

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

Accountability Rating: Not Rated: Declared State of Disaster



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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Goal 4: Cornerstone 4/ Community Engagement We believe education is a shared responsibility between our district and the communities we serve. Community engagement is critical to the success of LISD. Through intentional strategies partnerships at the campus and district level, we can tap into the deep well of community support for LISD to forge stronger bonds with our stakeholders and develop relationships to benefit schools, local businesses and the community.	25
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Comprehensive Needs Assessment

Revised/Approved: October 28, 2021

Demographics

Demographics Summary

Southridge Elementary is a Dual Language, Title I campus in Lewisville LISD. We serve 560+ students from kindergarten to 5th grade of which 50% are female and 50% are male. Southridge serves a diverse population with specific supports in place for English as a Second Language (ESL), Gifted & Talented, Special Education, and economically disadvantaged students. Below are the approximate demographics of our student population for this 2021-2022 school year:

Elementary Percent Economically Disadvantaged: 70%

At-Risk: 50%

Percent English Language Learners: 36%

Special Education:

YES: 17%

NO: 83%

Mobility Rate: Approximately 30%

Enrollment by Ethnicity:

Asian 8%

Black/African American 28%

Hispanic 47%

White 10%

Two or More Races 6%

Demographics Strengths

Southridge is a Restorative Practices campus. In addition, the majority of our teachers have received training in TBRI Trauma Informed Classrooms. Counselors and administrators were also trained in TBRI 101: Trust-Based Relationships.

Demographic Strengths:

- 90%+ of students showed regular attendance in the 2020 School year
- 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 ELLs
- Support systems for at risk students
- Serving students KG-5 with a Dual language Program
- Inclusive, accepting and positive environment for students and staff

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Not all students have achieved their full potential academically and are not showing elementary readiness in literacy. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of goals and expectations as a school. Additionally, the regular and consistent interventions that need to be in place to close learning gaps, were lacking during the 2020-21 school year due to COVID level orange protocols.

Student Learning

Student Learning Summary

A "quick glance" of 3rd through 5th grade STAAR data is below. End of Year Istation data Reading English/Spanish and Math is also outlined below.

Reading--English	Number of Students	Approaches	Meets	Masters
3rd Grade	61	50.82%	21.31%	8.20%
4th Grade	55	50.91%	18.18%	3.64%
5th Grade	68	55.88%	33.82%	20.59%

Reading--Spanish	Number of Students	Approaches	Meets	Masters
3rd Grade	15	46.67%	20.00%	6.67%
4th Grade	15	60.00%	26.67%	13.33%
5th Grade	11	90.91%	63.64%	18.18%

Math--English	Number of Students	Approaches	Meets	Masters
3rd Grade	61	47.54%	9.84%	4.92%
4th Grade	55	32.73%	25.45%	12.73%
5th Grade	68	41.18%	19.12%	8.82%

