

Lewisville Independent School District

Southridge Elementary School

2023-2024 Improvement Plan



Mission Statement

At Southridge Elementary, our scholars are engaged in meaningful, relevant, and diverse learning experiences every day. We encourage student voice and empower Southridge scholars to be global citizens who are uniquely capable of transforming their community as productive problem-solvers and life-long learners.

Vision

As a community of learners, we will encourage each other to embrace challenges, achieve excellence, and to become socially responsible citizens who influence the world in a positive way.

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Comprehensive Needs Assessment

Revised/Approved: November 2, 2023

Demographics

Demographics Summary

Southridge Elementary is a Dual Language, Title I campus in Lewisville ISD. We serve 622 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: 68%

Percent English Language Learners: 51%

Special Education:

YES: 19%

NO: 81%

Mobility Rate: Approximately %

Enrollment by Ethnicity:

Asian 8%

Black/African American 25%

Hispanic 55%

White 6%

Two or More Races 6%

American Indian <.2%

Demographics Strengths

Southridge Elementary has a culturally diverse student body which brings a rich culture to our campus. We are a Restorative Practices campus. In addition, many of our teachers,

counselor, administrators have received training in TBRI Trauma Informed Classrooms. Counselors and administrators were also trained in TBRI 101: Trust-Based Relationships. All staff were 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 Program
- 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, 19% identified special education, 68% 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 64%; Meets 26%; Masters 4%

SPANISH: Approaches 32%; Meets 16%; Masters 8% (2 students)

4th Grade:

ENGLISH: Approaches 74%; Meets 31%; Masters 10%

SPANISH: Approaches 44%; Meets 32%; Masters 13% (2 students)

5th Grade:

ENGLISH: Approaches 64%; Meets 32%; Masters 8%

SPANISH: Approaches 50%; Meets 23%; Masters 0%

MATH:

3rd Grade:

ENGLISH: Approaches 69%; Meets 25%; Masters 9%

SPANISH: Approaches 52%; Meets 17%; Masters 0%

4th Grade:

ENGLISH: Approaches 57%; Meets 26%; Masters 10%

SPANISH: Approaches 33%; Meets 20%; Masters 0%

5th:

ENGLISH: Approaches 47%; Meets 18%; Masters 3%

SPANISH: Approaches 68%; Meets 32%; Masters 4%

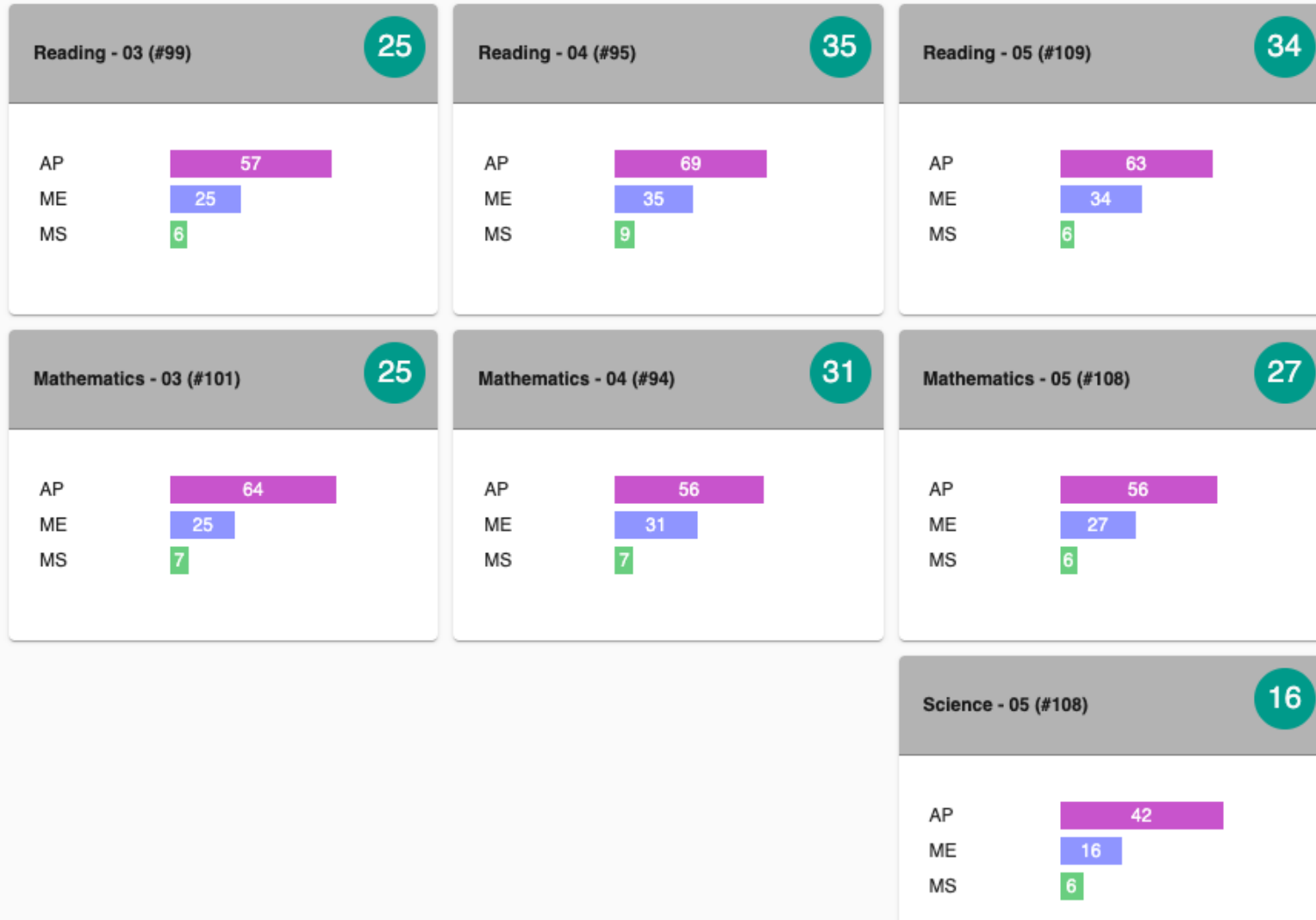
SCIENCE:

5th Grade:

ENGLISH: Approaches 36%; Meets 9%; Masters 4%

SPANISH: Approaches 44%; Meets 12%; Masters 0%

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

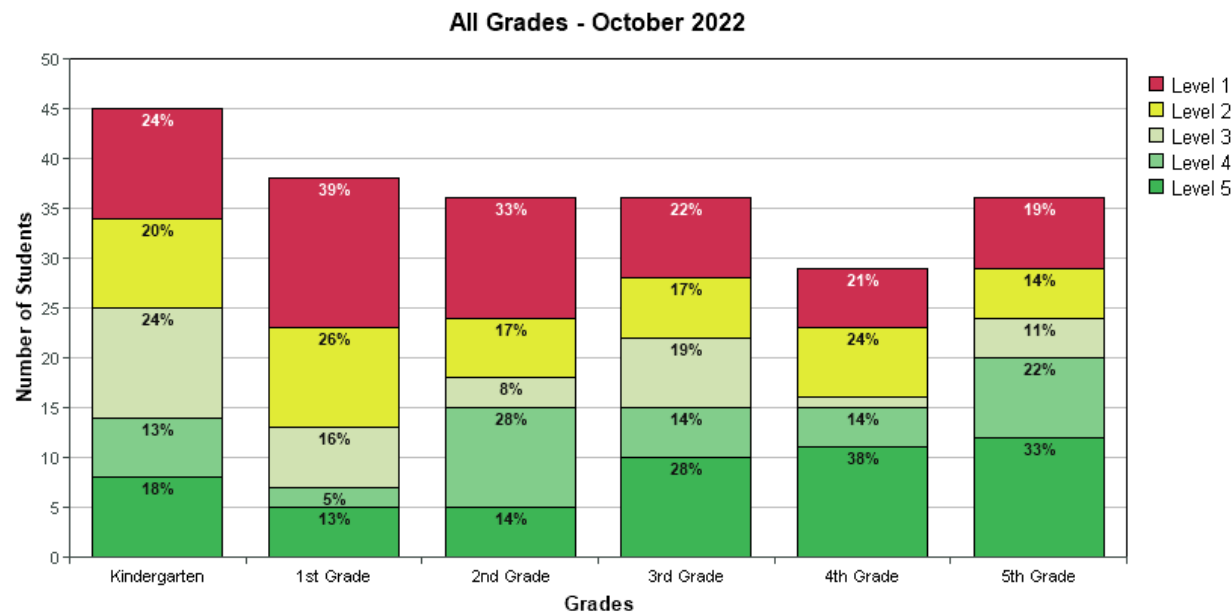


EOY ISTATION RESULTS - ENGLISH & SPANISH

Summary

ISIP™ Lectura Temprana results for Southridge Elementary School

Lewisville Ind School District - 2022/2023



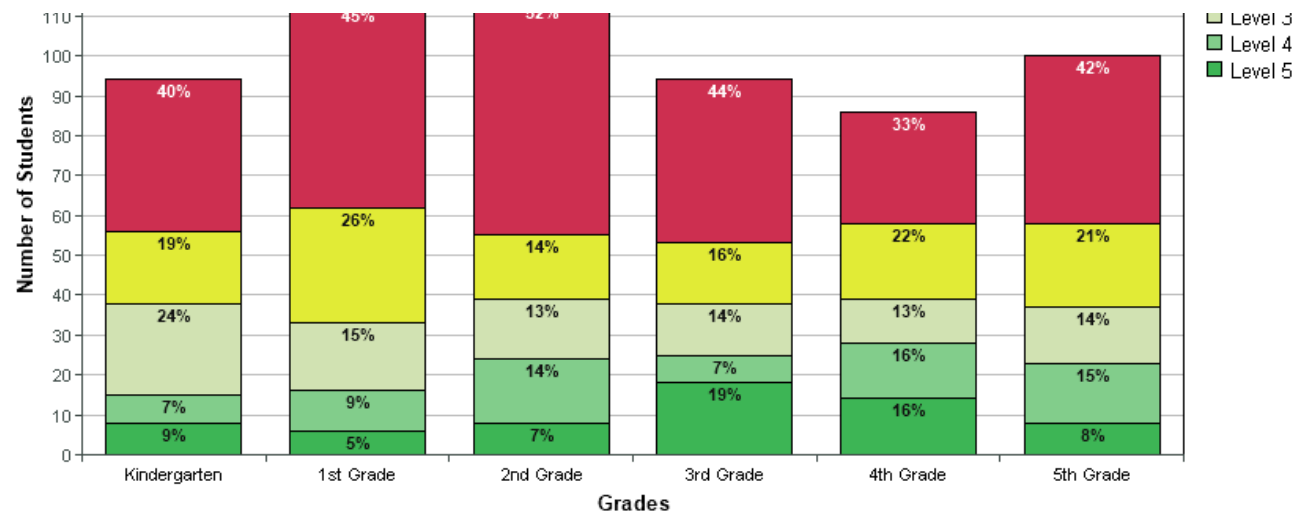
Summary

ISIP™ Early Reading results for Southridge Elementary School

Lewisville Ind School District - 2022/2023

All Grades - April 2023





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): 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) Group and Literacy Stations. There is also a need for new to campus staffed who need training.

Problem Statement 2 (Prioritized): Less 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, 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 / RTI 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 student 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 also continue to 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 peers.

