Lewisville Independent School District

Southridge Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: D



Mission Statement

Engaging all to accelerate student development, growth, and performance.

Vision

Cultivating belonging and excellence to empower every student's future.

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

Southridge Elementary has a highly committed staff, strong family loyalty, growing leadership systems, and increasing clarity around instructional and behavioral expectations. The campus has access to substantial district and Project RISE support, embedded instructional facilitators, bilingual/ESL programming, intervention resources, and diagnostic tools. Staff demonstrate a willingness to respond to coaching and data, and strong practices already exist in multiple classrooms that can be leveraged as internal exemplars. Southridge has also established common RISE expectations, strengthened campus routines, increased administrator visibility, expanded family communication, and developed more structured PLC, walkthrough, data-tracking, reteach, and small-group systems.

Southridge Elementary has experienced multiple years of unacceptable state accountability performance because a high-needs student population has not consistently received rigorous, standards-aligned Tier I instruction supported by timely data response, differentiated scaffolds, strong intervention, and consistent campuswide instructional systems.

Persistent achievement gaps among African American, Emergent Bilingual, economically disadvantaged, and Special Education students indicate that instructional practices and support systems have not yet been implemented with sufficient consistency or intensity to ensure equitable access to grade-level mastery and academic growth.

Demographics

Demographics Summary

Southridge Elementary is a Title I, K–5 campus in Lewisville ISD serving a highly diverse student population. Southridge opened the 2026-2027 school year with 590 students enrolled. Approximately 84.7% of students are economically disadvantaged, 60.1% are Emergent Bilingual, 27.0% experience mobility, and 16.2% receive Special Education services. These percentages are substantially higher than many districtwide averages and create a clear need for strong Tier I instruction combined with intentional language development, intervention, progress monitoring, and systems that quickly respond when students enter or exit the campus during the school year.

Southridge continues to serve students through bilingual/dual-language, ESL, Special Education, gifted and talented, intervention, and other support services. Southridge also serves as a Project RISE campus and is currently operating under increased district and state improvement support because of multiple years of unacceptable accountability ratings. Southridge has received a D rating for three consecutive years and is required to implement a Turnaround Plan using the Effective Schools Framework.

Demographics Strengths

- Southridge serves a culturally and linguistically diverse community that provides significant opportunities for bilingualism, cultural responsiveness, and family engagement.
- The campus has established bilingual and ESL programming to support a student population in which approximately 60% of students are Emergent Bilingual.
- Southridge has strong family loyalty and a community with longstanding connections to the campus.
- Staff demonstrate willingness to build relationships with families and community partners through Parent University, Title I events, family nights, Boys & Girls Club programming, PTA, Communities In Schools, and other campus events.
- The campus has systems for identifying and supporting students receiving Special Education, bilingual/ESL, intervention, and other services.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Southridge serves a substantially higher proportion of economically disadvantaged, Emergent Bilingual, mobile, and at-risk students, increasing the need for consistent Tier I scaffolds and rapid academic response systems.
Root Cause: Campuswide Tier I instructional practices have not historically been implemented with enough consistency to ensure that students with varied academic, linguistic, and support needs receive the same level of rigorous, scaffolded instruction across all classrooms.

Problem Statement 2: Student mobility contributes to variability in prerequisite skills, curriculum exposure, language proficiency, behavior expectations, and intervention history.
Root Cause: Southridge has not historically had a consistently implemented system for quickly identifying the academic, language, behavioral, and intervention needs of newly enrolled students and immediately adjusting supports based on those identified needs.

Problem Statement 3: A large Emergent Bilingual population requires language development to be embedded across all content areas rather than treated solely as the responsibility of bilingual or ESL staff.
Root Cause: Academic language supports, structured student discourse, visuals, sentence stems, vocabulary development, and other linguistic scaffolds have not been implemented consistently across all classrooms and content areas.

Problem Statement 4: High economic need creates additional barriers related to attendance, transportation, access to academic resources, family availability, and continuity of

intervention.
Root Cause: Campus systems for proactively identifying and responding to barriers associated with attendance, family engagement, access to resources, and continuity of academic support have not always been coordinated or implemented consistently.