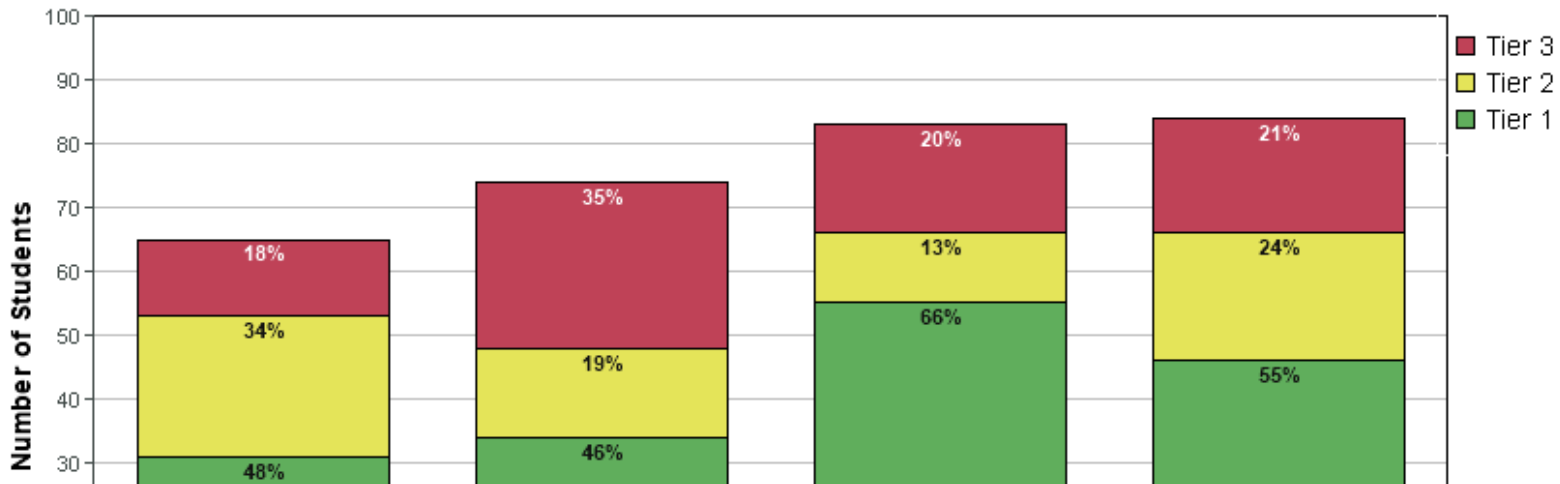
Math--Spanish	Number of Students	Approaches	Meets	Masters
3rd Grade	15	46.67%	20.00%	0.00%

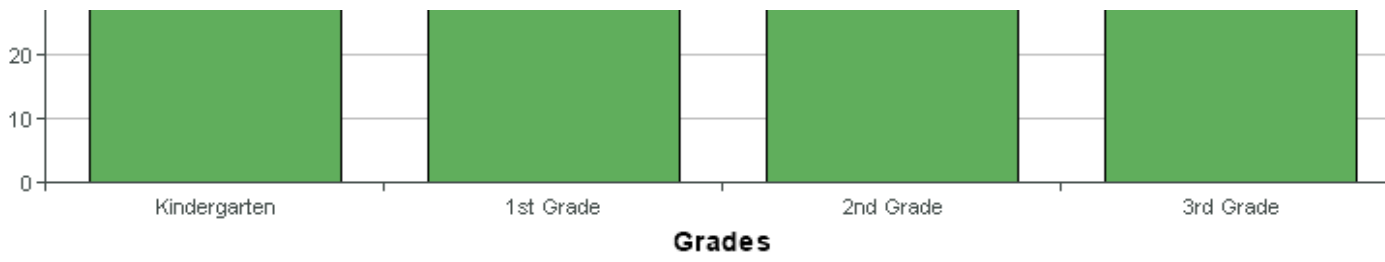
Math--Spanish	Number of Students	Approaches	Meets	Masters
4th Grade	15	46.67%	20.00%	0.00%
5th Grade	10	100.00%	40.00%	20.00%

Writing	Number of Students	Approaches	Meets	Masters
4th Writing--English	57	29.82%	5.26%	0.00%
4th Writing--Spanish	14	35.71%	14.29%	0.00%

