Lewisville Independent School District

Ethridge Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Ethridge Elementary has a strong foundation of supportive relationships, collaborative staff, and positive student and family connections. Reading is an area of strength, while math achievement continues to be a key area for growth. The campus will focus on strengthening math instruction, using student data to provide targeted support, and increasing opportunities for student and family engagement. These areas will guide our campus improvement efforts and help us continue moving student achievement forward.

Demographics

Demographics Summary

Ethridge Elementary School in Lewisville ISD has a diverse student population. Based on the most recent available data, approximately 46.6% of students are White, 28.0% are Hispanic or Latino, and 15.9% are Black or African American, with smaller percentages of students identifying as Asian, multiracial, or other racial and ethnic groups. Additionally, about 36.9% of students are economically disadvantaged, 28.0% receive special education services, and 5.5% are emergent bilingual students. Overall, Ethridge Elementary serves a diverse community with a range of academic, cultural, and student support needs.

Demographics Strengths

Ethridge Elementary's strengths include its diverse student population, which provides students with opportunities to learn and interact with peers from a variety of cultural and racial backgrounds. The school also demonstrates a strong need and capacity for inclusive educational practices, particularly given its significant population of students receiving special education services. Additionally, the school's high attendance rate suggests that students are regularly engaged in school and that families may value consistent participation in education. The school's diversity and range of student experiences can contribute to a welcoming learning environment that promotes inclusion, cultural awareness, and individualized support for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Demographic factors, including economic disadvantage, a significant population of students receiving special education services and diverse student backgrounds, may contribute to varying levels of academic achievement and create a need for targeted instructional supports, equitable access to resources, and differentiated interventions.
Root Cause: Academic performance disparities are driven by inconsistent implementation of tier-one differentiated instruction and equitable resource distribution tailored to the specific needs of economically disadvantaged, special education, and linguistically/culturally diverse student groups.

Student Learning

Student Learning Summary

Ethridge is currently at an overall TEA C rating, supported by student growth in TEA Domain 2 from 3rd through 5th grade. Reading performance is a primary academic strength, with approximately 56% of students meeting or exceeding proficiency standards, led by strong 5th-grade reading results. Math performance remains the key area for academic growth, with approximately 48% proficiency and targeted Tier 1 and Tier 2 interventions focused on 3rd- and 4th-grade students.

Student Learning Strengths

Ethridge Elementary School has many academic strengths, particularly in literacy, with overall reading proficiency at approximately 56% and math performance reaching a peak of roughly 67% in fifth grade. Some of these instructional achievements are supported by a low student-to-teacher ratio, which allows educators to provide small-group reading instruction, personalized academic plans, and targeted interventions. The campus also maintains a positive upward academic trajectory, with overall school performance placing it in the 53rd percentile statewide among Texas elementary schools. With an overall TEA C rating, Ethridge Elementary demonstrates a strong foundation for academic success through systems that support student learning and achievement across grade levels. These strengths provide a foundation for continuing to strengthen effective instructional practices, address areas for academic growth, and increase the number of students who meet or exceed grade-level expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Inconsistent student performance and achievement across grade levels and student groups indicate a need for strengthened Tier 1 instruction, targeted interventions, and systematic progress monitoring to ensure that all students meet grade-level expectations.
Root Cause: Campus data indicate that instructional teams do not yet have a consistent, systematic process for identifying specific academic skill gaps, implementing differentiated instruction, and monitoring the effectiveness of interventions for students with diverse learning needs.

School Processes & Programs

School Processes & Programs Summary

Ethridge Elementary is committed to providing a supportive, student-centered learning environment through aligned curriculum and effective instructional practices. Curriculum and instruction are guided by district standards and grade-level expectations, with teachers using student data to differentiate instruction, provide small-group support, and develop targeted interventions. Professional development is focused on strengthening instructional practices, analyzing student performance data, supporting diverse learners, and addressing identified areas for academic growth.

Campus leadership promotes collaborative decision-making through teacher teams, professional learning communities, and ongoing communication among administrators, teachers, support staff, and families. Regular data reviews and collaborative planning help ensure that instructional decisions are aligned with student needs and campus goals. Communication is supported through family and staff communications, conferences, campus updates, and district-supported platforms.

Ethridge Elementary maintains organizational structures and schedules designed to maximize instructional time while providing students access to support services and enrichment opportunities. Students have opportunities to participate in extracurricular clubs like choir, chess, running club and other activities. Technology is integrated into instruction to enhance student engagement, provide access to digital learning resources, support differentiated instruction, and strengthen communication and collaboration.