Problem Statement 5: The combination of academic gaps, language needs, Special Education needs, and mobility places increased demands on classroom differentiation and small-group instruction.
Root Cause: Differentiated instruction, purposeful small groups, intervention, and progress monitoring have historically varied in frequency and quality across classrooms, limiting the campus's ability to consistently respond to individual student needs.

Student Achievement

Student Achievement Summary

Southridge Elementary continues to demonstrate significant academic need based on 2025–2026 STAAR performance. The campus received a D accountability rating for the third consecutive year, resulting in the requirement to develop and implement a Turnaround Plan through the Effective Schools Framework.

Based on 2025–26 STAAR performance, 57% of tested students performed at Approaches Grade Level or above across all tested subjects, 29% performed at Meets Grade Level or above, and 11% performed at Masters Grade Level. These results demonstrate that while more than half of students are demonstrating some access to grade-level standards, fewer than one-third are consistently demonstrating grade-level mastery.

Reading/Language Arts continues to outperform mathematics and science; however, achievement remains below desired campus outcomes. Current 2025–26 performance shows approximately 64% at Approaches, 36% at Meets, and 16% at Masters in Reading/Language Arts. Mathematics performance remains a significant area of concern, with approximately 54% at Approaches, 26% at Meets, and 9% at Masters. Science continues to represent the greatest area of academic need, with approximately 45% at Approaches, 15% at Meets, and 3% at Masters.

Performance also continues to vary considerably across student groups. African American students, Emergent Bilingual students, economically disadvantaged students, and students receiving Special Education services remain priority populations for accelerated academic growth. Campus-level analysis also identified significant gaps within individual grades and content areas, including 4th-grade mathematics and Special Education performance in both mathematics and reading.

In addition to overall achievement, student growth remains an important area of focus. Previous campus analysis identified a decline in the combined Reading and Mathematics annual-growth measure, reinforcing the need to strengthen daily formative assessment, responsive reteach, small-group instruction, intervention, and student progress monitoring.

The 2025–26 data indicate that Southridge must continue shifting from a focus on students simply reaching Approaches Grade Level toward ensuring significantly more students demonstrate Meets and Masters-level performance. This requires consistent implementation of rigorous Tier I instruction, strong lesson internalization, intentional language supports, immediate response to formative and unit-assessment data, purposeful small-group instruction, and targeted acceleration of unfinished learning.

Student Achievement Strengths

- Reading/Language Arts remains the strongest tested content area at Southridge.
- A majority of tested students are demonstrating at least partial access to grade-level standards, with 57% of results at Approaches or above across subjects.
- Reading performance includes 36% of students currently achieving Meets Grade Level or above, providing a stronger foundation on which to build.
- Campus leadership and instructional facilitators are increasingly using assessment data to plan targeted reteach and prerequisite-skill instruction.
- PLCs, data trackers, iReady, intervention planning, and small-group instruction provide structures for rapidly responding to student needs.
- Multiple classrooms demonstrate strong instructional practices that can be leveraged as campus exemplars.
- Current instructional work is increasingly focused on moving students beyond Approaches toward Meets and Masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Only 29% of Southridge STAAR results across tested subjects reached Meets Grade Level or above during the 2025-26 school year, indicating that the

majority of students are not yet consistently demonstrating grade-level mastery.
Root Cause: Rigorous, standards-aligned Tier I instructional practices, including lesson internalization, success criteria, checks for understanding, student discourse, and opportunities to demonstrate grade-level thinking, have not historically been implemented consistently across all classrooms.

Problem Statement 2: Mathematics performance remains below campus expectations, with approximately 26% of students demonstrating Meets Grade Level or above during the 2025-26 school year.
Root Cause:
Students have unfinished prerequisite learning, while campus systems for identifying misconceptions, providing immediate reteach, and delivering differentiated small-group mathematics instruction have not historically been implemented with sufficient consistency or precision.

Problem Statement 3: Science represents a significant academic need, with approximately 15% of students reaching Meets Grade Level or above and only 3% reaching Masters during the 2025-26 school year.
Root Cause: Students have not consistently received sufficient opportunities to engage in rigorous science instruction that integrates academic vocabulary, conceptual understanding, application, student discourse, and repeated exposure to STAAR-level tasks.

Problem Statement 4: Achievement gaps continue among African American, Emergent Bilingual, economically disadvantaged, and Special Education students, with several student groups performing below overall campus averages.
Root Cause: Language supports, differentiated scaffolds, specially designed instruction, progress monitoring, and targeted intervention have varied in frequency and effectiveness across classrooms, resulting in inconsistent access to grade-level instruction for priority student groups.

