

Lewisville Independent School District

Ethridge Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25 Percent: Comparative Academic Growth



Public Presentation Date: September 24, 2015

Mission Statement

To develop caring, inquisitive, responsible leaders who persevere when challenged and will engage in a global society.

Vision

Equipping every child with the confidence and ability to open any door to their future.

Value Statement

At Ethridge Elementary, we foster creative thinkers and problem solvers as we build future leaders who love learning, care for others, and have a strong sense of purpose and independence.

We believe:

- **Every student deserves a dynamic educational experience.**
- **Every student is uniquely capable and deserves to be challenged each day.**
- **A safe, nurturing, inclusive and flexible environment is key to growing our students intellectually, socially and emotionally.**
- **An educated citizenry is essential for equal opportunity and a prosperous society.**
- **Meaningful and relevant work, combined with powerful instruction, engages students in profound learning.**
- **Critical thinking and problem solving today are necessary for students to be equipped for future challenges.**
- **Education is the shared responsibility of the community.**

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethridge Elementary, built in 1991 and located in The Colony, is a school where excellence is the expectation. 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 teachers.

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 each other and the teacher will set the stage for the day. Student leadership will be reinforced with classroom jobs, as well as by involvement in various clubs/campus organizations.

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 about 488 students of various ethnicities enrolled. Our diversity is a beautiful balance that our teachers artfully tap into, adding enriching educational experiences for all.

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 relationship with us in scheduling our family Fun Run by the lake and grade level picnics and end of year parties! In addition, the Stewarts Peninsula nature trails provide teachers with real, hands-on science instruction with their class in these wonderful outdoor learning spaces.

To ask any other questions about Ethridge Elementary, please feel free to call the main office at 469-713-5954.

Ethnicity:

49% White
12.3% Black
21% Hispanic
13.5% Asian
Americ. Indian .4%
3.9% Multiple Races

Other demographics:

11.4% Mobility Rate
9.8% Special Education
6% Gifted and Talented
5.3% English Language Learners
24% Free and Reduced Lunch
97.4% Attendance Rate

Demographics Strengths

The Ethridge Faculty is a healthy blend of teachers and administrators with a wide range in years of expertise. Both administrators have approximately 20 years of teaching experience and an average of 5 years in administration. The list below is representative of the Ethridge teaching staff:

100% of certified staff are SBEC certified and considered Highly Qualified

28 Teachers hold Bachelor's Degrees

6 Teachers hold Master's Degrees

100% of all teachers have attended a variety of professional learning in the past, **all** teachers have also been trained in the use of Kagan Structures, Thinking Maps, How to Write Content and Language Objectives, Professional Learning Communities, and Writing from Beginning and Beyond writing process. Teachers have shared that implementation of their learning is greatly impacted by ongoing follow-up, strategic PLCs, and accountability with administrator walkthroughs and observations.

Student Academic Achievement

Student Academic Achievement Summary

All CBA and benchmark data are tracked throughout the entire school year to monitor student academic progress. There are many factors involved when analyzing student data, so all variables to student lack of grow are scrutinized and help inform teacher practices. The below spreadsheets are grade level summaries of academic achievement in each subject area for the 2017/18 school year.

Math , 2nd Grade, Middle and End of Year CBA, 2017-18

Total Students	Raw Score	Percent Score	Satisfactory	Masters	Date Taken
2nd Gr. EOY Ethridge ES	75	19.81	68.28%	58.67%	14.67%05/30/18
2nd Gr. MOY. Ethridge ES	81	13.42	67.10%	59.26%	9.88%01/19/18

Math , 3rd Grade, 17-18

Total Students	Raw Score	Percent Score	Approaches Grade Level	Satisfactory	Meets Grade Level	Masters	Date Taken
1st Nine Weeks CBA	73	13.36	66.78%	82.19%	47.95%	41.10%	16.44%10/30/17
2nd Nine Weeks CBA	72	20.07	71.63%	84.72%	58.33%	54.17%	29.17% 1/30/18
3rd Nine Weeks CBA	37	22.54	70.51%	86.49%	56.76%	54.05%	21.62% 4/9/18
STAAR Benchmark	44	19.7	61.70%	79.55%	38.64%	31.82%	9.09% 2/27/18
STAAR 3rd Gr. Ethridge ES	78	21.65	67.67%	79.49%		44.87%	15.38%05/01/18