Overall, Ethridge Elementary benefits from collaborative leadership, data-informed instructional practices, professional learning opportunities, supportive services, and a commitment to continuous improvement. These systems provide a strong foundation for improving student outcomes while maintaining a positive, engaging, and supportive learning environment for all students.

School Processes & Programs Strengths

Ethridge Elementary has several strengths in the way we support students and staff. Teachers and campus leaders work together to look at student data, identify areas where students need support, and make adjustments to instruction. Small-group instruction, interventions, and personalized support help meet the different needs of our students.

The campus also has routines and support systems in place to create a positive and welcoming learning environment. Staff members communicate and work together to support students academically, socially, and emotionally. Professional development and team planning give teachers opportunities to share ideas, learn new strategies, and continue improving instruction.

Ethridge also provides students with opportunities to participate in extracurricular and cocurricular activities that help build confidence, teamwork, leadership, and other important skills. Overall, our school processes and programs provide a strong foundation for student success and give us opportunities to continue growing and improving as a campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although Ethridge Elementary has shown academic strengths, particularly in reading, math achievement remains an area for growth. Approximately 48% of students are meeting or exceeding expectations in math, with a greater need for support in the primary grades. Student performance indicates that some students need additional opportunities to strengthen foundational math skills, apply problem-solvin
Root Cause: Students have different levels of foundational math skills, and we need to be more consistent in using data to identify specific needs and provide targeted support. Strengthening core math instruction, small-group interventions, and progress monitoring will help more students reach grade-level expectations.

Perceptions

Perceptions Summary

Ethridge Elementary values feedback from students, families, and staff. Surveys, conversations, and everyday communication help us understand what is working well and where we can improve. Families are encouraged to stay involved through school events, conferences, and communication with teachers. The campus works to create a positive, welcoming environment where students and staff feel supported and valued. Community partnerships and volunteers also provide additional support and opportunities for our students. Moving forward, we will continue looking for ways to increase family engagement, gather student feedback, and strengthen communication across our school community.

Perceptions Strengths

One of Ethridge Elementary's strengths is the positive relationships and sense of community among our staff, students, and families. We value open communication and use feedback from different groups to better understand student and campus needs. Staff work together to support students, and families and community members are encouraged to be involved in school activities and student learning. These relationships help create a welcoming and supportive environment where students can grow and succeed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although Ethridge has positive relationships with families, students, and staff, participation and feedback are not always consistent across all groups. We need to continue finding ways to increase family engagement, gather more student voice, and make sure all stakeholders have opportunities to share their ideas and needs.
Root Cause: A contributing root cause is that families and students have different schedules, needs, and ways of communicating. We need to provide more consistent and accessible opportunities for families and students to give feedback and participate in campus activities and decision-making.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

By the end of the 2026-27 school year, 100% of Ethridge Elementary students will demonstrate increased proficiency in mathematical reasoning and problem solving, as measured by common formative assessments, Amplify Math and unit assessments.

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

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Through PLC collaboration, teachers will engage in cycles of internalization and rehearsals to develop the skills to implement HQMI effectively. **Strategy's Expected Result/Impact:** 90% of students will be on grade level or reach target growth on iReady Math. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** TI Salary Adjustment for 100%, one time payment and increase of benefits - 211 - Title I, Part A - 211 E 6119 STF - $390, T1 Sub pay for 3 days per 9 week period to use for PLC cycles - 211 - Title I, Part A - $4,509				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: *Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

Reduce ISS, OSS, and DAEP placements by 10% through proactive Tier I supports and restorative practices.

