# Lewisville Independent School District

# Southridge Elementary School

# 2024-2025 Campus Improvement Plan

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Southridge Elementary is a Dual Language, Title I campus in Lewisville ISD. We serve 680 students from kindergarten to 5th grade of which 48% are female and 52% are male. Southridge serves a diverse population with specific supports in place for Bilingual students, English as a Second Language (ESL), Gifted and Talented, Special Education, and economically disadvantaged students. Below are the approximate demographics of our student population for this 2023-2024 school year:

Elementary Percent Economically Disadvantaged: 82%

At-Risk: 62.85%

Percent English Language Learners: 51%

Special Education:

YES: 16%

NO: 84%

Mobility Rate: Approximately __%

Enrollment by Ethnicity:

Asian 6%

Black/African American 20%

Hispanic 64%

White 5%

Two or More Races 5%

American Indian < .3%

**Demographics Strengths**

Southridge Elementary has a culturally diverse student body which brings a rich culture to our campus.  We are a Safe & Civil and Restorative Practices campus. In addition,  many of our teachers, counselor, administrators have received training in TBRI Trauma Informed Classrooms. Counselors and administrators are trained in TBRI 101: Trust-Based Relationships. Staff are also trained in Verbal De-escalation Strategies.  Other demographic strengths are listed below.

Demographic Strengths:

- Culturally diverse student population
- Highly qualified and culturally diverse staff
- Range of programs offered to meet the needs of student interests
- School and community resources to support students and families
- Support systems for EBs
- Support systems for at risk students
- Serving students KG-5 with a Dual Language
- Inclusive, accepting and positive environment for students and staff
- Culturally diverse celebrations, initiatives, and events
- Community in Schools (CIS) to support students and families

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Southridge students are performing lower than the district on curriculum-based assessments, District Common Assessment, and STAAR.   **Root Cause:** Lower starting points for many students (1 to 1.5 years behind grade), high mobility rate, chronic absenteeism, and a high percentage of newcomers creates challenges in filling the gaps of all learners.

**Problem Statement 2 (Prioritized):** Teachers require additional training and support to provide engaging/rigorous Tier 1 and differentiated instruction to meet the vast needs of all students to make growth to reach on grade level achievement.   **Root Cause:** Our student population is 82% economically disadvantaged, 16% identified special education, 63% at risk, and a high percentage of EBs/newcomer students that have not had the opportunity to participate in a full-time education program.

# Student Learning

**Student Learning Summary**

**STAAR Results**

**READING:**

**3rd Grade:**

ENGLISH: Approaches 71%; Meets 34%; Masters 12%

SPANISH: Approaches 45%; Meets 13%; Masters 6%

**4th Grade:**

ENGLISH: Approaches 69%;  Meets 28%; Masters 4%

SPANISH: Approaches 49%; Meets 19%; Masters 1%

**5th Grade:**

ENGLISH: Approaches 80%; Meets 50%; Masters 20%

SPANISH: Approaches 58%; Meets 19%; Masters 4%

**MATH:**

**3rd Grade:**

ENGLISH: Approaches 63%; Meets 30%; Masters 11%

SPANISH: Approaches 27%; Meets 9%; Masters 3%

**4th Grade:**

ENGLISH: Approaches 49%; Meets 19%; Masters 1%

SPANISH: Approaches 11%; Meets 3%; Masters 0%

**5th:**

ENGLISH: Approaches 80%; Meets 43%; Masters 12%

SPANISH: Approaches 72%; Meets 16%; Masters 0%

**SCIENCE:**

**5th Grade:**

ENGLISH: Approaches 36%; Meets 6%; Masters 0%

SPANISH: Approaches 8%; Meets 0%; Masters 0%

**Student Learning Strengths**

1. Instructional Coaches, Language Acquisition Specialists, and district facilitators are utilized to provide job-embedded professional learning to teachers based on student needs.

2. Continued development of Professional Learning Communities focused on targeted TEKs and high expectations/achievement for all students.