Problem Statement 5: Student academic growth is not occurring at a rate sufficient to close existing achievement gaps and move significantly more students from Approaches to Meets and Masters.
Root Cause: Formative assessment and unit-assessment data have not historically resulted in sufficiently immediate and systematic changes to daily instruction, reteach, intervention, and small-group placement.

Problem Statement 6: A significant percentage of students demonstrate partial understanding of grade-level standards but struggle to transfer learning to rigorous, multi-step, application-based tasks.
Root Cause: Instruction has historically varied in the amount of productive struggle, student reasoning, academic discourse, problem solving, and independent application required of students.

School Culture and Climate

School Culture and Climate Summary

Southridge has a strong sense of family and staff members frequently identify relationships, loyalty to the campus, welcoming interactions, and staff camaraderie as strengths.

At the same time, historical turnover and inconsistent implementation of campus systems created a need for clearer expectations, stronger consistency, and predictable routines for both students and staff.

For 2026–27, Southridge has established common RISE expectations:

- Respectful
- Intentional
- Safe
- Engaged in Learning

These expectations provide common language across classrooms and common areas.

The campus has also implemented Safe & Civil Schools strategies, explicit teaching of routines and procedures, campuswide expectation assemblies, structured arrival and dismissal systems, cafeteria procedures, live morning announcements, and increased administrator visibility.

Student behavior continues to require significant attention, particularly physical contact/aggression, classroom disruptions, and inconsistent student self-regulation. Campus goals include reducing physical-touch/aggression office discipline referrals.

School Culture and Climate Strengths

- Strong relationships among many staff members and families.
- Staff frequently demonstrate willingness to support one another.
- Campus traditions and events contribute to belonging.
- RISE provides clear, simple, campuswide behavior language.
- Arrival, dismissal, hallway, cafeteria, and safety procedures have become increasingly structured.
- Teachers are increasingly building strong classroom communities through Treatment Agreements, explicit routines, kindness activities, active listening expectations, and relationship building.
- Recognition systems celebrate students and staff.
- Administration has increased communication through Rockets' Launch, live announcements, and walkthrough feedback.
- Students generally respond positively when expectations are explicitly taught and consistently reinforced.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student behavior expectations have historically varied by classroom and setting, resulting in inconsistent student understanding of what appropriate behavior looks like across the campus.

Root Cause: Campuswide behavior expectations have not historically been taught, reinforced, and monitored with enough consistency across all classrooms and common areas.

Problem Statement 2: Physical contact, aggression, and repeated disruptive behaviors reduce instructional time and negatively impact the learning environment.
Root Cause: Behavior procedures and replacement behaviors have not always been explicitly taught, retaught, and reinforced with sufficient consistency, particularly for students demonstrating repeated behavior concerns.

Problem Statement 3: Inconsistent classroom management systems contribute to differences in student behavior and engagement across classrooms.
Root Cause: Teachers vary in their implementation of proactive classroom management practices, routines, procedures, reinforcement systems, and responses to student behavior.

Problem Statement 4: Some staff need continued support in developing proactive behavior systems that prevent disruptions before they occur
Root Cause: Professional learning and coaching around proactive classroom management, restorative practices, relationship-building, and prevention strategies have not historically been implemented with enough consistency to ensure strong practice across all classrooms.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Southridge has experienced significant staff turnover and entered the 2026–27 school year with multiple vacancies and new staff members.

The campus is supported through Project RISE, instructional facilitators, district content specialists, LIFT support, administrators, mentors, and team leaders.

The campus has increased expectations for instructional coaching, walkthroughs, lesson internalization, PLC participation, and timely feedback.

Staff Quality, Recruitment, and Retention Strengths

- Staff demonstrate strong commitment to students despite significant campus challenges.
- Several experienced teachers serve as strong classroom exemplars.
- Campus instructional facilitators provide targeted planning and instructional support.
- Teacher mentors and team leaders support new staff.
- District coaching and Project RISE provide additional instructional capacity.
- Teachers generally respond positively to specific praise and actionable feedback.
- Increased administrator walkthroughs are building a stronger feedback culture.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher effectiveness varies significantly across classrooms, resulting in inconsistent student learning experiences and outcomes.
Root Cause: Teachers enter Southridge with varying levels of preparation, experience, and instructional skill, while common instructional expectations have not historically been implemented with enough consistency across the campus.

