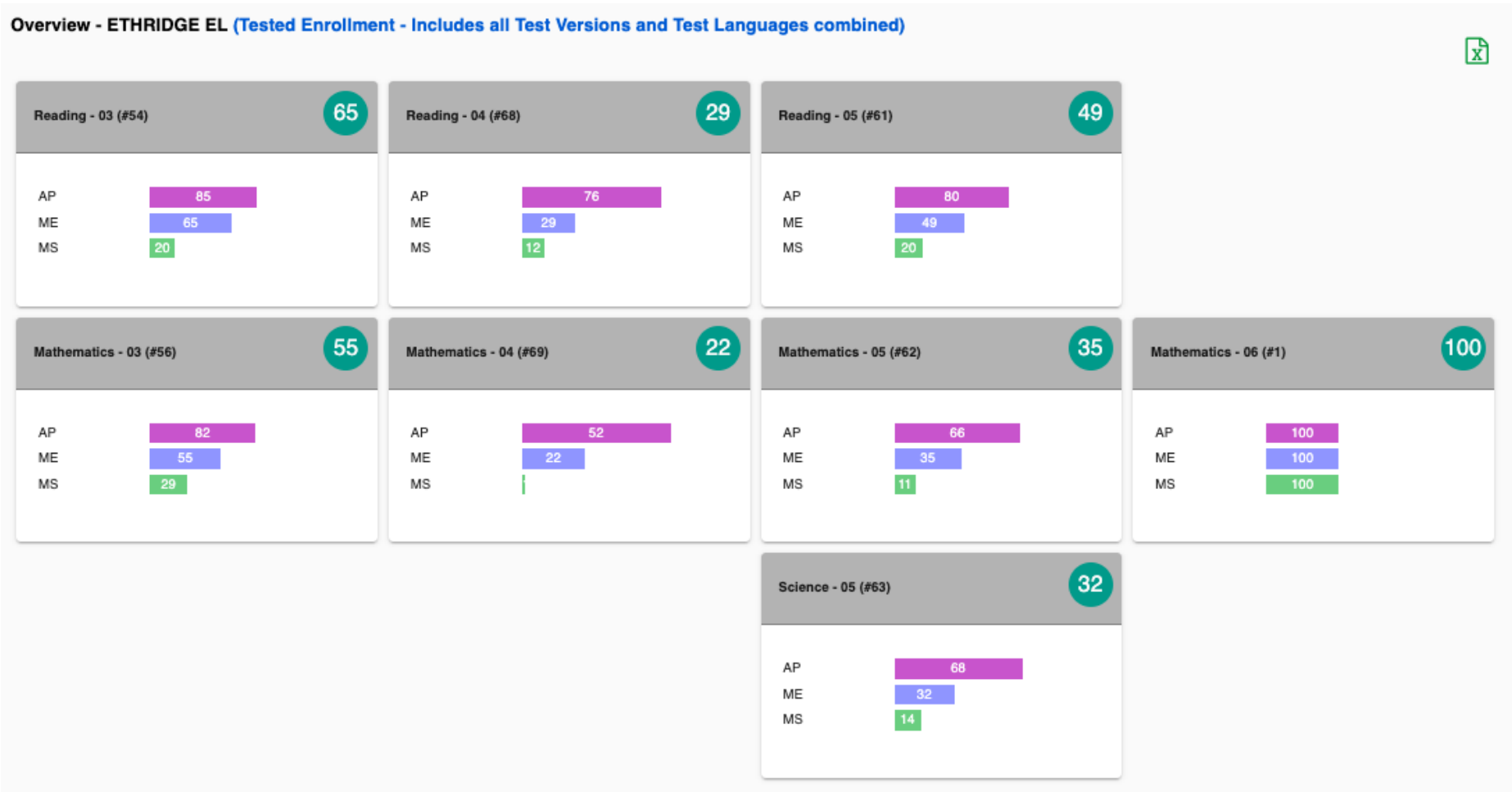
Problem Statements Identifying Demographics Needs

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 dramatic increase in things such as percentage of students who are homeless or 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.