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 / 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:** All staff needs additional support/training in de-escalation strategies and to implement Restorative Practices with fidelity. Our data shows a higher rate of referrals were for male and/or students receiving SpEd services.

Priority Problem Statements

Problem Statement 1: Less than 70% of students are making adequate literacy growth as measured by STAAR, Istation, TX-KEA or CBAs.

Root Cause 1: Our Literacy Development instructional practices continue to need support in the areas of Guided (Small/Skills) Group and Literacy Stations. There is also a need for new to campus staffed who need training.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Less than 70% of students are making adequate math growth as measured by STAAR, Istation, Universal Screener, TX-KEA or CBAs.

Root Cause 2: Our mathematical development instructional practices continue to need support in the areas of small group math, math stations, assessments and resources, and engagement strategies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers struggle to meet the needs of diverse learners that are not on grade level.

Root Cause 3: 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 3 Areas: Student Learning

Problem Statement 4: Southridge students are performing lower than the district on curriculum-based assessments, District Common Assessment, and STAAR.

Root Cause 4: 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 4 Areas: Demographics

Problem Statement 5: 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 5: Our student population is 82% economically disadvantaged, 19% identified special education, 68% 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 5 Areas: Demographics

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: All staff needs additional support/training in de-escalation strategies and to implement Restorative Practices with fidelity. Our data shows a higher rate of referrals were for male and/or students receiving SpEd services.

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
- 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
- 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 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
- STEM and/or STEAM 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
- 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 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

Revised/Approved: November 2, 2023

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

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

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

High Priority

HB3 Goal

Evaluation Data Sources: See campus scorecard for targeted outcomes

ES - Istation reading and math





MS - enrollment in advanced courses

HS - GPA 2.7 or higher readiness

HS - CCMR HB3 - engaged in TEA metric

Strategy 1 Details	Formative Reviews		
Strategy 1: By April 2024, 56% of 3rd grade students will be on Tier 1 (Levels 3,4,5) READING as measured by Istation ISIP assessment. Strategy's Expected Result/Impact: This increase to 56% will be accomplished by through the use/implementation of guided reading/ 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, TEPSA, Solution Tree, 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 Problem Statements: Demographics 1, 2 - Student Learning 1, 3 Funding Sources: Title I Tutors (Two tutors - Psencik/Knighton) - 211 - Title I, Part A - \$25,704	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
Strategy 2: By April 2024, 36% of 3rd grade students will be on Tier 1 (Levels 3,4,5) MATH as measured by Istation ISIP assessment. Strategy's Expected Result/Impact: This increase to 36% will be accomplished by 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, 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	Formative		
	Nov	Feb	May

 No Progress
  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, 19% identified special education, 68% 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: 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) Group and Literacy Stations. There is also a need for new to campus staffed who need training.
Problem Statement 2: Less 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, 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.

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

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 3: Instructional Staff participate in the PLC process to identify priority learning standards, unpack TEKs and analyze data.





Evaluation Data Sources: Staff will be able to identify students needs and provide differentiated instruction resulting in an increase at the approaches level in Reading, Math, and Science STAAR scores. This will require extra duty pay for teachers.

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

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

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

Strategy 1 Details	Formative 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 Advisory Council, Chess Club, Art Club, Music/Drum Circle Club, Robotics Club. Strategy's Expected Result/Impact: All students will feel a sense of belonging and have 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	Formative		
	Nov	Feb	May

 No Progress
  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.