Problem Statement 2: New-to-profession and new-to-campus teachers require substantial coaching and support to successfully implement Southridge instructional and behavioral expectations.
Root Cause: Differences in prior training and experience, combined with the complexity of student academic and behavioral needs, require more intentional onboarding, coaching, modeling, and follow-up than has historically been provided.

Problem Statement 3: Walkthrough and feedback systems have not historically been implemented or documented with enough consistency to ensure timely instructional coaching and follow-up.
Root Cause: Campus coaching and monitoring systems have lacked consistent structures, expectations, documentation practices, and follow-through across administrators and instructional leaders.

Problem Statement 4: Instructional planning and lesson internalization practices vary by grade level and teacher, contributing to inconsistencies in instructional rigor and delivery.
Root Cause: Common expectations for collaborative planning, lesson internalization, rehearsal, and use of district curriculum have not historically been consistently established, monitored, and reinforced across all teams.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Southridge uses LISD curriculum and resources aligned to the Texas Essential Knowledge and Skills.

The current instructional focus is moving beyond curriculum coverage toward:

- lesson internalization,
- standards alignment,
- clear learning objectives,
- success criteria,
- strong Tier I instruction,
- student discourse,
- checks for understanding,
- small-group instruction,
- data-informed reteach,
- formative assessment,
- and student ownership of learning.

The campus has implemented PLCs following unit assessments, structured planning with instructional facilitators, data trackers, iReady diagnostics, unit assessments, STAAR data analysis, and intervention supports.

Curriculum, Instruction, and Assessment Strengths

- LISD provides aligned curriculum and common instructional resources.
- Instructional facilitators provide embedded content support.
- PLCs are increasingly focused on student evidence rather than logistics.
- Data trackers provide teachers with more immediate information about student mastery.
- PLCs create a structure for responding to assessment results.
- Teachers are increasingly using manipulatives, visuals, language supports, student discussion, and small groups.
- Learning targets and success criteria are becoming more consistently visible and used.
- iReady provides diagnostic and intervention information across K–5.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: District curriculum is not consistently implemented at the intended level of rigor across classrooms.
Root Cause: Common campus expectations for rigorous instructional practice, standards alignment, and use of district curriculum have not historically been implemented, monitored, and reinforced consistently across all classrooms.

Problem Statement 2: Teachers vary in the depth of lesson internalization they complete before instruction.
Root Cause: Planning has historically emphasized lesson completion and preparation more than instructional rehearsal, anticipation of misconceptions, identification of critical

content, and preparation for likely student responses.

Problem Statement 3: Student discourse and cognitive engagement remain inconsistent across classrooms.
Root Cause: Teachers vary in their use of questioning, structured academic conversation, productive struggle, and opportunities for students to explain, justify, and apply their thinking during instruction.

Problem Statement 4: Collaborative planning and instructional rehearsal are not consistently strong across all teams.
Root Cause: Limited protected time, varying team capacity, and inconsistent expectations for collaborative planning and rehearsal have reduced opportunities for teachers to deeply internalize lessons together before instruction.

Family and Community Engagement

Family and Community Engagement Summary

Southridge serves a community with strong family loyalty.

The campus has expanded family communication through ParentLink, Facebook, Skyward, bilingual communications, Parent University, Title I programming, family learning events, PTA, community partnerships, and campus events.

Southridge currently works with or is developing partnerships with organizations such as Boys & Girls Club, Communities In Schools, PTA, local churches/community groups, and other community volunteers.

The campus Title I structure requires intentional family engagement and meaningful opportunities for families to understand academic expectations and support learning at home.

Family and Community Engagement Strengths

- Families demonstrate strong loyalty to Southridge.
- Family attendance is strong at many community-building events.
- Bilingual communication is routinely provided.
- Parent University provides direct academic support to families.
- PTA and community partners are increasingly involved.
- Campus staff regularly communicate directly with families.
- Campus leaders are intentionally developing additional volunteer and community partnerships.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Family participation in academic-focused events is inconsistent, limiting opportunities for families to build understanding of campus instructional priorities and ways to support student learning at home.
Root Cause: High economic need, work schedules, transportation challenges, child care needs, and other competing family responsibilities can make participation in school-based academic events difficult.