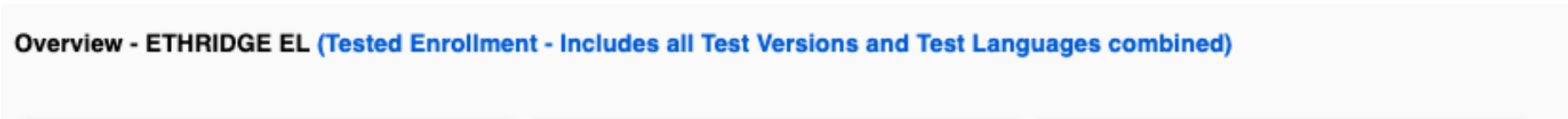
Student Learning

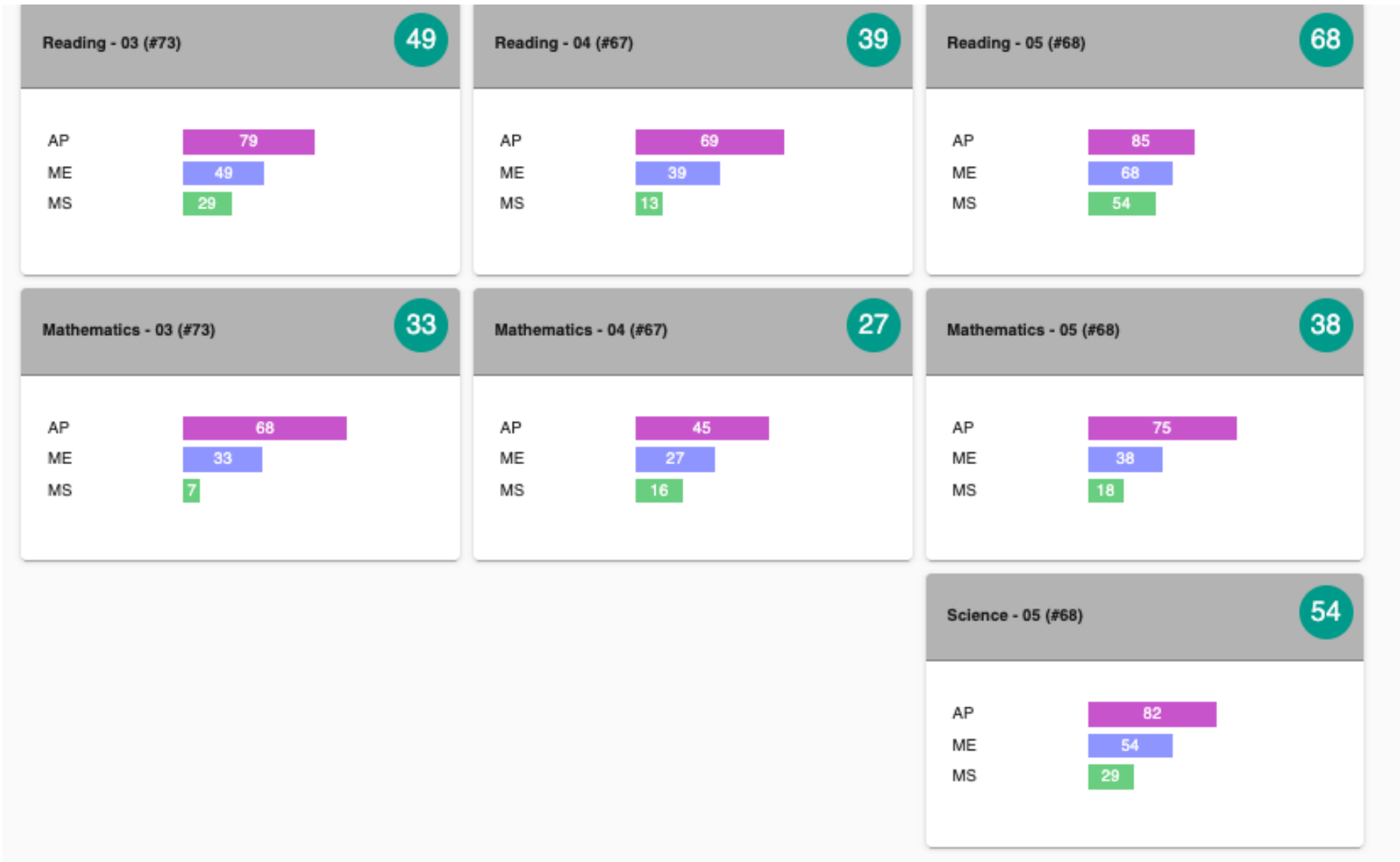
Student Learning Summary

2022-23 STAAR number of student in 3rd, 4th, and 5th gr. Math and Reading; 5th gr. Science who achieved Approaches, Meets, Masters



2021-22 STAAR number of students in 3rd -5th Math, Reading and 5th Science who achieved Approaches, Meets, Masters





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 Istatition.