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.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Attendance Rate

Chronic truancy

Strategy 1 Details	Formative Reviews		
Strategy 1: By April 2024, student attendance will improve from 92.3% to the district target goal of 95% or higher. 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% Staff Responsible for Monitoring: Teachers, Attendance Clerk, Counselors, All Admin Title I: 2.6 Problem Statements: Demographics 1 - School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 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.
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.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Compliance with safety drills

Completion of staff and student safety trainings

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

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

Evaluation Data Sources: See campus scorecard for targeted outcomes

Student survey results

Parent survey results

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





Performance Objective 6: Campus Behavior Goal:

* 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	Formative Reviews		
Strategy 1: Utilize a Title I teacher as a Behavior Coach to assist in supporting student behavior levels in the area of conflict resolution, safety, and SEL learning and supports. This includes all staff being trained in de-escalation strategies, re-implementation of a campus-wide token economy with BLAST OFF tickets and ROCKET SHOP as a PBIS system of support, campus and high school mentors, ISS training to include restorative conversations with classroom teachers prior to returning to class, and additional Restorative Practice training for staff. Strategy's Expected Result/Impact: Increase the number of Restorative Practice actions as part of every referral. Also, the number of high frequency referrals for students assigned to behavior decrease. Staff Responsible for Monitoring: Teachers, Behavior Coach, Admin Title I: 2.5, 2.6 Problem Statements: Perceptions 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Perceptions
Problem Statement 1: Data shows a disproportionate rate of student discipline based on student populations across the campus. Root Cause: All staff needs additional support/ training in de-escalation strategies and to implement Restorative Practices with fidelity. Our data shows a higher rate of referrals were for male and/or students receiving SpEd services.

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

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

Evaluation Data Sources: See district scorecard for targeted outcomes

Maintain fund balance

Balanced budget

Earn finance stability indicators

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





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

Evaluation Data Sources: See district scorecard for targeted outcomes

Financial dashboard visits

Finance related comm efforts across all platforms

Strategy 1 Details	Formative Reviews		
Strategy 1: All staff will participate in the decisions about campus process, including Sunshine, 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. 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 to 75% and Energized to 50%) Staff Responsible for Monitoring: Admin Problem Statements: School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 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 3: Increase the efficient and fiscally responsible practices to maximize district funding and increase entitlements.

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

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

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





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).

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide specific, targeted professional learning opportunities aligned with professional and student growth LEAD goals. Strategy's Expected Result/Impact: Staff will be successful in accomplishing goals that positively impact student outcomes measured on the 23-23 campus score card. Staff Responsible for Monitoring: Administrators, Coaches, Instructional Support Title I: 2.5 Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1	Formative		
	Nov	Feb	May

 No Progress
  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, 19% identified special education, 68% 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).

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

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

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

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

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

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

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





Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Parent survey

Recognize Someone program

Strategy 1 Details	Formative Reviews		
Strategy 1: Host a variety of family involvement/engagement nights focused on academic and enrichment opportunities. 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. Staff Responsible for Monitoring: Teachers, Committees, Admin Title I: 2.4, 4.1, 4.2 Problem Statements: Demographics 1	Formative		
	Nov	Feb	May

 No Progress
  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.

Evaluation Data Sources: See campus scorecard for targeted outcomes

Staff survey

Customer Service survey

Goal 6: Federal and State Mandates

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

Performance Objective 1: All students shall attend school regularly.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, the staff, and the student body are informed of student attendance procedures. Student residency is verified. RaaWee will be used to monitor absences and parent notification given when students are absent. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes - including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Strategy's Expected Result/Impact: Student attendance records and campus/district scorecard for attendance rate % and truant student % Staff Responsible for Monitoring: All staff Title I: 2.5, 2.6 Problem Statements: Demographics 1	Formative		
	Nov	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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 6: Federal and State Mandates


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


You will update the formative and summative reviews.