Problem Statement 2: Continuity in family relationships and community engagement has been affected by campus turnover and changes in staffing.
Root Cause: Frequent changes in campus personnel have required the school to repeatedly rebuild trust, communication routines, and relationships with families and community partners.

School Organization

School Organization Summary

Southridge is currently engaged in intensive campus improvement.

Southridge is a campus requiring a Turnaround Plan after multiple years of unacceptable accountability performance. The district has selected an Effective Schools Framework-based improvement model and is providing additional resources and instructional support.

Campus leadership has established increased structure around PLCs, walkthroughs, coaching, behavior systems, arrival/dismissal, safety, assessment, intervention, instructional planning, and communication.

School Organization Strengths

- Clear leadership urgency around improved outcomes.
- Two assistant principals provide additional leadership capacity.
- Instructional facilitators support mathematics and reading.
- Project RISE provides additional staffing and district resources.
- Leadership meetings and huddles provide regular opportunities to review campus needs.
- Campus expectations are increasingly documented through newsletters, staff meetings, and shared systems.
- Administrator walkthroughs are becoming a more formal monitoring mechanism.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Leadership monitoring, classroom walkthroughs, and documentation of feedback have not always been implemented consistently.
Root Cause: The campus has not historically maintained a clearly defined monitoring system with common expectations for walkthrough frequency, documentation, follow-up, and leadership accountability.

Problem Statement 2: Campus data systems must be consistently maintained so leadership can accurately monitor implementation, identify trends, and determine the impact of improvement efforts.
Root Cause: Monitoring and data-tracking systems have not historically been updated with enough consistency to provide leadership with timely, reliable information for decision-making and follow-up

Technology

Technology Summary

Southridge students and teachers have access to district technology including student devices, digital curriculum resources, iReady, Skyward, instructional platforms, and online assessment systems.

Technology is increasingly used to support assessment, intervention, progress monitoring, language access, differentiation, and family communication.

Technology Strengths

- Student access to district devices.
- iReady provides immediate diagnostic information.
- Digital curriculum resources support instruction.
- Technology supports multilingual family communication.
- Teachers are beginning to use digital tools for data tracking and student response.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology should supplement, rather than replace, high-quality teacher-led instruction, student discourse, and meaningful interaction with content.
Root Cause: In some instances, digital tools have been used as a substitute for direct instruction, academic discussion, guided practice, or teacher feedback rather than as a strategic support within a strong Tier I lesson.

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
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Intervention data

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/stability

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- 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/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

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

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

*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: Implement Data Driven PLCs following unit assessments in Grades 3-5 RLA and Math. **Strategy's Expected Result/Impact:** Within each assessment completion, teacher, administrators, and instructional facilitators will analyze student performance by TEKS, performance level, and student group to identify misconceptions and determine immediate reteach, intervention, and extension needs. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitators, Classroom Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Funding Sources:** Adjustment for Salary increase for T1 staff - 211 - Title I, Part A - 211 E 6119 STF - $10,417				

Strategy 2 Details	Reviews			
Strategy 2: Implement a consistent Student Achievement and Growth Tracking System	Formative			Summative
Strategy's Expected Result/Impact: Student performance tracking system that allows teachers, PLC teams, and administrators to monitor mastery of priority standards, assessment performance, academic growth, and progress toward STAAR performance levels. Teachers will use daily and weekly formative data to adjust instruction before summative assessments rather than waiting until completion of a unit to address learning gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**	Nov	Feb	May	