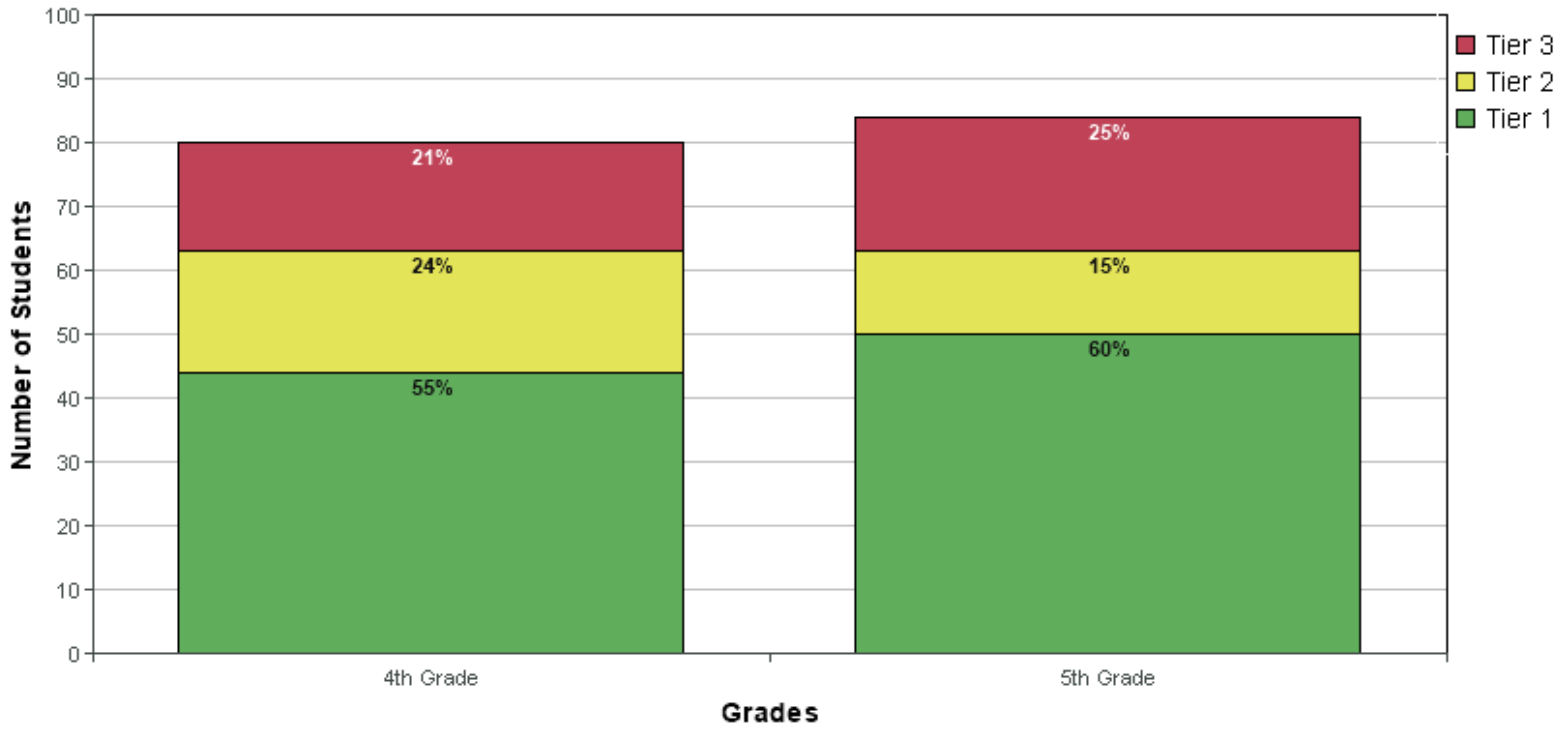
Science	Number of Students	Approaches	Meets	Masters
5th Science--English	67	38.81%	16.42%	4.48%
5th Science--Spanish	11	45.45%	0.00%	0.00%

ISIP Early Reading Summary (May 2021)