Math , 4th Grade, 17-18

Total Students	Raw Score	Percent Score	Approaches Grade Level	Satisfactory	Meets Grade Level	Masters	Date Taken
1st Nine Weeks CBA	84	16.2	81.01%	94.05%	80.95%	75%	58.33% 11/6/17
2nd Nine Weeks CBA	82	16.37	54.56%	62.20%	25.61%	19.51%	3.66% 1/30/18
3rd Nine Weeks CBA							
STAAR Benchmark	87	20.77	61.09%	70.11%	40.23%	35.63%	12.64% 2/27/18
STAAR 4th Gr. Ethridge ES	88	23.39	68.77%	80.68%		53.41%	32.95% 5/1/18

Math , 5th Grade, 17-18

Total Students	Raw Score	Percent Score	Approaches Grade Level	Satisfactory	Meets Grade Level	Masters	Date Taken
1st Nine Weeks CBA	99	14.58	72.88%	89.90%	64.65%	57.58%	11/7/17
2nd Nine Weeks CBA	94	19.12	68.27%	82.98%	51.06%	45.74%	1/23/18
3rd Nine Weeks CBA	56	22.2	67.41%	83.93%	51.79%	46.43%	5/3/18
STAAR Benchmark	94	22.04	61.19%	76.60%	32.98%	32.98%	1/23/18
STAAR 5th Gr. Ethridge ES	100		72.00%	98.00%		59.41%	37.62% Cumulative

Administrators and teachers also analyze growth rates on reading assessments, such as ISTATION and DRA. At the end of the year, the following statement is a summary of grade level growth from BOY to EOY:

Kindergarten percentage of students who moved up in Istations Tiers indacates that students made great gains. 1st and 2nd grade students showed great gains and an upward trend of students moving Tiers. 3rd-5th grade student Istations EOY Tiers and scores mirrored their STAAR results, showing a direct coorelation. It should be noted that most students who receive academic intervention are in grades K-5 made progress. Teachers use ongoing assessments to identify struggling learners and intervene early, ensuring that the right supports are in place for students.

In addition to this data, each grade level administers a grade-level writing prompt each 9 weeks and uses a common formative rubric to score and analyze the samples. The below table shows the writing data-collected during the 2017/18 school year.

Grade level	Number of Students	Number of Students scoring less than 2	Percentage of Students scoring above a Writing rubric score of 2	Grade levels meeting go 80%
Kinder	73	8	90.80%	yes
First	68	5	92.70%	yes
Second	78	15	80.80%	yes
Third	78	17	78%	no
Fourth	88	26	70.50%	no
Fifth	101	15	85%	yes

Another subject that is not assessed by the district or state very frequently is Science. This year Ethridge administered a BOY and EOY science benchmark and the results are listed below:

119, Science, Kinder, EOY Benchmark, Spring 2018 and

	Total Students		Raw Score		Percent Score		Satisfactory	Masters	Date Taken
					BOY	and EOY			
EOY Kinder Ethridge ES			66	10.11	91.94%		96.97%	50%	06/05/18
1st Gr. BOY Ethridge ES			69	10	91%		97.10%	49.28%	09/29/17
1st Gr. EOY Ethridge ES			59	12.98	86.53%		88.14%	27.12%	06/05/18
2nd Gr. BOY Ethridge ES			83	12.76	85.07%		90.36%	12.05%	10/03/17
2nd Gr. EOY Ethridge ES			76	21.11	84.42%		86.84%	9.21%	06/05/18
3rd Gr. BOY Ethridge ES.			76	19.58	78.32%		77.63%	5.26%	10/03/17
3rd Gr. EOY Ethridge ES	77	15.3		76.49%	87.01%		76.62%	49.35%	31.17%. 05/31/18
4th Gr. BOY Ethridge ES			90	15.83	79.17%		78.89%	7.78%	10/03/17
4th Gr. EOY Ethridge ES	87	20.95		83.82%	91.95%		82.76%	77.01%	44.83% 05/29/18
5th Gr. BOY Ethridge ES			88	23.74	79.15%		85.23%	0%	10/03/17

Student Academic Achievement Strengths

Ethridge students are growing and achieving in many areas. Data reveals there are areas in each of the subjects that are opportunities that need campus and teacher attention to help our students demonstrate mastery of grade level skills. Math is a strength across campus. Students also demonstrate retention of science material at each grade level through the summer to when the BOY science benchmark is given. 5th grade continues to perform extremely well on the state assessments.