3. Specific targeted professional learning to support specific teacher/student needs.

4. Responsive and flexible intervention plans.

5. Small group instruction for targeted instruction and interventions, including utilization of Title I tutors.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** While grade levels made significant progress in literacy growth, overall less than 70% of students are making adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs. **Root Cause:** Our literacy development instructional practices continue to need support in the areas of Guided/Small/Skills Groups and Literacy Stations. There is also a need for new to campus staff who need additional profession learning/training.

**Problem Statement 2 (Prioritized):** While grade levels made significant progress in math learning, overall les than 70% of students are making adequate math growth as measured by STAAR, Istation, Universal Screener, TX-KEA or CBAs. **Root Cause:** Our mathematical development instructional practices continue to need support in the areas of small group math, math stations, assessments and resources, use of manipulatives and engagement strategies.

**Problem Statement 3 (Prioritized):** Teachers struggle to meet the needs of diverse learners that are not on grade level. **Root Cause:** Teachers on each grade level are new to the profession having 0-2 years experience, and as they work diligently to provide Tier 1 instruction, they require additional training to meet the needs of all students by understanding how to use data to drive instruction, and deliver rigorous, targeted instruction.

# School Processes & Programs

**School Processes & Programs Summary**

A master schedule is developed to ensure that all instructional minutes for each content area is delivered according to district guidelines. Tier 1 lessons and common formative assessments are developed during grade level PLCs to drive instructional practices. During PLCs, all data, including CBA and Istation scores, are used to drive instruction and to determine Tier 2, MTSS interventions, and enrichment that are needed for each child. The master schedule has strategically provided each grade level a 30 minute block for intervention, enrichment, SDI and dyslexic services to occur. If a students continues to struggle after interventions are administered, then more specialized, Tier 3 interventions are added to provide additional support. Through the PLC and MTSS / RtI process, we ensure that all students receive differentiated instruction to help them be successful.

We will provide embedded professional learning to strengthen teachers' abilities to provide rigorous instruction in reading, math and science. This school year we will have a focus on growing our ability to provide social-emotional support to students with the goal of self-regulation by providing targeted supports, training and a campus wide student reward/ recognition system that will promote positive classroom behavior and interactions with teachers and piers.

**School Processes & Programs Strengths**

- Growing effective PLCs that allow teachers and administrators to review data to drive instruction and develop interventions and enrichment
- Monthly Data Meetings for Teachers and Student Conferences with Goal Setting based on assessments
- Guided Reading / Skills / Small group instruction
- Small group math instruction, Intentional Problem Solving
- Restorative Practices-all classrooms create relationship agreements and restorative circles
- Community in Schools Campus Coordinator
- Community Partnership with VCC - Readers and Tutors
- EBs receive supports from LASs

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** All staff need continued training and support to improve/maintain processes and programs to promote a positive school culture and meet the needs of all students to achieve academic success.  **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs, with returning and new staff.

# Perceptions

**Perceptions Summary**

In addition to the LISD Cornerstones and "I Statements" we believe:

- All students should be proficient or advanced in core academic areas so that they can design their future in a 21st Century world.
- Relationships are a priority and that we should design learning experiences for our students that consider their cultural and social-emotional needs.
- We must value everyone who walks through our doors and use the gifts and talents of each other so that each individual can improve every day as we grow as a learning organization.
- Partnering with our families and communities is critical to providing the best quality education to our students.

**Perceptions Strengths**

Community relationships.

- Mentors - LHS, Durham MS, Volunteer readers and tutors for classrooms
- Teacher - student relationships
- Community in Schools student and family supports
- VCC Partnership with Tutors/ Readers

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Data shows a disproportionate rate of student discipline based on student populations across the campus.   **Root Cause:** Staff need additional support/training in de-escalation strategies, consistency in implementation of behavior strategies, and implementation of Restorative Practices.

# Priority Problem Statements

**Problem Statement 1**: Southridge students are performing lower than the district on curriculum-based assessments, District Common Assessment, and STAAR.

**Root Cause 1**: Lower starting points for many students (1 to 1.5 years behind grade), high mobility rate, chronic absenteeism, and a high percentage of newcomers creates challenges in filling the gaps of all learners.