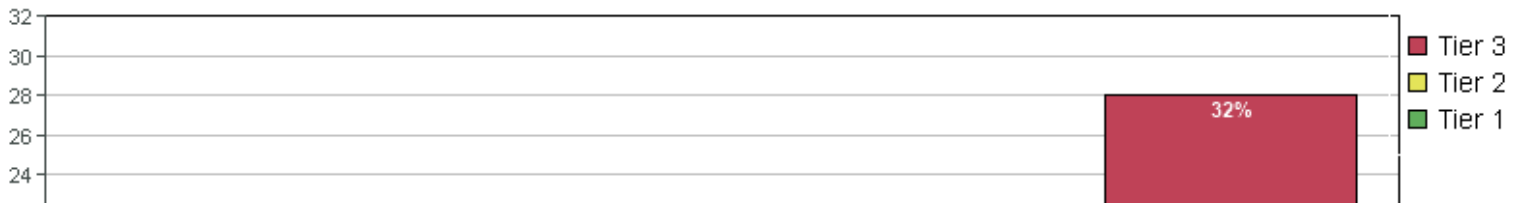


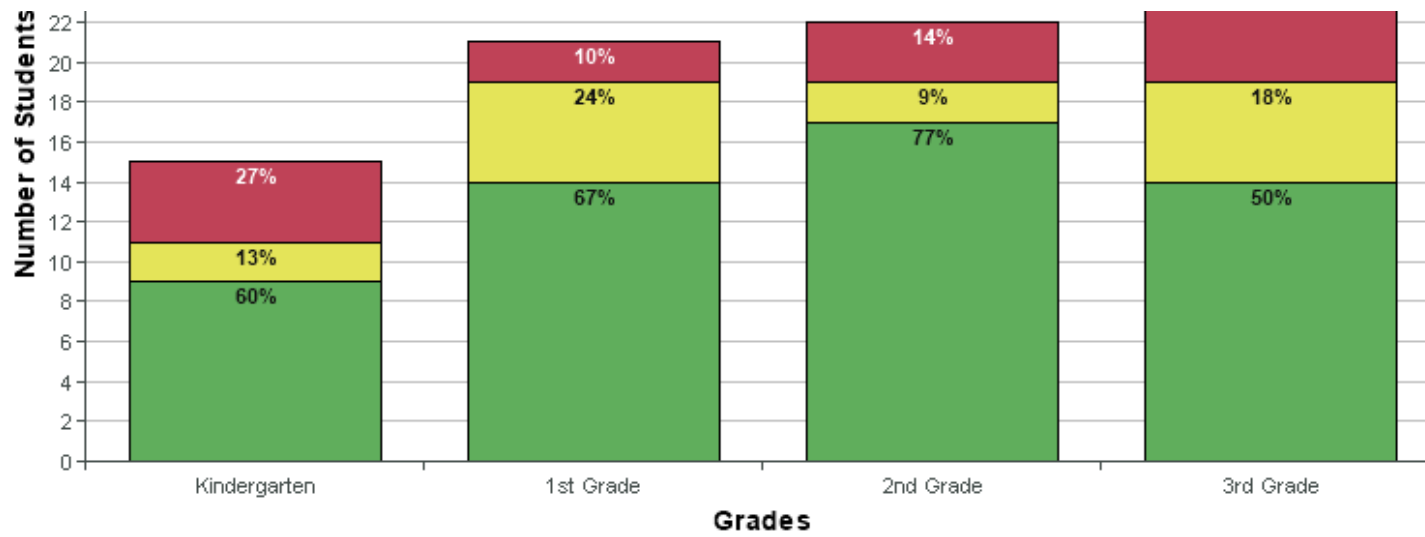


ISIP Advanced Reading Summary (May 2021)