ETHRIDGE % of Students met or exceeded Goal on ISIP

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

Student Learning Strengths

Ethridge 3rd and 5th students performed well on the Reading, Math and 5th gr. Science 2023 STAAR.

3rd grade students have increased their number of students who achieved Approaching and Meets from prior year on Reading and Math STAAR. (see above graphic)

Additionally, the campus met and exceeded the End of Year CIP 2023 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 graphic)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Ethridge 4th students are not performing up to Campus expectation on STAAR in the areas of math and reading. The number of students who achieved Approaches, Meets and Masters has decreased. **Root Cause:** Prior year 4th gr. student population were classified as 31 % in special education and many of those students were performing significantly below grade level. The difference between when they were in 3rd gr. and 4th grade was that they showed more growth in 3rd gr. than in 4th grade from where they started the year. Additionally, the 4th gr. STAAR Math test is more difficult on average than 3rd's

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): 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 number of incoming Kindergarten students who have not had prior year exposure to developmentally appropriate literacy basic knowledge and skills is increasing, probably due to cost of daycare and not qualifying for the free pre-k programs that LISD offers on some campuses for families that qualify as low SES or whose child is classified as in need of special education pre-k services.

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.

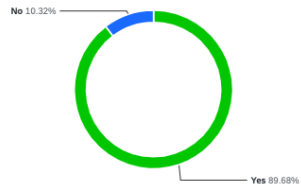
In addition to district provided surveys, campus surveys were sent to parents, students and teachers regarding the various areas of school life. After reviewing this feedback, it was noted that parents would like more options for volunteering and getting involved at school. Ethridge has great community 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

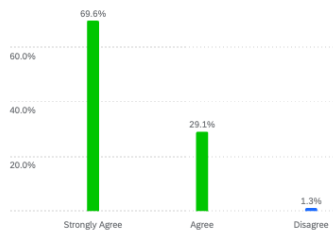
Campus and district surveys show that parents feel they are well communicated with and feel welcome at Ethridge Elementary. Our students are perceived to be polite and respectful. We have high parent participation when children are actively involved in the activities. Parents believe that the learning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

Goal 2: Student Experience

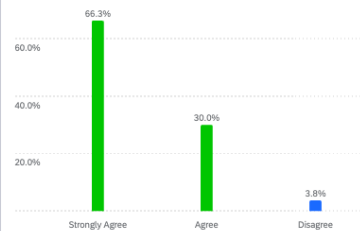
2.2 Comfortable talking to staff (Student Survey) 126 ⓘ