**Problem Statement 1 Areas**: Demographics


**Problem Statement 2**: Teachers require additional training and support to provide engaging/rigorous Tier 1 and differentiated instruction to meet the vast needs of all students to make growth to reach on grade level achievement.

**Root Cause 2**: Our student population is 82% economically disadvantaged, 16% identified special education, 63% at risk, and a high percentage of EBs/newcomer students that have not had the opportunity to participate in a full-time education program.

**Problem Statement 2 Areas**: Demographics


**Problem Statement 3**: While grade levels made significant progress in literacy growth, overall less than 70% of students are making adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs.

**Root Cause 3**: Our literacy development instructional practices continue to need support in the areas of Guided/Small/Skills Groups and Literacy Stations. There is also a need for new to campus staff who need additional profession learning/training.

**Problem Statement 3 Areas**: Student Learning


**Problem Statement 4**: While grade levels made significant progress in math learning, overall les than 70% of students are making adequate math growth as measured by STAAR, Istation, Universal Screener, TX-KEA or CBAs.

**Root Cause 4**: Our mathematical development instructional practices continue to need support in the areas of small group math, math stations, assessments and resources, use of manipulatives and engagement strategies.

**Problem Statement 4 Areas**: Student Learning


**Problem Statement 5**: Teachers struggle to meet the needs of diverse learners that are not on grade level.

**Root Cause 5**: Teachers on each grade level are new to the profession having 0-2 years experience, and as they work diligently to provide Tier 1 instruction, they require additional training to meet the needs of all students by understanding how to use data to drive instruction, and deliver rigorous, targeted instruction.

**Problem Statement 5 Areas**: Student Learning


**Problem Statement 6**: All staff need continued training and support to improve/maintain processes and programs to promote a positive school culture and meet the needs of all students to achieve academic success.

**Root Cause 6**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs, with returning and new staff.

**Problem Statement 6 Areas**: School Processes & Programs

**Problem Statement 7**: Data shows a disproportionate rate of student discipline based on student populations across the campus.

**Root Cause 7**: Staff need additional support/training in de-escalation strategies, consistency in implementation of behavior strategies, and implementation of Restorative Practices.

**Problem Statement 7 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

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

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results
- Other additional data

# Goals

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

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

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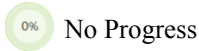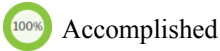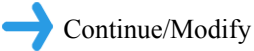
**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes
ES - Istation reading and math
MS - enrollment in advanced courses
HS - GPA 2.7 or higher readiness
HS - CCMR HB3  - engaged in TEA metric

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** By April 2025, 79.2% of 3rd grade students will beo n Tier 1 READING as measured by Istation ISIP assessment. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | |
| **Strategy's Expected Result/Impact:** This increase will be accomplished through the use of guided reading/skill/small group instruction, AVP vocabulary cards, targeted TEKs focused lesson plans, targeted literacy stations. Supplies and resources necessary are classroom supplies, items for literacy stations including chart paper, poly envelopes and seat organizers to hold student books and tools, copy paper and lamination to create stations, TEPSA, Solution Tree as well as Title I tutors to work in strategic small groups with students.<br>**Staff Responsible for Monitoring:** Teachers, instructional support, instructional coaches, Admin<br><br>**Title I:**<br>2.4, 2.6<br>**Problem Statements:** Demographics 1, 2 - Student Learning 1, 3<br>**Funding Sources:** Title I Tutors (Two Tutors - Psencik/Knighton) - 211 -- Title I, Part A - $26,000, items for literacy stations including chart paper, poly envelops to hold student books and tools, copy paper and lamination to crate stations - 211 - Title I, Part A - $8,000 - 211 - Title I, Part A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** By April 2025, 67.5% of 3rd grade students will beo n Tier 1 MATH as measured by Istation ISIP assessment. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** This increase will be accomplished through the use/implementation of small group instruction, utilization of math manipulatives by students, targeted TEKs focused lesson plans, targeted math stations. Supplies and resources necessary are classroom supplies, items for math stations, including chart paper, poly envelopes and seat organizers to hold student books and tools, copy paper and lamination to. create stations, Solution Tree courses, conference, and materials, as well as Title I tutors to work in strategic small groups with students. **Staff Responsible for Monitoring:** Teachers, instructional support, instructional coaches, Admin **Title I:** 2.4, 2.6, 4.1 **Problem Statements:** Demographics 1, 2 - Student Learning 2, 3 **Funding Sources:** classroom supplies, items for math stations, including chart paper, poly envelopes to hold student books and tools, copy paper and lamination to create stations - 211 - Title I, Part A - $5,000 - 211 - Title I, Part A | **Nov** | **Feb** | **May** | |