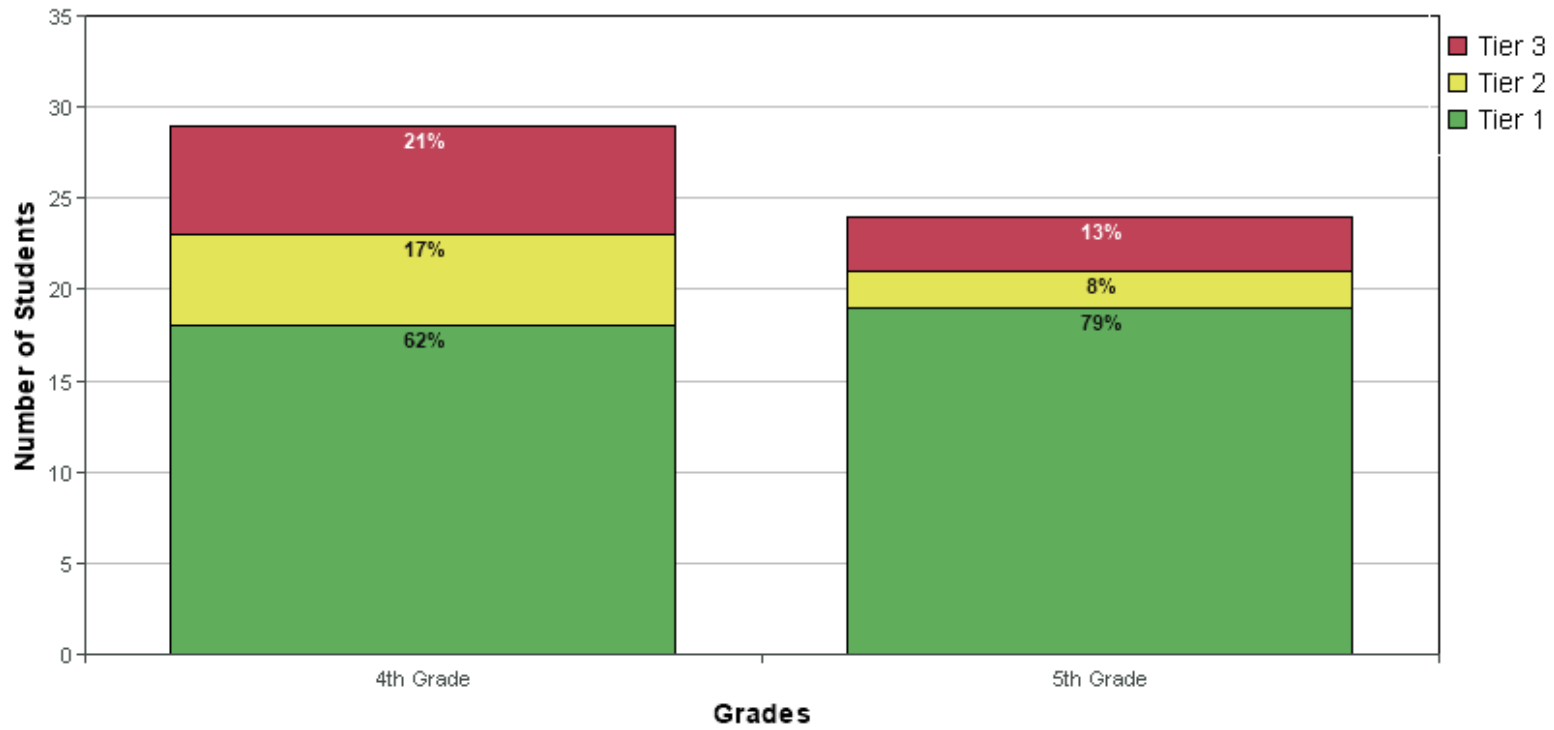


ISIP Lectura Temprana Summary (May 2021)