Strategy 3 Details	Reviews			
Strategy 3: Intentional Focus on Meets and Masters Performance for Grades 4 and 5.	Formative			Summative
Strategy's Expected Result/Impact: Increase the percentage of students performing at Meets and Masters Grade Level in Grades 4-5 RLA and Math by intentionally planning grade-level rigorous tasks, questioning, writing, problem-solving, and opportunities for students to explain and defend their thinking. PLCs will routinely examine student work against STAAR-aligned exemplars and success criteria to ensure classroom expectations reflect the depth and complexity required for Meets and Masters performance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitators, Language Acquisition Specialists **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building	Nov	Feb	May	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 4: Targeted Intervention based on Students Needs **Strategy's Expected Result/Impact:** Students will receive intervention matched directly to identified academic gaps while continuing to receive access to grade-level Tier I instruction. **Staff Responsible for Monitoring:** Teachers, Title I Tutor, Instructional Facilitators, Principal, Assistant Principals **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Funding Sources:** Title I Temp to support small groups - 211 - Title I, Part A - 211 E 11 6117 00 131 7 24 TMP 842 0000 - $13,610, Small group decodables - 211 - Title I, Part A - 211 E 13 6329 00 131 7 24 131 842 0000 - $400				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 5: Accelerate Achievement for Identified Student Groups **Strategy's Expected Result/Impact:** Reduce achievement gaps for student populations demonstrating persistent underperformance. Instructional leaders and teachers will identify performance disparities and implement targeted responses. **Staff Responsible for Monitoring:** Teachers, Instructional Facilitators, Language Acquisition Specialists, Special Education Teachers, Assistant Principals, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** 3-5 Teachers attend Rocking Review Conference - 211 - Title I, Part A - 211 E 13 6299 00 131 7 24 131 842 0000 - $4,505				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: 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.

*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: Instructional Walkthroughs followed up with immediate feedback and PLC action. **Strategy's Expected Result/Impact:** Administrators and Instructional Facilitators will conduct frequent, brief instructional walkthroughs in all grades RLA and Math to monitor implementation of campus instructional priorities, including grade-level rigor, student engagement, learning objectives and success criteria, small-group instruction, academic discourse, checks for understanding, and appropriate scaffolds. Administrators and Instructional Facilitators will provide timely feedback and use walkthrough trends to determine coaching, professional learning, and PLC support. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Funding Sources:** Lead4Ward Think! Conference - Principal Registration - 211 - Title I, Part A - 211 E 23 6299 00 131 7 24 131 842 0000 - $515, Lead4Ward Think! Conference - Teacher Registration - 211 - Title I, Part A - 211 E 13 6299 00 131 7 24 131 842 0000 - $1,030				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Lesson Internalization and Instructional Rehearsal PLCs **Strategy's Expected Result/Impact:** Strengthen Tier 1 instruction in all grades RLA and Math through consistent lesson internalization and instructional rehearsal. Teachers will unpack priority standards, identify the rigor of the TEKS and success criteria, anticipate student misconceptions, analyze exemplar responses, and rehearse high-leverage instructional moves prior to instruction . Particular emphasis will be placed on increasing students' ability to independently apply learning to rigorous, multi-step and unfamiliar tasks. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Funding Sources:** Sub Days - 211 - Title I, Part A - 211 E 11 6112 00 131 7 24 SUP 842 0000 - $15,030				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Strengthen Small Group Instruction **Strategy's Expected Result/Impact:** Students will receive more precise instructional aligned to areas of need, resulting in accelerated growth and movement toward grade-level performance. **Staff Responsible for Monitoring:** Teachers, Instructional Facilitators, Assistant Principals, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**				

 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.

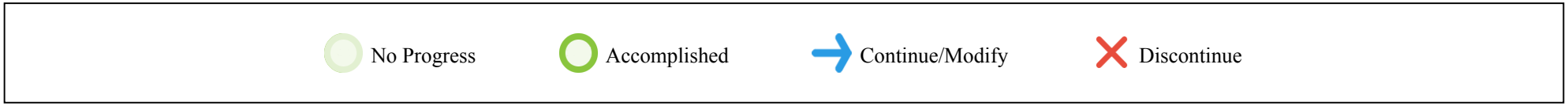
*Includes campus behavior goal strategies

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: RISE Campus Expectations	Formative			Summative
Strategy's Expected Result/Impact: Southridge will explicitly teach, model, practice, reinforce, and reteach common behavioral expectations through the RISE framework: Respectful, Intentional, Safe, Engaged in Learning. Students will demonstrate an increased understanding and consistency regarding behavioral expectations across classrooms and common areas. **Staff Responsible for Monitoring:** Teachers, Counselors, Assistant Principals, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems	Nov	Feb	May	