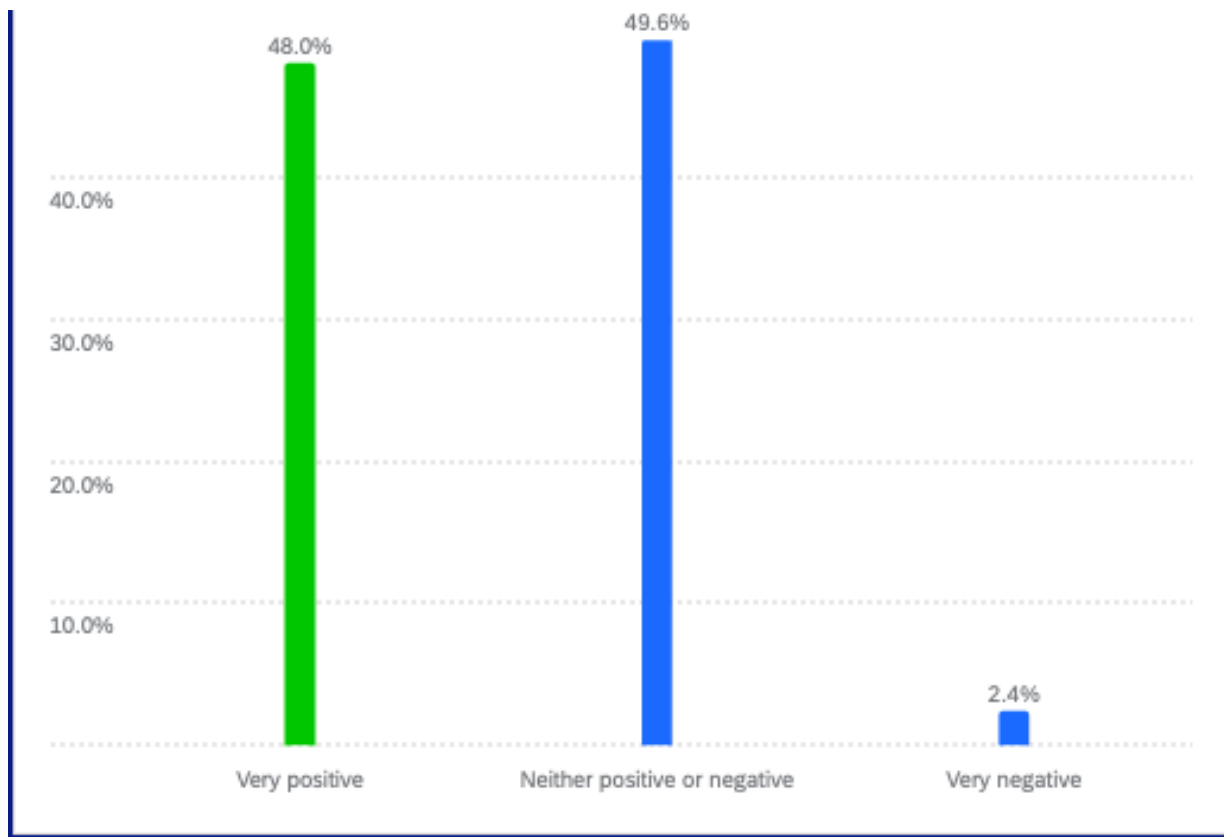
2.2 Child glad to come to school (Parent Survey) ⓘ



2.5 Health and Well-being (Parent Survey) ⓘ



2.5 Positive environment (Student Survey) 123 ⓘ



Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student data from surveys still indicates that although our students feel they have a teacher they can talk to and their learning environment is overall a positive one, 52% have indicated a "neither agree nor disagree" on that particular question, which indicates we have room for growth! **Root Cause:** We believe that this ambivalence in our data could be individual, isolated cases of students who have behavioral difficulties or a teacher who has to be out for an extended period of time (maternity leave as an example) so a substitute is there for an extended period of time could both affect how the entire class feels about their learning environment.

Problem Statement 2 (Prioritized): Staff Wellbeing is lower than desired, with a larger percentage in the Neither Agree nor Disagree area of ambivalence. **Root Cause:** Staff data indicates that wellbeing /worklife balance of staff members has suffered due to a larger number of new staff hired at Ethridge in the post-covid era and also after the closing of Stewart's Creek El. when we aquired some of their staff. The campus staff survey revealed a desire for more opportunities for staff to connect outside of school or in other non-academic ways on campus.

Priority Problem Statements

Problem Statement 1: Student data from surveys still indicates that although our students feel they have a teacher they can talk to and their learning environment is overall a positive one, 52% have indicated a "neither agree nor disagree" on that particular question, which indicates we have room for growth!

Root Cause 1: We believe that this ambivalence in our data could be individual, isolated cases of students who have behavioral difficulties or a teacher who has to be out for an extended period of time (maternity leave as an example) so a substitute is there for an extended period of time could both affect how the entire class feels about their learning environment.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: 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 2: The number of incoming Kindergarten students who have not had prior year exposure to developmentally appropriate literacy basic knowledge and skills is increasing, probably due to cost of daycare and not qualifying for the free pre-k programs that LISD offers on some campuses for families that qualify as low SES or whose child is classified as in need of special education pre-k services.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Ethridge 4th students are not performing up to Campus expectation on STAAR in the areas of math and reading. The number of students who achieved Approaches, Meets and Masters has decreased.