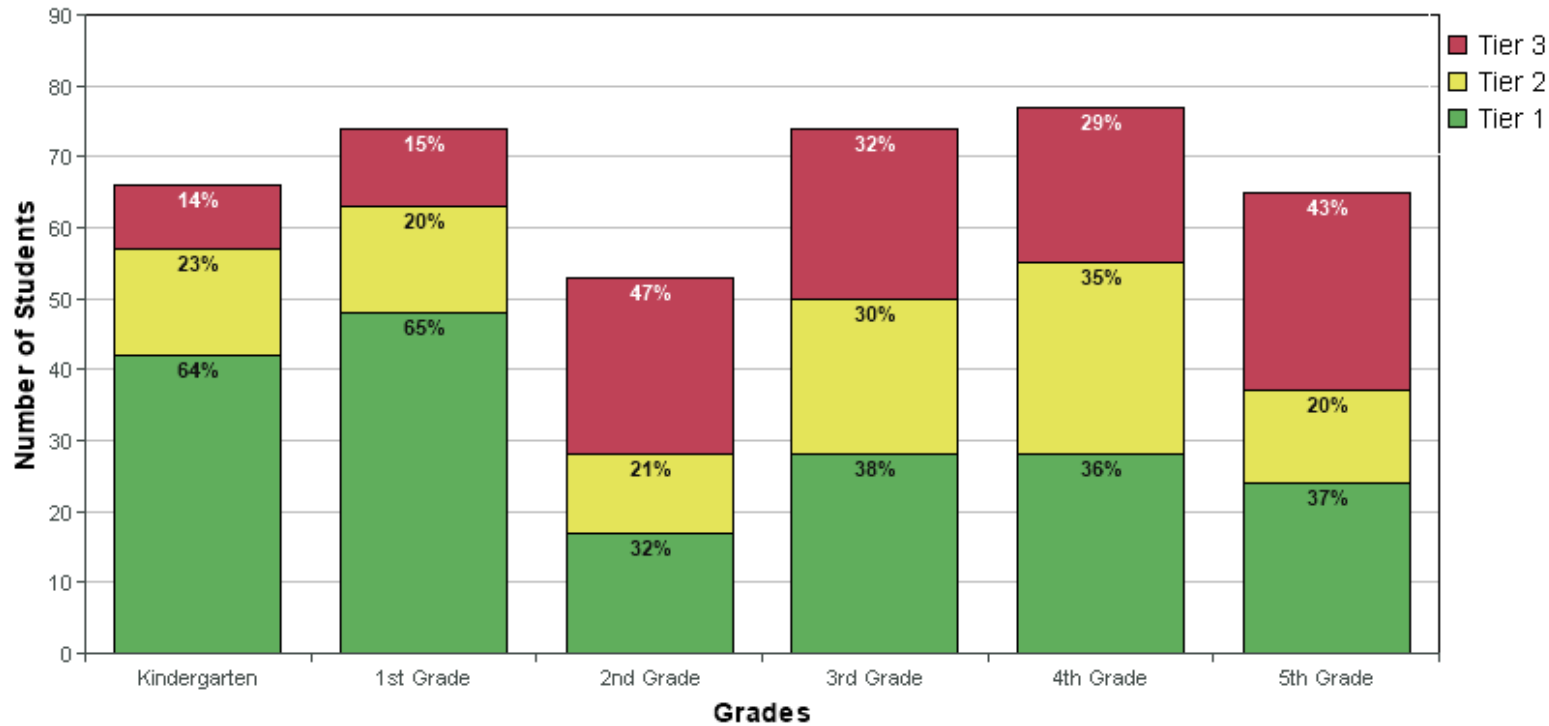




ISIP Lectura Avanzada Summary (May 2021)



ISIP Math Summary (May 2021)



Student Learning Strengths

- Teachers at Southridge ES participate in weekly PLCs where they review data -- common assessments, student work samples and establish interventions and extensions for students
- An intervention / extension time is built into the master schedule which limits the amount of missed Tier 1 instruction for students receiving specialized services and giving general education students the content that needs to be retaught and/or extended
- Students in grades K-5 show overall growth in reading skills from September to May as evidenced by increasing Istation scores in Tier I and a decrease in the number of students on Tier II or III
- Academic Coaches are utilized to provide job-embedded professional learning to teachers based on student needs
- Small group instruction for targeted instruction and interventions.
- Any student in grades K-5 not showing growth, will have student progress discussed in RtI meetings throughout the year to identify strategies and resources available for intervention

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): PLC Structures, small group instruction, and systematic interventions were not as effective in the 2020-2021 school year as they were prior to COVID. Students require these interventions to show progress. **Root Cause:** The constraints placed on the learning process and intervention process during a Global Pandemic, did not allow for closing gaps in student learning.

School Processes & Programs

School Processes & Programs Summary

A Master schedule is developed each year 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, 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 MTA 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 RtI process, we ensure that all students receive differentiated instruction to help them be successful.

School Processes & Programs Strengths

- Effective PLC meetings 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 instruction
- Small group math instruction, Intentional Problem Solving
- Restorative Practices-all classrooms create relationship agreements and restorative circles
- Community in Schools Campus Coordinator
- Rithm Program
- Community Partnership with VCC

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all of our students are meeting grade level expectations for STAAR. **Root Cause:** Students of our diverse population come with varying degrees of academic readiness for learning, as well as learning/interventions also being impacted by COVID orange level challenges for effective guided reading and Tier I and II interventions that occur daily.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement in their child's literacy and learning is not as strong as it could be. **Root Cause:** There may be limited opportunities as our parents work multiple jobs during the school day as well as caring for younger siblings.

Priority Problem Statements

Problem Statement 1: Not all students have achieved their full potential academically and are not showing elementary readiness in literacy.

Root Cause 1: A diverse population requires deep understanding of the needs of various learners while implementing a common set of goals and expectations as a school. Additionally, the regular and consistent interventions that need to be in place to close learning gaps, were lacking during the 2020-21 school year due to COVID level orange protocols.