School Processes & Programs

School Processes & Programs Summary

Ethridge offers a variety of programs structured to support the growth of all students as learners and leaders. The most impactful program is called ETHOS, Ethridge Tutors Helping Other Students. This program was student created and is student lead, with the GT teacher as the guiding mentor. During RTI Eagle Time on Tuesday through Thursday, ETHOS buddies meet to work on specified skills.

Professional Learning Communities (PLC's) are part of the Ethridge lesson design process. In addition to lesson design, Ethridge teachers participate in data PLC's to analyze assessment results uses 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 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.

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 Response to Intervention process, ETHOS, frequent special education and general education teacher collaboration, planning for small group instruction, and setting personal and academic goals each nine weeks with individual students and helping them track their progress in skills or data binders.

School Processes & Programs Strengths

LISD provides incredible teacher professional learning which Ethridge teachers definitely take advantage of. The successes of our processes and programs are all due to our district's well planned and executed professional learning for administrators and teachers alike. The emphasis on Professional Learning Communities (PLCs) and Restorative Practices is making a big difference in the culture and climate of our campus. PLCs are focused and intentional, involve support staff, work towards desired specific outcomes, and are collaborative in nature. Teachers learn about best instructional practices and have 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 at-risk. Then, during RTI time, we brainstorm interventions together. RTI is scheduled every 6th week on Monday and Friday, alternating grade levels each week, during Eagle Time. Classroom Circles, part of Restorative Practices, along with increased positive communications, continue to help parents feel they are part of and can play a big role in their child's education and in their future successes.

Perceptions

Perceptions Summary

Ethridge Elementary staff and students have a reputation for being kind, caring, welcoming, 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 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 historically been low. Parents attended performances, meet the teacher, and open house, but attendance at other school events was low. Parents volunteer to make copies and plan parties, but parents are not normally active participants in learning in classrooms. We are hoping to see this change.

As mentioned before, Ethridge is learning how to utilize restorative practices in the classroom setting. The review of discipline data shows K-2nd grade students have behavioral challenges as “repeat offenders” and shows a need for social and emotional-regulation skills, in addition to teacher training in behavioral interventions. The most frequent disciplinary offences across 3-5 continue to be insubordination, threatening behavior, and inappropriate physical/sexual conduct. The percentage of disciplinary offenses for economically disadvantaged students decreased in the 2016-17 school year. Office referrals were still disproportionate for African American students.

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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





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

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

Evaluation Data Source(s) 1: LEAD documents; professional learning exit tickets/surveys/reflections; professional learning participation data; campus professional learning experiences

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Ethridge staff will implement techniques and strategies based on PL from the Ron Clark Academy. The teacher team that attended RCA will develop PL inservice sessions to help Ethridge teachers transition to a more relationship based and engaging teaching style. This team will present and collaboratively develop the use of teacher and student generated call backs, chants, and celebrations to create a culture of high levels of engagement, expectations, and performance.</p>	2.4, 2.5, 2.6	Admin/teachers through observations, Trend, formative, summative, and state assessment results, and classroom climate surveys.	Student time on task, engagement, quality of work, and mastery of learning standards will increase so that 90% of students meet, master, or show 6 months or more of growth in tested core subject areas by EOY of 2018-19.				

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 7</p> <p>2) Ethridge teachers will employ a variety of strategies to grow proficient student writers, such as providing an authentic audience, using consistent campus-wide/vertical K-5 writing instructional strategies, PLC protocols that examine student work, and collaborative scoring to align teacher's instructional practices/writing scoring with state and district expectations.</p>	2.4	Admin, ELA Facilitators, Teachers	80% or more of students will score a 2 or better using the appropriate district grade level writing rubric.				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Ethridge staff will monitor progress on their LEAD professional learning goals and post them in the PLC room to collaboratively discuss the impact their PL goal is having on student growth.</p>	2.4, 2.6	Admin, Teacher grade level teams	Teachers will feel accomplished and validated when evidence shows the progress on their PL goals has a positive impact on their student's learning.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							