0% No Progress     100% Accomplished     ➡️ Continue/Modify     ❌ Discontinue

## Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Southridge students are performing lower than the district on curriculum-based assessments, District Common Assessment, and STAAR.   **Root Cause**: Lower starting points for many students (1 to 1.5 years behind grade), high mobility rate, chronic absenteeism, and a high percentage of newcomers creates challenges in filling the gaps of all learners. |
| **Problem Statement 2**: Teachers require additional training and support to provide engaging/rigorous Tier 1 and differentiated instruction to meet the vast needs of all students to make growth to reach on grade level achievement.   **Root Cause**: Our student population is 82% economically disadvantaged, 16% identified special education, 63% at risk, and a high percentage of EBs/newcomer students that have not had the opportunity to participate in a full-time education program. |

| Student Learning |
|---|
| **Problem Statement 1**: While grade levels made significant progress in literacy growth, overall less than 70% of students are making adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs.   **Root Cause**: Our literacy development instructional practices continue to need support in the areas of Guided/Small/Skills Groups and Literacy Stations. There is also a need for new to campus staff who need additional profession learning/training. |
| **Problem Statement 2**: While grade levels made significant progress in math learning, overall les than 70% of students are making adequate math growth as measured by STAAR, Istation, Universal Screener, TX-KEA or CBAs.   **Root Cause**: Our mathematical development instructional practices continue to need support in the areas of small group math, math stations, assessments and resources, use of manipulatives and engagement strategies. |
| **Problem Statement 3**: Teachers struggle to meet the needs of diverse learners that are not on grade level.   **Root Cause**: Teachers on each grade level are new to the profession having 0-2 years experience, and as they work diligently to provide Tier 1 instruction, they require additional training to meet the needs of all students by understanding how to use data to drive instruction, and deliver rigorous, targeted instruction. |

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

| Strategy 1 Details | | Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** Students will have the opportunity to participate in various leadership opportunities and clubs, including but not limited to Kindness Ambassadors, Principal's Advisor Council, Chess Club, Art Club, Music/Choir, Robotics Club, 5K by May Running Club, Basketball club. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | |
| **Strategy's Expected Result/Impact:** All students will feel a sense of belonging and have a continued positive responses when asked Pulse Survey Questions. **Staff Responsible for Monitoring:** Admin, Counselors, Teachers **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1 | | | | |
| 0% No Progress     100% Accomplished     ➡ Continue/Modify     ✖ Discontinue | | | | |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 1**: All staff need continued training and support to improve/maintain processes and programs to promote a positive school culture and meet the needs of all students to achieve academic success.  **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs, with returning and new staff. |

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> ES, MS, HS - Student survey results
> MS/HS - Involvement in extracurricular, co curricular, clubs, etc.

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

**Evaluation Data Sources:** See campus scorecard for targeted outcomes
Attendance Rate
Chronic truancy

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** By May 2025, student attendance will improve from 9_.__% to the district target goal of 95% or higher. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Decrease the number of chronically absent and truant families thus increasing the overall campus attendance rate to not less than 95%. | | **Nov** | **Feb** | **May** | |
| **Staff Responsible for Monitoring:** Administrators, Teachers, Attendance Clerk/Assist Attendance Clerk, Counselors, **Title I:** 2.6 **Problem Statements:** School Processes & Programs 1 | | | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | | | |

**Performance Objective 3 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 1**: All staff need continued training and support to improve/maintain processes and programs to promote a positive school culture and meet the needs of all students to achieve academic success. **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs, with returning and new staff. |

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

> **Evaluation Data Sources:** See campus scorecard for targeted outcomes
> Student survey results
> Parent survey results