Problem Statement 1 Areas: Demographics

Problem Statement 2: PLC Structures, small group instruction, and systematic interventions were not as effective in the 2020-2021 school year as they were prior to COVID. Students require these interventions to show progress.

Root Cause 2: The constraints placed on the learning process and intervention process during a Global Pandemic, did not allow for closing gaps in student learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Not all of our students are meeting grade level expectations for STAAR.

Root Cause 3: Students of our diverse population come with varying degrees of academic readiness for learning, as well as learning/interventions also being impacted by COVID orange level challenges for effective guided reading and Tier I and II interventions that occur daily.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parent involvement in their child's literacy and learning is not as strong as it could be.

Root Cause 4: There may be limited opportunities as our parents work multiple jobs during the school day as well as caring for younger siblings.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Revised/Approved: October 28, 2021

Goal 1: Cornerstone 1 / Student Learning

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

Performance Objective 1: Board Goals:

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

Superintendent Goals:

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





DIP Goals:

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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in grade level PLC using data focused on providing intervention and enrichment to students in reading.</p> <p>Strategy's Expected Result/Impact: All students will make at least one year's growth in Reading as measured by DRA and Istation from the BOY to EOY assessments. (We will also monitor Istation percentile ranking. Students who score in the 40th percentile at the BOY will increase 15%tile points by the EOY ISIP.)</p> <p>Staff Responsible for Monitoring: All teachers, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will participate in grade level PLC and meet with Math Learning Facilitators using data to focus on math instruction.</p> <p>Strategy's Expected Result/Impact: 50% of all students K-2 and 62.5% of all students 3rd through 5th grade will be Tier I on Istation math by EOY.</p> <p>Staff Responsible for Monitoring: All Teachers, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Kindergarten students will participate in TX-KEY A BOY, MOY, and EOY.</p> <p>Strategy's Expected Result/Impact: Kinder students who do not show school ready on BOY TX-KEYA will be given needed interventions to increase the amount of students who are school ready on the MOY and EOY.</p> <p>Staff Responsible for Monitoring: All Teachers, Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in grade level PLC and meet with the Science Facilitator using data to focus on science instruction, specifically 5th grade.</p> <p>Strategy's Expected Result/Impact: 70% of students in grades 4th and 5th will score meets standard and 30% of students will score 80% or higher.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Not all students have achieved their full potential academically and are not showing elementary readiness in literacy. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of goals and expectations as a school. Additionally, the regular and consistent interventions that need to be in place to close learning gaps, were lacking during the 2020-21 school year due to COVID level orange protocols.

Student Learning

Problem Statement 1: PLC Structures, small group instruction, and systematic interventions were not as effective in the 2020-2021 school year as they were prior to COVID. Students require these interventions to show progress. **Root Cause:** The constraints placed on the learning process and intervention process during a Global Pandemic, did not allow for closing gaps in student learning.

School Processes & Programs

Problem Statement 1: Not all of our students are meeting grade level expectations for STAAR. **Root Cause:** Students of our diverse population come with varying degrees of academic readiness for learning, as well as learning/interventions also being impacted by COVID orange level challenges for effective guided reading and Tier I and II interventions that occur daily.





Goal 1: Cornerstone 1 / Student Learning

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

Performance Objective 2: Student Learning I Statements:

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in grade level PLC and meet with Math Learning Facilitators using data to focus on math instruction. Strategy's Expected Result/Impact: 95% as monitored by trend walk-through data Staff Responsible for Monitoring: Teaches, Admin Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Content and Language objectives will be posted in the classroom to ensure learning is based on current defined standards. Strategy's Expected Result/Impact: 95% as monitored b Trend walk-through data. (I ensure learning is based on defined standards.) Staff Responsible for Monitoring: All teachers, Admin Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Cornerstone 2/ Student Experience

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

Performance Objective 1: Board Goals:

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

Superintendent Goals:





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

DIP Goals:

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Southridge ES will identify students who show they are not meeting criteria for readiness and implement strategies to meet student needs on the Edugence readiness dashboard.</p> <p>Strategy's Expected Result/Impact: Southridge ES will show a 2% increase in overall school readiness as shown on Edugence.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teaches will implement Second Step Curriculum in order to increase students' social and emotional learning.</p> <p>Strategy's Expected Result/Impact: Students will feel like they "may get help from an adult" if a student is bullied at school.1" as shown on the students' survey question Q16.</p> <p>Staff Responsible for Monitoring: Admin, Counselors</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Cornerstone 2/ Student Experience