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

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

Evaluation Data Source(s) 2: Content alignment walk-throughs, trend data walkthroughs, lesson plans, performance tasks

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) PLC Lesson Design grade level meetings will be attended by an Administrator in both the collaborative unit design phase and the collaborative sharing phase. A focus will be ensuring assessments are aligned with standards and used in UBD planning.</p>	2.4, 2.5, 2.6	Administration, Learning and Teaching facilitators, lesson plans and unit design	High quality lesson design that increases student engagement and learning upon implementation in grades K-5 will contain and depth and complexity that will be aligned with and meet or exceed district and state standards.				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Ethridge staff will monitor progress on Reading focused Student Progress Goal by creating a data wall each month according to ISIP data. Staff will also review RTI/504/Sped and Socio-Eco Disadvantaged student progress which are areas of concern for the campus.</p>	2.4, 2.5, 2.6	Admin, ELA Facilitators, Teacher Trend Walk data,	During the 2018-19 school year, 90% of students will read on grade level or show at least 6 months of growth by the April ISEP assessment.				

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Ethridge teachers will participate in data PLC to monitor status towards meeting individual Student Progress Goals in reading by creating a data wall each month according to ISIP data. Teachers will also discuss in the data PLC what components of high quality lesson design need to be incorporated to increase percentage of students making growth towards meeting their personal growth goal in reading. Best practices for reading might need additional PL would include guided reading, small group learning stations, frequent teacher/individual student conferences.</p>	2.4, 2.5, 2.6	Admin, ELA Facilitators, Teacher Trend Walk data, lesson plans	Increased student learning and success on assessments as a result of high quality lesson design that includes instructional best practices which engage students with rigorous, standards based curriculum. Best practices for reading include Guided Reading, small group learning station lesson design, frequent teacher/individual student conferences.				
<p>4) Ethridge teachers will employ a variety of strategies to grow proficient, on grade level student writers, such as providing an authentic audience, using consistent campus-wide/vertical K-5 writing instructional strategies, PLC protocols that examine student work, and collaborative scoring to align teacher's instructional practices/writing scoring with state and district expectations.</p>	2.4	Admin, ELA Facilitators, Teachers	80% or more of students will score a 2 or better using the grade level appropriate district grade level writing rubric.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

Evaluation Data Source(s) 3: Trend walkthrough data; graduation rate data, literacy data; linguistic accommodations walkthroughs

Summative Evaluation 3:

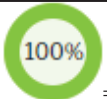

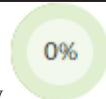

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Ethridge staff will maintain expectations of academic excellence by implementing techniques and strategies from the Ron Clark Academy. The teacher team that attended RCA will develop PL sessions to assist Ethridge teachers maintaining high academic and behavioral expectations using RCA strategies that are relationship based, student centered, engaging, and challenging while centered around relevant curriculum that is shared/presented to an authentic audience. Teachers and students will collaboratively create a set of clear, well defined behavioral and academic performance expectations.</p>	2.5, 2.6	Administration, teachers, students, and parents as evidenced through surveys, walk throughs, observations, and lesson plans	100% of teachers will create a classroom culture and climate that upholds the standard of academic excellence through high levels of engagement, clearly defined and collaboratively developed expectations, and high quality work/student performance. Student behavior will be addressed respectfully, following the team behavior plan, and through restorative conversations or circles to assist student in modifying behavior and learning from each experience.				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 6</p> <p>2) Ethridge teachers will continue PL provided by the Counselor on the power and use of Classroom Circles as a behavioral and academic tool that increases student motivation and performance. Teachers will intentionally teach and use classroom structures and routines and include classroom circles as part of their routines.</p>	2.4, 2.5, 2.6	Administration, Counselor, student surveys, teacher input, lesson plans	A classroom environment is developed, through the effective use of class circles, that is optimal for learning because it feels safe and nurturing, allowing students to take risks and learn from mistakes.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>							

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

Performance Objective 4: I ensure that learners are actively engaged in meaningful and relevant work: Model and expect questioning and reflection; Engage all learners.