Root Cause 3: Prior year 4th gr. student population were classified as 31 % in special education and many of those students were performing significantly below grade level. The difference between when they were in 3rd gr. and 4th grade was that they showed more growth in 3rd gr. than in 4th grade from where they started the year. Additionally, the 4th gr. STAAR Math test is more difficult on average than 3rd's

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 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 4: The number of students in our school with multiple at risk indicators has grown considerably over the last several years. This dramatic increase in things such as percentage of students who are homeless or 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 4 Areas: Demographics

Problem Statement 5: Staff Wellbeing is lower than desired, with a larger percentage in the Neither Agree nor Disagree area of ambivalence.

Root Cause 5: Staff data indicates that wellbeing /worklife balance of staff members has suffered due to a larger number of new staff hired at Ethridge in the post-covid era and also after the closing of Stewart's Creek El. when we aquired some of their staff. The campus staff survey revealed a desire for more opportunities for staff to connect outside of school or in other non-academic ways on campus.

Problem Statement 5 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
- 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)
- 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
- 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
- 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
- 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
- Violence and/or violence prevention 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-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
- Action research results

Goals

Revised/Approved: September 15, 2023

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	Formative Reviews		
<p>Strategy 1: Through collaborative Lesson Design, Data PLC's/Lit Checks, and use of the Coaching Cycle focused on Hattie's Highly Effective Instructional Strategies (Student conversation and Small group instruction) across all subjects, teachers will 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.</p> <p>Strategy's Expected Result/Impact: Result/Impact: 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>*75% 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 will positively impact student engagement and yield high levels of learning in Math. (See Addendums for HB3 Targets)</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Paraprofessionals after hours tutoring/interventions - 211 - Title I, Part A - \$600</p>	Formative		
	Nov	Feb	May

Strategy 2 Details		Formative Reviews		
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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"> 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, 3. Teachers will use laminator to make academic TEKS based learning activities/games to engage students in the learning process. 4. Students will be provided any type of consumable school supply needed in class for academic use. 5. Students will be provided with high interest, updated Leveled Readers/Above Level Enrichment Reading material in our Leveled Literacy Library. <p>Staff Responsible for Monitoring: Library Medial Specialist, Classroom Teachers, Administration, Secretary</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: Literacy Library Refresh - 211 - Title I, Part A - \$30,000, Student Consumable/Teacher Instructional Resources - 211 - Title I, Part A - \$10,000</p>		Formative		
		Nov	Feb	May

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>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 dramatic increase in things such as percentage of students who are homeless or 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>
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<p>Problem Statement 1: Ethridge 4th students are not performing up to Campus expectation on STAAR in the areas of math and reading. The number of students who achieved Approaches, Meets and Masters has decreased. Root Cause: Prior year 4th gr. student population were classified as 31 % in special education and many of those students were performing significantly below grade level. The difference between when they were in 3rd gr. and 4th grade was that they showed more growth in 3rd gr. than in 4th grade from where they started the year. Additionally, the 4th gr. STAAR Math test is more difficult on average than 3rd's</p>

School Processes & Programs

Problem Statement 1: 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 number of incoming Kindergarten students who have not had prior year exposure to developmentally appropriate literacy basic knowledge and skills is increasing, probably due to cost of daycare and not qualifying for the free pre-k programs that LISD offers on some campuses for families that qualify as low SES or whose child is clasified as in need of special education pre-k services.

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.

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

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

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

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.

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.





High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a new Campus Attendance Improvement Plan with intentionality and consistency that includes pre-scheduled RaeWee checks, defined action steps, and who is responsible for those action steps. Strategy's Expected Result/Impact: Reduce percentage of chronically absent students and truant students to maximize student learning opportunities by increasing our attendance percentage from 94.9% to 95% Title I: 2.5, 2.6 Problem Statements: Demographics 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 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 dramatic increase in things such as percentage of students who are homeless or 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 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.

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.

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:

Decrease the number of office referrals and increase the positive learning environment in classrooms.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: Ethridge Staff will collaboratively align teacher and administration's response to student behavior to meet each student's social/emotional needs, in addition to more fully incorporating HOUSES and use of our RESET room with our Counselor and ABC teacher. Strategy's Expected Result/Impact: Increase the percentage of students who feel they have a positive learning environment by 10%. Staff Responsible for Monitoring: Administration, Classroom Teachers Title I: 2.6 Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Perceptions
Problem Statement 1: Student data from surveys still indicates that although our students feel they have a teacher they can talk to and their learning environment is overall a positive one, 52% have indicated a "neither agree nor disagree" on that particular question, which indicates we have room for growth! Root Cause: We believe that this ambivalence in our data could be individual, isolated cases of students who have behavioral difficulties or a teacher who has to be out for an extended period of time (maternity leave as an example) so a substitute is there for an extended period of time could both affect how the entire class feels about their learning environment.