Strategy 2 Details	Reviews			
Strategy 2: Implement Safe and Civil Schools Structures	Formative			Summative
Strategy's Expected Result/Impact: Implement Safe and Civil School structures and practices to strengthen classroom management, common area expectations, student supervision, and consistent adult responses to behavior. Staff responses to behavior will become more proactive, predictable, and consistent. Additionally, staff will utilize restorative and relationship-based practices to address conflict, repair harm, develop problem-solving skills, and restore students to the learning environment when appropriate. **Staff Responsible for Monitoring:** Teachers, Counselors, Assistant Principals, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems	Nov	Feb	May	


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: Increase Student Engagement and Time in Learning **Strategy's Expected Result/Impact:** Teachers will implement clear classroom routines, procedures, Treatment Agreements, active monitoring, checks for understanding, and structured student participation strategies to maximize academic learning time. **Staff Responsible for Monitoring:** Teachers, Instructional Facilitators, Assistant Principals, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy**				

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Build Capacity Through Coaching and Professional Learning **Strategy's Expected Result/Impact:** All instructional staff will participate in job-embedded professional learning, coaching, PLCs, and feedback cycles aligned to identified campus instructional priorities. campus leadership will identify instructional trends quickly and provide targeted support to improve implementation. **Staff Responsible for Monitoring:** Instructional Facilitators, Language Acquisition Specialists, Assistant Principals, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Planning and Internalization Time **Strategy's Expected Result/Impact:** Provide additional collaborative planning/internalization opportunities, including Title I supported substitute days when appropriate, to allow teams to deeply internalize district curriculum, rehearse lessons, analyze student work, and strengthen instructional alignment. **Staff Responsible for Monitoring:** Instructional Facilitators, Assistant Principals, Principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**				

 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 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: Family Learning Events **Strategy's Expected Result/Impact:** Provide family learning events that provide families with opportunities to understand grade level expectations, assessment information, reading and math content, iReady, STAAR, and strategies they can use at home. **Staff Responsible for Monitoring:** Teachers, Staff, Counselors, Assistant Principals, Principal **ESF Levers:** Lever 3: Integrated Student Support Systems **Funding Sources:** Grade Level Materials for Reading, Tech and Math night ($200 per grade level) - 211- Title I, Parent & Family Engagement - 211 E 61 6399 00 131 7 24 131 842 0000 - $1,200, Teacher Extra Duty Payment for Parent Engagement night - 211- Title I, Parent & Family Engagement - 211 E 61 6117 00 131 7 24 000 842 0000 - $5,400				

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.

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: Improve student attendance through early family intervention and student support. **Strategy's Expected Result/Impact:** Families of students developing concerning attendance patterns will receive proactive communication and problem-solving support before patterns become persistent. Campus leadership will monitor attendance trends regularly. **Staff Responsible for Monitoring:** Office Staff, Assistant Principals, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems				

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			
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations.	Formative			Summative
	Nov	Feb	May	
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

Southridge 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

Southridge 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)

Southridge 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)

Southridge 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)

Southridge 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)

Southridge 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)

Southridge 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

Southridge 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
Dang, Thoung	Title 1 Elem Instructional Facilitator	Title 1 Part A	1
Fuston, Heather	Title 1 Elem Instructional Facilitator	Title 1 Part A	1

BLT Committee

Committee Role	Name	Position
Principal	Clarence Scott	Principal
Assistant Principal	Agustin Quezada	Assistant Principal
Assistant Principal	Paige Krause	Assistant Principal
School Counselor	Ana Villanueva	School Counselor
School Counselor	Andrea Jordan	School Counselor
Language Acquisition Specialist	Cherie McNeely	Language Acquisition Specialist
Language Acquisition Specialist	Mary Longoria	Language Acquisition Specialist
Math Instructional Facilitator	Thuong Dang	Math Instructional Facilitator
Reading Instructional Facilitator	Heather O'Toole	Reading Instructional Facilitator
SpEd Team Lead	Rithy Voeun	SDI Teacher
Specials Team Lead	DeVonna Keirsey	PE Teacher
5th Grade Team Lead	Keith Bell	5th Grade Teacher
4th Grade Team Lead	Edee Fuller	4th Grade Teacher
3rd Grade Team Lead	Emily Nasta	3rd Grade Teacher
2nd Grade Team Lead	Kelsey Martin	2nd Grade Teacher
1st Grade Team Lead	Summer Stell	1st Grade Teacher
Kindergarten Team Lead	Margarita Taylor	Kindergarten Teacher
District Rep	Chad Davis	District Rep

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