Evaluation Data Source(s) 4: Lesson plans, trend walkthrough data, student work, attendance rates,

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Ethridge staff will continue implementation of Ron Clark Academy learning by continuing to develop and use teacher and student generated call backs, chants, and celebrations, in addition to higher level questioning in true student centered classrooms. This PL can be continued through job embedded and targeted PL to create a culture of high levels of engagement, expectations, and performance.</p>	2.4, 2.5, 2.6	Admin/teachers/peers through surveys, observations and Trend.	Student time on task, engagement, quality of work, and learning outcomes will meet or master standards, or show 6 months or more growth, in all subjects by EOY as evidenced by observations, student work, formative and summative assessment results.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

Evaluation Data Source(s) 1: Safety and security reports; drill logs; discipline data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All staff will be informed of and participate in all campus emergency drills as defined by the district and according to district protocol.		LISD Safety and Security	During the 2018-19 school year, 100% of Ethridge students will participate in and be informed about lock in drills, lock out drills, evacuation, and hold drills to be prepared in case of an emergency.				
<p>Targeted Support Strategy Critical Success Factors CSF 3 CSF 6</p> <p>2) Teachers will create classroom agreements and jobs with student input. If willing and able, teachers and Counselor will sponsor clubs, committees and organizations where students have input, job responsibilities, and leadership opportunities. Outside after school clubs will be solicited to expand options available to students/parents.</p>	2.5, 2.6	Administration, Counselor, PTA, Teachers, Student Counsel	<p>During the 2018-19 school year, 100% of Ethridge students will be given leadership, job, and enriching learning opportunities within the classroom, on campus, and in the community.</p> <p>Students at Ethridge will be well rounded and thrive when given the multiple and varied learning experiences and leadership opportunities offered on campus. Students will thrive when they are engaged in their learning and feel a sense of belonging in our school.</p>				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Vertical Chart of K-5 academic learning trips, fine arts learning trips and experiences, local community events and learning trip experiences, family centered student performances, PTA family focused events</p>	2.4, 2.5, 2.6		Teachers, students, and parents will create meaningful and positive relationships with each other by being involved in a non-academic/instructional setting.				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) 1) During the 2018-19 school year, with the assistance of the school counselor, a Google Form for Parents, Students and Teachers will be used as an anonymous way to report suspected bullying and other student/parent concerns. Classroom circles or peer mediation will be used to deal with negative student interactions or behaviors.</p>	<p>2.5, 2.6</p>	<p>Administration, Counselor</p>					
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Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

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

Evaluation Data Source(s) 2: Professional learning completion data; student participation data in clubs, organizations, activities, extra-curriculars; course enrollment data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 6</p> <p>1) During the 2018-19 school year, with the assistance of the school counselor, 100% of teachers will intentionally plan and provide time each day in a classroom circle format where academic learning or social-emotional-character building discussions and reflective thoughts will be shared. Classroom or student negative interactions will be negotiated in circle format.</p>	2.5, 2.6	Administration, Counselor, teachers, student surveys	When surveyed, 90% of grades 3-5 students will be able to respond with ideas, reflective thoughts/feedback, and opinions regarding the use of classroom circles during the 2018-19 school year.				
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Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

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


Evaluation Data Source(s) 3: Teacher retention data; teacher participation in professional learning PLCs, and campus/district leadership opportunities; teacher lesson plans; program enrollment and participation data

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Ethridge teachers will employ strategies and techniques learned at the Ron Clark Academy and from the book study on Teach Like A Pirate to help differentiate instruction, tap into student interests, and passions that will help students meet, master, or show 6 months or more of growth in tested core subject areas by EOY.</p>	2.4, 2.5, 2.6	Administration, trend walks, walkthroughs and observations.	During the 2018-19 school year, 90% of students will meet, master, or show 6 months or more of growth in tested core subject areas by EOY as a result of teachers using engaging techniques, best practices, and strategies based on PL from the Ron Clark Academy and the book study, .				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Recruit and retain high quality teachers that are engaging, innovative, and instructionally sound by developing interview questions that reveal an applicants core values.</p>	2.6	Administration, BLT	Interview questions will be developed by BLT that reveal an applicant's core values that align with Ethridge's Mission, Vision, and Core Values/Beliefs statements.				




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

Performance Objective 4: I collaborate, communicate, and persevere: View challenges as opportunities; Create formal and informal opportunities to communicate our learning; Work as a team and build partnerships across all areas.