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


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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At-risk students will be identified using available data. Accelerated instruction will be provided based on data and in alignment with the comprehensive needs assessment data and Goal 1.1 and 1.2 for student learning.</p> <p>Students will be provided opportunities to explore career options. Students will be engaged in college and career readiness activities to promote the goal of high school completion and workforce readiness.</p> <p>Procedures will be used to ensure accurate coding/tracking of withdrawals.</p> <p>The RtI process is utilized to provide early intervention for struggling students.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; successful dropout prevention as seen from one or more of the following items: (a) results of audit of dropout records, (b) campus info related to graduation rates, dropout rates, high school equivalency certification rates, and the percentage of students who remain in high school more than four years after entering 9th grade, (c) the number of students who enter a high school equivalency program and do not complete the program or complete but do not take the exam or complete and take the exam but do not obtain a high school equivalency certificate, (d) for students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and (e) results of an evaluation of each school-based dropout prevention program</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Problem Statements: Demographics 1, 2 - Student Learning 3</p>	Formative		
	Nov	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>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.</p> <p>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, 19% identified special education, 68% at risk, and a high percentage of EBs/newcomer students that have not had the opportunity to participate in a full-time education program.</p>
Student Learning
<p>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.</p>

Goal 6: Federal and State Mandates

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District Behavior Management Plan is implemented districtwide. Staff training and practices will support proactive behavior strategies that align with the District Behavior Management Plan.</p> <p>Campus Behavior Management Plans are implemented on each campus. Staff and students will be training on expectations outlined in the plan. Orientations and Welcome Week events are held.</p> <p>Students participate in activities that foster positive teacher/student relationships through implementation of Restorative Practices and other strategies.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>Campus personnel will be trained in violence prevention and intervention.</p> <p>Title I: 2.6 Problem Statements: Demographics 2 - Student Learning 3</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campuses coordinate school health activities to address student wellbeing and ensure all aspects that impact the learning environment are addressed.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>A proactive plan identifies and helps troubled youth through partnership with counselor and teacher to identify supports and interests.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Implement plan to increase family engagement and awareness of key topics to improve student academic achievement.</p> <p>Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>Strategy's Expected Result/Impact: Increased academic performance data, including STAAR and local assessments; staff observations and documentation records, including RtI and counselor data, student attendance records and interest forms, family involvement.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Dating Violence 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. Strategy's Expected Result/Impact: Increasing education and reporting pathway to support students in participation in healthy dating relationships. Staff Responsible for Monitoring: All staff Title I: 2.6 Problem Statements: School Processes & Programs 1	Formative		
	Nov	Feb	May

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 3 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, 19% identified special education, 68% 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 6: Federal and State Mandates

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

You will update the formative and summative reviews.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Special program students are accurately identified and appropriately served.</p> <p>Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements.</p> <p>Special education services are provided to students as determined by the ARD committee.</p> <p>G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students.</p> <p>A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.)</p> <p>Campus personnel utilize appropriate interventions for students with special needs.</p> <p>The RtI team is in place and appropriately trained to serve students.</p> <p>Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.).</p> <p>Teachers receive training and support to differentiate instruction to meet the needs of all students.</p> <p>The campus will demonstrate integration of technology in instructional and administrative programs to support student learning.</p> <p>The following resources are used to meet the needs of special students: 504, Inclusion, Contact Teachers, G/T services, Advanced Placement (secondary only) and Literacy Intervention/Dyslexia.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family involvement in program supports, graduation rates.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 4 Problem Statements:

Demographics
<p>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, 19% identified special education, 68% at risk, and a high percentage of EBs/newcomer students that have not had the opportunity to participate in a full-time education program.</p>

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 7: Student Achievement/Safeguards

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

You will update the formative and summative reviews.

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

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

Strategy 1 Details	Formative Reviews		
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. . Campus and department personnel will be able to analyze state mandated testing data housed in campus shared assessment folders and in Eduphoria Aware. Strategy's Expected Result/Impact: Achievement of all students increase as indicated on STAAR and local academic performance data, graduation rate. Staff Responsible for Monitoring: Learning and Teaching Chief of Schools Accountability and Evaluation Campus administrators and appropriate staff. Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 2 - Student Learning 3	Formative		
	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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, 19% identified special education, 68% 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.