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

Performance Objective 2: Student Experience I Statements:

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will continue to implement restorative practices non negotiables (Treatment Agreements, Circles, Mood Meters/Rithm, and greetings.)</p> <p>Strategy's Expected Result/Impact: Students will feel like the "behaviors in the classroom help their learning" from the student survey Q8. (I engage in work that directly and indirectly creates positive experiences for learners.)</p> <p>Staff Responsible for Monitoring: All teachers, Admin</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Cornerstone 3/ Resource Stewardship

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

Performance Objective 1: Board Goals:

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

Superintendent Goals:





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

DIP Goals:

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet in PLCs to focus on writing instruction.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, 70% of all students grades 2-5 will score satisfactory or higher on their writing sample as measured by LISD writing rubrics.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I Schoolwide Elements: 2.4, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 3: Cornerstone 3/ Resource Stewardship

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

Performance Objective 2: Resource Stewardship I Statements:

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will complete monthly Canvas courses to develop knowledge and skills in the use of Canvas. (I embrace innovation with a flexible, relevant, and solution-oriented mindset.)</p> <p>Strategy's Expected Result/Impact: K-3rd teachers will use Canvas to communicate with families, 4th-5th grade teachers will use Canvas for student learning.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Cornerstone 4/ Community Engagement

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

Performance Objective 1: Board Goals:

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

Superintendent Goals:

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

DIP Goals:

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

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

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


Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in academic and prosocial committees to strengthen professional praxis and development, home connections and communications. Strategy's Expected Result/Impact: Strengthening professional praxis and school-home connections and	Formative			Summative
	Nov	Jan	Mar	June


communications.

Staff Responsible for Monitoring: All

TEA Priorities: Recruit, support, retain teachers and principals

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 4: Cornerstone 4/ Community Engagement

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

Performance Objective 2: Community Engagement I Statements:

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in events on campus and in the larger community to make connections and foster family engagement and empowerment. (Events: Curriculum nights, Parent University, Homecoming parade, spirit nights w/PTA) (I go above and beyond to serve.) Strategy's Expected Result/Impact: Strengthen home--school family connections. Staff Responsible for Monitoring: Teachers, Admin	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: Student Achievement/Safeguards

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

You will update the formative and summative reviews.

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

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records





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

Goal 6: State and Federal Mandates

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

Performance Objective 1: All students shall attend school regularly.

Evaluation Data Sources: Student attendance records; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

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

Goal 6: State and Federal Mandates


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


You will update the formative and summative reviews.


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


Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

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

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue





Goal 6: State and Federal Mandates

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

You will update the formative and summative reviews.

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

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p>Strategy 1: A proactive plan identifies and helps troubled youth.</p> <p>Students receive public acknowledgement for non-academic achievement.</p> <p>Students participate in activities that foster positive teacher/student relationships.</p> <p>The student code of conduct is available online and copies are available to students and reviewed with students by teachers.</p> <p>Orientation is held.</p> <p>Civic responsibility and community service and community involvement are encouraged.</p> <p>Students will expand their involvement in extracurricular and co-curricular activities, and ensure that all students participate in the school's required physical activities.</p> <p>Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Campus follows the recommendation of the SHAC team, as provided quarterly.</p> <p>Staff development opportunities are offered to appropriate personnel in order to help facilitate achievement of this goal.</p> <p>Students are aided in their transition from elementary school to middle school, and middle school to high school through vertical conversations, teacher collaboration and professional learning.</p> <p>The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the LISD safety and security department to develop appropriate guidelines which are updated annually.</p> <p>Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc.</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores, local grades and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 6: State and Federal Mandates

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

You will update the formative and summative reviews.

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

Evaluation Data Sources: STAAR scores; local grades and assessments; campus staff observations and reflections; family and community involvement records

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

State Compensatory

Budget for Southridge Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Southridge Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Joanna Gonzalez	Instructional Coach	1