Evaluation Data Source(s) 4: ePortfolios; performance tasks; makerspaces; community showcases; open houses

Summative Evaluation 4:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Develop the unused land behind Ethridge into the Ethridge Wellness Path with fitness stations by seeking professional, school and community input into the design process.</p>	3.2	District Grounds department, State Parks and Rec committee member and professor for Park Development at Texas A&M, BLT	The Ethridge Wellness Path will provide students, teachers and families a safe place to have outdoor learning, physical fitness and sports classes during the day and then practice spaces for community sporting teams and a safe and ada accommodating area for community members to walk and stay fit by using fitness stations in the evening.				
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Goal 2: Student Experience - A thriving student experience comes from an environment that engages and connects students to each other and with staff. In LISD, we know that students thrive when they are engaged in their learning and feel a sense of belonging in our schools. When students are provided enriching opportunities outside the classroom, they will find success not only in school but in their lives beyond our hallways.

Performance Objective 5: I engage in work that directly and indirectly creates positive experiences for learners: Be positive and encouraging every day; Turn personal interests into learning experiences.

Evaluation Data Source(s) 5: Teacher lesson plans; data on community involvement in school learning experiences and activities

Summative Evaluation 5:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>1) Ethridge teachers and administration will utilize VOLY to its fullest capacity by providing continued training and support to teachers, parents, and community members.</p>	3.1	Administration and district level personnel	Parents and community members ability to volunteer at Ethridge for specific jobs or tasks enables teachers to increase parent and community volunteer involvement which enables the teacher to focus on student learning.				
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Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

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

Evaluation Data Source(s) 1: Staff meeting agendas

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy Critical Success Factors CSF 1 1) A student created and lead peer mentoring program called ETHOS, along with a master schedule that provides for targeted intervention time, will be implemented and executed so that student learning through teacher or peer lead interventions during Eagle Time is optimized.	2.6	Administration	At risk and low performing sub-groups will meet or exceed growth expectations as established by the district and state.				
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Performance Objective 2: I have a mind for practicing efficient use of resources: Utilize resources for the greatest student and staff impact; Stay current with professional practices.

Evaluation Data Source(s) 2: Facilitator logs; Eduphoria Workshop registrations; digital learning walk-throughs; technology usage data

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>1) By utilizing district and campus social media and communication sites, in addition to signage and being a positive presence in the community, all that Ethridge offers and does for its students to enhance their learning and provide memorable experiences while at Ethridge will be evident and communicated regularly.</p>			Ethridge will gain a reputation for offering the best educational experience in grades K-5. Ethridge staff and students will have pride in their school, as demonstrated by the standard of excellence upheld by staff and students. This will earn the trust and support of parents and community members to the point that Ethridge's will be known as the education destination for the surrounding areas.				
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Goal 3: Resource Stewardship - In LISD, when we say we want to be good stewards of our resources, we aren't just talking about taxpayer dollars. Resource stewardship is about three things: our time, talent and treasure. We will strike a positive work/life balance with our time, nurture our talents as educators through meaningful professional learning, and manage our treasure in a fiscally responsible way while still meeting student needs.

Performance Objective 3: I use resources in an effective and efficient way that serves others: Commit to campus and district goals in making resource allocation decisions; Strategically plan professional learning related to campus and district goals; Prepare early and anticipate organizational needs.

Evaluation Data Source(s) 3: Staff attendance rates; electricity usage and energy costs; materials costs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Ethridge staff will attend professional learning offered by the district and pertinent conferences that directly relate to the district and campus mission, vision and core beliefs. Staff members that attend conferences will share their learning with other staff on a professional learning day or faculty PL to maximized impact on student learning.</p>		Administration, STRIVE	Initiatives will be successfully implemented and positively impact student learning as a result of shared and collaborative learning experiences.				
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Goal 4: Community Engagement - We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategic partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.