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

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

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

**High Priority**

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Utilize a Title I Teacher/Dean of Discipline/Behavior Coach to assist in supporting student behavior levels in the area of consistency in the use of Safe & Civil behavior systems, restorative practices, safety, and SEL learning supports. This includes all staff receiving training/support in CHAMPS processes, use of campus-wide token economy with BLAST OFF tickets and ROCKET SHOP as a PBIS system of support, campus and high school mentors, ISS/PLE training to include restorative conversations with classroom teachers prior to returning to class, and additional restorative Practice training for staff. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | |
| **Strategy's Expected Result/Impact:** Increase consistency in practices, increase restorative practice actions as part of every referral, resulting in a decrease in high frequency referrals for students. **Staff Responsible for Monitoring:** Teachers, DOD, Administrators  **Title I:** 2.5, 2.6  **Problem Statements:** Perceptions 1 | | | | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✕ Discontinue | | | | |

**Performance Objective 6 Problem Statements:**

| Perceptions |
|---|
| **Problem Statement 1**: Data shows a disproportionate rate of student discipline based on student populations across the campus.   **Root Cause**: Staff need additional support/ training in de-escalation strategies, consistency in implementation of behavior strategies, and implementation of Restorative Practices. |

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

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

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

**Evaluation Data Sources:** See district scorecard for targeted outcomes
Maintain fund balance
Balanced budget
Earn finance stability indicators

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** All staff will participate in the decisions about campus processes, including Staff and Student EXPECTATIONS, Sunshine Committee, community involvement, programs, student success (Behavioral input on high needs students - Safe & Civil Schools). Input and feedback will be solicited through committee meetings, surveys and grade level conversations. Results will be reported to all at staff meetings with transparency. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | |
| **Strategy's Expected Result/Impact:** Involvement in school processes and conversations will increase the Qualtrics measure of staff involvement in decisions and maintain/increase the percentage for Staff Wellbeing (Two questions combined Trusting Relationships & Energized) **Staff Responsible for Monitoring:** Admin **Problem Statements:** School Processes & Programs 1 | | | | |
| 0% No Progress        100% Accomplished        ➡ Continue/Modify        ✖ Discontinue | | | | |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 1**: All staff need continued training and support to improve/maintain processes and programs to promote a positive school culture and meet the needs of all students to achieve academic success.   **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs, with returning and new staff. |

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide specific, targeted professional learning opportunities aligned with professional and student growth LEAD goals, including Depth & Complexity, Kagan Strategies to increase rigor in Tier 1 instruction. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | |
| **Strategy's Expected Result/Impact:** Staff will be successful in accomplishing goals that positively impact student outcomes measured on the 24-25 campus score card. **Staff Responsible for Monitoring:** Administrators, Coaches, GT, Instructional Support **Title I:** 2.5 **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 1 | | | | |

0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: Teachers require additional training and support to provide engaging/rigorous Tier 1 and differentiated instruction to meet the vast needs of all students to make growth to reach on grade level achievement.   **Root Cause**: Our student population is 82% economically disadvantaged, 16% identified special education, 63% at risk, and a high percentage of EBs/newcomer students that have not had the opportunity to participate in a full-time education program. |

| Student Learning |
|---|
| **Problem Statement 3**: Teachers struggle to meet the needs of diverse learners that are not on grade level.   **Root Cause**: Teachers on each grade level are new to the profession having 0-2 years experience, and as they work diligently to provide Tier 1 instruction, they require additional training to meet the needs of all students by understanding how to use data to drive instruction, and deliver rigorous, targeted instruction. |

| School Processes & Programs |
|---|

**Problem Statement 1**: All staff need continued training and support to improve/maintain processes and programs to promote a positive school culture and meet the needs of all students to achieve academic success. **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs, with returning and new staff.