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.

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.

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.

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.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ethridge's new Connection Committee for staff and students will create opportunities for staff to feel more connected to each other, their students, their purpose and have a strong sense of belonging to something greater than themselves. Strategy's Expected Result/Impact: Staff LISD feedback survey will increase to 70% in the area of 3.4 Staff Wellbeing . This will help retention of high quality Ethridge teachers, increase positivity about teaching and therefore have a positive impact on student learning. Staff Responsible for Monitoring: Administration, Counselor, Connection Committee Title I: 2.5 Problem Statements: Perceptions 2	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: Staff Wellbeing is lower than desired, with a larger percentage in the Neither Agree nor Disagree area of ambivalence. Root Cause: Staff data indicates that wellbeing /worklife balance of staff members has suffered due to a larger number of new staff hired at Ethridge in the post-covid era and also after the closing of Stewart's Creek El. when we aquired some of their staff. The campus staff survey revealed a desire for more opportunities for staff to connect outside of school or in other non-academic ways on campus.

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).

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).

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

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).

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 1.1 ON SCORECARD.

High Priority

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Formative Reviews		
Strategy 1: Administration will implement streamlined methods of communication to all stakeholders on a regular, timely basis, engage families in their children's learning throughout the year in a variety of ways, and seek feedback each 9 weeks from staff and families to inform future actions. Strategy's Expected Result/Impact: *LISD's Staff Survey results in the area of Communication/Direction will increase to 60%. Measurable Outcomes Target BOY Staff survey Communication Category 60% 56.00% Parent survey Communication >95% 96.30% Increase Recognize Someone submissions 30 19 *Family Feedback Friday parent participation each 6 weeks will increase with the offering of 2 different times to select from, one being in morning at arrival and the other being right before dismissal in the afternoon. *Family participation will continue to increase at evening Parent Engagement nights. Staff Responsible for Monitoring: Admin Title I: 4.1, 4.2 Problem Statements: Perceptions 2	Formative		
	Nov	Feb	May

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: Staff Wellbeing is lower than desired, with a larger percentage in the Neither Agree nor Disagree area of ambivalence. **Root Cause:** Staff data indicates that wellbeing /worklife balance of staff members has suffered due to a larger number of new staff hired at Ethridge in the post-covid era and also after the closing of Stewart's Creek El. when we aquired some of their staff. The campus staff survey revealed a desire for more opportunities for staff to connect outside of school or in other non-academic ways on campus.

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.

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	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified. RaaWee will be used to monitor absences and parent notification given when students are absent. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student % Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> 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 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	Formative Reviews		
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May

 0% No Progress

 100% 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	Formative Reviews		
<p>Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>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>Campus personnel will be trained in violence prevention and intervention.</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students receive public acknowledgement for non-academic achievement.</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>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</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>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 academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dating Violence</p> <p>LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention</p>	Formative		
	Nov	Feb	May

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.

Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships.

Staff Responsible for Monitoring: All staff

0%
No Progress

100%
Accomplished

Continue/Modify

Discontinue

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details		Formative Reviews		
Strategy 1: Special program students are accurately identified and appropriately served. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models		Formative		
		Nov	Feb	May

aligned with state requirements.

Special education services are provided to students as determined by the ARD committee.

G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.

A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)

Campus personnel utilize appropriate interventions for students with special needs.

The RtI team is in place and appropriately trained to serve students.

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.

The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.

The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.

Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.

Staff Responsible for Monitoring: All staff

0% No Progress

100% 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	Formative Reviews		
<p>Strategy 1: LISD Accountability and Evaluation Department will train all campus and other relevant staff on the multiple state accountability systems and data analysis required to understand each system to assess academic achievement for students based on student achievement domain, school progress domain, and the closing the gaps domain. .</p> <p>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.</p> <p>Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.</p> <p>Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			