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


Evaluation Data Source(s) 1: Campus profile survey results; volunteer records; business partner database

Summative Evaluation 1:

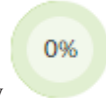
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 6</p> <p>1) Ethridge will continue to build strong partnerships with community business and organizations that will enhance student learning and experiences.</p>	2.5, 2.6	Administration, VOLY	Ethridge students will benefit academically, socially, and in overall health and wellness through a multitude of community and business partnerships. Student experiences will be enhanced in ways traditional education alone can not provide.				
<p>Targeted Support Strategy Critical Success Factors CSF 3 CSF 6</p> <p>2) Ethridge will partner specifically with The Colony Chamber of Commerce to assist Student Council members in developing leadership skills, explore through discussion the mentor's career options and choices while having lunch, and create an open dialogue between The Chamber and Ethridge.</p>			Student Council members will be positively impacted through innovative experiences and intentionally planned partnerships. Students will gain confidence in engaging adults in conversation.				




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Performance Objective 2: I seek out accurate information to represent my classroom: Seek new and accurate information consistently and actively; Represent LISD and my profession in a positive manner.

Evaluation Data Source(s) 2: Campus profile survey results; communications home to families; sign-in sheets; Eduphoria Workshop data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Ethridge will continue to refine the focus on parent communications, align policies and procedures, and ensure consistency and alignment of grade level practices through Grade Level General Business PLC's that are grounded in evidenced based outcomes. .</p>	3.1	Administration, Skyward, SMORE, AWARE,	Ethridge will earn a reputation for consistency and grade level uniformity in policies, procedures and practices, while still allowing teacher individuality.				
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Performance Objective 3: I communicate with all stakeholders to understand diverse perspectives; Practice active listening regarding differing opinions; Understand the diverse backgrounds of the community to build relationships; Demonstrate care and respect for others.

Evaluation Data Source(s) 3: Campus profile surveys; documented experiences where listening conversations happen

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ethridge administration will host a series of community open forums to get input and buy in from parents and the community regarding development of undeveloped land behind Ethridge. This will ensure that all opinions and diverse perspectives are considered.	3.1	Administration, district representatives.	Parents, students, teachers and community members will be heard and feel valued when their opinions are taken into consideration by the Ethridge Wellness Path Committee in the design phase of this project.				

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

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

Evaluation Data Source(s) 4: VOLY (volunteer management system)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Each grade level at Ethridge will host one academic presentation of learning for parents that is student centered and encourages parent involvement. An at a glance quick reference chart will be created that will give a full picture of learning experiences and opportunities of a student in grades K-5.</p>	3.1	Administration, PTA	Ethridge parents will be part of their child's learning each year, which will create a sense of pride and ownership due to their involvement.				
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Goal 5: Student Achievement/Safeguards

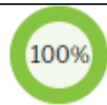
Performance Objective 1: Achievement of all students, as measured by standardized tests and classroom performance, shall continually improve. Particular emphasis shall be placed on reading, writing, mathematics, science, and social studies.

Evaluation Data Source(s) 1: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

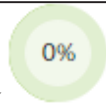
<p>1) Student test data will be disaggregated by faculty and staff to identify student needs, including an assessment of the academic achievement for each student in the school, by (1) the "student achievement" domain, (2) the "school progress" domain, and (3) the "closing the gaps" domain.</p> <p>Intensive 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 will be notified about academic progress through teacher/parent conferences, what school will do, what parents can do, progress reports, report cards, etc. School will provide full opportunities for the participation of all parents in a format and, to the extent practicable, in a language that the parents understand.</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>		All staff	Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement				
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Goal 6: State and Federal Mandates

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Source(s) 1: Student attendance records; STAAR scores,;local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 1:



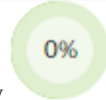

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Parents, the staff, and the student body are informed of student attendance procedures.</p> <p>A process is used to refer students with excessive absences to the counseling 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>		All staff	Student attendance records demonstrating appropriately high levels				
							

Goal 6: State and Federal Mandates

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

Evaluation Data Source(s) 2: Student attendance and withdrawal records; program records; STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>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>		All staff	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				
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Goal 6: State and Federal Mandates

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

Evaluation Data Source(s) 3: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) -The school safety plan is developed and monitored for effectiveness throughout the school year.</p> <p>-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>-Counselors work with students to make appropriate curricular choices or program choices.</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>-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>		All staff	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				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 6: State and Federal Mandates

Performance Objective 4: Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District.

Evaluation Data Source(s) 4: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>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>-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>-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>-Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>-The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p>		All staff	Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement.				
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