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

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

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

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

**High Priority**

**Evaluation Data Sources:** See campus scorecard for targeted outcomes
Staff survey
Parent survey
Recognize Someone program

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Host a variety of family involvement/engagement nights focused on academic and enrichment opportunities. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Parents and families understand academic priorities and how to support student learning at home resulting in increases in student achievement. This will include providing various materials for families to utilize in the at home environment.<br><br>**Title I:**<br>2.4, 4.1, 4.2<br>**Problem Statements:** Demographics 1 | | **Nov** | **Feb** | **May** | |
| | | | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Southridge students are performing lower than the district on curriculum-based assessments, District Common Assessment, and STAAR.   **Root Cause**: Lower starting points for many students (1 to 1.5 years behind grade), high mobility rate, chronic absenteeism, and a high percentage of newcomers creates challenges in filling the gaps of all learners. |

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

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

*STRATEGIES REQUIRED ONLY IF CAMPUS PRIORITY

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

**Goal 6:** Federal and State Mandates

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

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | |
| 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 | | | | |
| 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 2:** All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at < 0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain strategies that support these goals.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** At-risk students will be identified using available data. | **Formative** | | | **Summative** |
| 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. | **Nov** | **Feb** | **May** | |
| 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. | | | | |
| Procedures will be used to ensure accurate coding/tracking of withdrawals. | | | | |
| The RtI process is utilized to provide early intervention for struggling students. | | | | |
| **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 | | | | |
| **Staff Responsible for Monitoring:** All staff | | | | |
| **TEA Priorities:** Connect high school to career and college, Improve low-performing schools | | | | |

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 | Reviews | | | |
|---|---|---|---|---|
| **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. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | |
| 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.<br><br>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.<br><br>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.<br><br>Campus personnel will be trained in violence prevention and intervention.<br><br>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.<br>Duties of school resource officers include speaking to classes on the law, acting as a resource person in the area of law enforcement education, conducting and assisting in criminal investigations of violations of law on school property, providing a law enforcement resource when necessary to maintain peace on district property, making arrests and referrals of criminal law violators using discretion, providing information to students at request of staff, making appropriate referrals to social services agencies, wearing an official uniform, performing other duties mutually agreed upon, any off-campus activity required of services, following and conforming to all district policies and procedures, coordinating with school staff, making presentations to civic groups and participating on committees when requested. | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | |
| Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.<br><br>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.<br><br>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.<br><br>Civic responsibility and community service and community involvement are encouraged.<br><br>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.<br><br>Students receive public acknowledgement for non-academic achievement.<br>    **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.<br>    **Staff Responsible for Monitoring:** All staff | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Dating Violence | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | |
| LISD does not tolerate dating violence. The Counseling and Social Work team will participate staff and student education on the prevention and legal responsibilities related to dating violence. Guidelines for victims include reporting outcry to trusted adult along with following district protocol for outcries, specifically that parents notification will take place immediately following identification of a victim or perpetrator. Violations will be reported to the appropriate authorities as required by law.<br>    **Strategy's Expected Result/Impact:** Increasing education and reporting pathway to support students in participation in healthy dating relationships.<br>    **Staff Responsible for Monitoring:** All staff | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** 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.<br><br>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.<br><br>SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines.  Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process.<br>**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.<br>**Staff Responsible for Monitoring:** All staff | **Formative** | | | **Summative** |
| | **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 4:** Diverse students shall be prepared to meet the demands of the real world when they exit the Lewisville Independent School District. Instructional strategies and programs will be implemented to support all students.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | |

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 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.

Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.

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

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

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

LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.

**Strategy'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 | Reviews | | | |
|---|---|---|---|---|
| **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. . <br><br>Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware.<br>    **Strategy's Expected Result/Impact:** Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate.<br>    **Staff Responsible for Monitoring:** Learning and Teaching<br>Chief of Schools<br>Accountability and Evaluation<br>Campus administrators and appropriate staff.<br><br>    **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **May** | |
| | | | | |

0% No Progress     100% Accomplished     → Continue/Modify     ✖ Discontinue

# Title I

## 1.1: Comprehensive Needs Assessment

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

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

## 2.2: Regular monitoring and revision

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

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

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

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

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

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

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

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

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

## 3.1: Annually evaluate the schoolwide plan

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

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

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

## 4.2: Offer flexible number of parent involvement meetings

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

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Chad Bradstreet | Dean of Discipline | Title I, Part A | 1 |
| Joana Gonzalez | Title I Instructional Coach | Title I, Part A | 1 |