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Develop clear, location-specific behavioral guidelines for every campus area. Directly teach and model behavioral expectations to every student. Continue to maintain high-visibility active supervision alongside consistent positive recognition systems utilizing safe and civil strategies and interventions. **Strategy's Expected Result/Impact:** Decrease inappropriate physical by at least 10% by the end of May 2027 **Staff Responsible for Monitoring:** Administration, Staff Members				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Partner with Communities in Schools (CIS) liaison and campus counseling teams to provide support, student mentoring, basic needs assistance, and peer conflict resolution sessions for high-need students. **Strategy's Expected Result/Impact:** Improved student attendance, reduced crisis interventions, and increased family connection to essential community resources. **Staff Responsible for Monitoring:** Communities in Schools Liaison, Campus Counselors, Administration				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: We will strengthen staff trust, shared ownership, and collaborative decision-making by implementing a Start, Stop, Continue feedback loop three times throughout the school year. Feedback will be reviewed by campus leadership teams and used to identify, communicate, and implement actionable solutions. By the end of the school year, at least 55% of staff will report seeing positive outcomes or meaningful changes resulting from the feedback provided through these cycles. **Strategy's Expected Result/Impact:** Conduct a Start, Stop, Continue staff feedback cycle three times during the 2026-2027 school year to gather staff perspectives regarding campus systems, practices, communication, culture, and areas for continued growth. Following each feedback cycle, Team Leads, the Campus BLT, and Campus Administration will review and analyze the results to identify trends, celebrations, areas of concern, and opportunities for improvement. Leadership teams will collaboratively discuss possible solutions, determine actionable next steps, and implement appropriate changes based on staff feedback and campus priorities. Following each cycle, administration will communicate key themes and resulting actions back to staff, creating a clear connection between feedback received and decisions or changes made. Progress on identified action steps will be monitored between feedback cycles, with subsequent Start, Stop, Continue opportunities used to determine whether changes are having the intended impact. By the end of the school year, at least 55% of staff respondents will indicate that they have observed positive outcomes, changes, or improvements resulting from the Start, Stop, Continue feedback process. Evidence of implementation will include feedback survey results, leadership meeting discussions, communicated action steps, and documented campus adjustments made in response to staff input. **Staff Responsible for Monitoring:** Administration				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

High Priority

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

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

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Strengthen two-way communication with families and community partners through consistent, accessible, and inclusive communication opportunities (smore newsletters, parentlink, social media) and events that increase engagement and strengthen partnerships in support of student success and student belonging. **Strategy's Expected Result/Impact:** Increased family participation and engagement through well-supported events that foster stronger relationships and a shared sense of community. **Staff Responsible for Monitoring:** Administration, Team Leaders, Counselor **Funding Sources:** Family Engagement - 211- Title I, Parent & Family Engagement - $491				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. 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. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. 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. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

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 attendance and instructional support strategies that support these goals.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations. Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Ethridge ES conducts a comprehensive needs assessment (CNA) annually, engaging stakeholders including parents, teachers, administrators, and community members through surveys and meetings. We analyze multiple data sources-demographics, student achievement, school processes and programs, and stakeholder perceptions-to identify priority areas for improvement. Our CNA process emphasizes academic achievement, equity, and student growth. These findings directly inform the development of our schoolwide goals and strategies.

1.2: Location for Evidence of Multiple Meetings Held

Ethridge ES documents evidence of stakeholder engagement through its Building Leadership Team (BLT) membership and planning timeline, which includes multiple scheduled meetings across the school year. We maintain records of stakeholder involvement in decision-making and plan development, ensuring inclusive and ongoing collaboration throughout the CNA process.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Ethridge ES initiates the development of the Campus Improvement Plan in the spring and continues into the fall to allow for thorough data review and stakeholder feedback. We align our timeline with the district planning cycle and base our goals and strategies on the most recent comprehensive needs assessment to ensure our plan reflects current student and school needs.

2.2: Stakeholders 1114(b)(2)

Ethridge ES involves a broad range of stakeholders in the planning and decision-making process, including parents, classroom teachers, non-instructional staff, administrators, and community members. Our Building Leadership Team reflects diverse voices and includes multiple parent representatives and instructional staff across grade levels and specialties. We believe in shared ownership of school success and empower stakeholders to provide input and shape the direction of our campus priorities.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Ethridge ES ensures that our Campus Improvement Plan is accessible to families and the community. We post the CIP on the district and campus websites, which include automatic translation features. Additionally, all printed communications and meeting materials are provided in both English and Spanish. We are committed to transparency and accessibility in sharing our goals, strategies, and progress with all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Ethridge ES coordinates the CIP with district priorities, state programs, and federal funding sources to maximize impact. Our plan includes aligned strategies funded through Title I. We work closely with district departments to align services that support emergent bilingual students, at-risk youth, and students receiving special education services.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Ethridge ES addresses all required program components within the CIP, including evidence-based strategies, targeted support for at-risk students, professional development, and extended learning opportunities. We outline our approach to integrating a well-rounded education and addressing the needs of historically underserved student groups. Our CIP ensures all students, regardless of background, are supported to meet state standards and experience academic success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Ethridge ES evaluates the effectiveness of our schoolwide program annually by reviewing assessment data, stakeholder feedback, and program implementation fidelity. These evaluations are documented in our CIP and used to inform revisions. We monitor progress toward stated goals using tools like District CBA, STAAR data, and internal RtI assessments, ensuring that strategies are adjusted based on evidence of student performance and instructional impact.

Title I Personnel

Name	Position	Program	FTE
Oden, Lori	Title 1 Elem Instructional Facilitator	Title 1 Part A	.33

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026