Chavez Elementary

Campus Improvement Plan
2022-2023



Board Approval Date: 10-24-2022

The Mission of Chavez Elementary is to:

ENGAGE, EQUIP, and EMPOWER each student to realize their full potential.

Vision:

The Vision of Chavez Elementary is to be the destination campus.

As Lobos We VALUE:

- We will be open and ready to learn during our PLC's.
- We will focus on student learning and treat each child as our own to ensure growth.
- We will put the students' social and emotional needs first so then the academics can rise.

District Cornerstones

- Focus on teaching the standards to the stated level of rigor so each student has an equal opportunity to learn in LEISD.
- Focus on the intentional design of Rigorous, Relevant, and Engaging lessons in every classroom.
- Support highly effective Professional Learning Communities in a variety of ways throughout each campus.

Little Elm ISD DIP/Strategic Plan Goals

- **Teaching and Learning**
  - We will provide a guaranteed & viable curriculum that ensures all students have equal learning opportunities.
  - We will engage each student in learning experiences that increase student growth and achievement.
  - We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness.
  - We will engage each employee in meaningful learning experiences that support student success.
- **Community Engagement**
  - We will communicate with the LEISD community to build trust, support, and involvement.
  - We will foster relations with community partners to enhance educational opportunities.
- **Human Capital**
  - We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
- **Ensuring Fiscal Health and Stability**
  - We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

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Executive Comprehensive Needs Assessment Summary

Areas Examined	**Summary of Strengths** *(What Strengths were identified?)*	**Summary of Needs** *(What needs were identified?)*	**Priorities** *(What are the priorities for the campus?)*
Demographics	Chavez Elementary has 510 students and has a diverse campus with 37.6% being White, 29.5% Hispanic, 23% African American, 3.5% Asian/Pacific Islander, .4% American Indian, and 6.1% Two or more Races.	To enhance community participation in PTA and school events and allow families to learn what is going on in the school building.	To build a community environment with constant communication to families through social media, texts, e-mails, and positive phone calls home.
Student Achievement	At Cesar Chavez students take multiple measures of student achievement and progress which include: CLI and standards based assessments at the Pre-K level MAP, common formative/summative/standards based assessments, TPRI at the K-2 level MAP, common formative/summative/standards based assessments, STAAR Reading, Math, Science at the 3-5 level The staff is growing in awareness of how to utilize data from the various sources to inform instruction and promote growth amongst ALL learners.	Chavez has an under performance of students in the areas meet and masters on state assessment	Teachers will create SMART Goals by grade level and student centered smart goals in order to track individual data as well as host data meetings on MAP data to ensure progress of each student.

Curriculum and Instruction	Cesar Chavez staff has access to LEISD Curriculum and Instruction tools to include CANVAS course with year at a glance, understanding by design tools and the instructional toolkit. These resources include links to TEKS resource which supports a guaranteed and viable curriculum for each and every learner in grades PK-5. Each grade level works to plan collaboratively in professional learning communities during which time they focus on the 4 Essential Questions: What do we want students to learn? How will we know if they learned at it? What will we do if they did not learn it? What will we do if they already know it?	Chavez has under performance of students in the areas meet and masters on state assessment	Following the PLC cycle, teachers need to focus on Question 3 and 4 to analyze data and plan for reteach and extension.

Culture and Climate	Cesar Chavez Elementary is a neighborhood school in Little Elm ISD. We currently serve a total of 510 students in grades Pre-Kindergarten through 5th	Cesar Chavez Staff see a need for staff retention (human capital), clear expectations for PBIS & SEL (positive behavior and intervention supports and	Train all staff members in PBIS and create a school-wide behavior management system.

	grade. Each grade level has on average 4 sections of classes which to date remain below the state ratio. While there is some mobility, the majority of staff at the campus have returned and are connected to the campus vision, mission and goals.	Social emotional learning).	

Staff Quality and Retention	Highly Motivated New Staff Members who participate and each have a mentor. Working towards 100% of teachers ESL certified.	Staff retention and recruitment of highly qualified teachers.	Quarterly check-ins with all staff members to see if areas need to be addressed to help them. Bi-weekly meetings with mentors for all new staff.
Technology	1-1 Technology for all Students. All students at Chavez have their own Chromebook. Every classroom in the building has a Promethian board and staff have been trained on how to use it.	Continue to enhance technology usage in the classroom to make it student-centered.	Training with District Technology for teachers and open times for them to meet with her to discuss ways to enhance their lessons plans.

Family/Community Involvement	*True focus on community campus feel - a place where student love to learn, parents love to be a part of and staff are proud to all home *Variety of events to target community needs *Regular dialogue with PTA to meet campus goals *Visitor policy which seek to engage families in safe manners *Clear and transparent communication	Parents are unsure of how to support or volunteer with the school and were not getting clear communication on what was going on in the school.	Weekly Smore goes out by classroom teacher and by the school.

Data Used for District Comprehensive Needs Assessment

Please delete district data points and include all the things you have looked at and considered in the writing of your plan.

504 Data	Demographic Data	FOCUS	Prior Year Data	TAPR
Accountability Report	District Benchmark Assessments	GT Demographics and Performance	Professional Development Feedback	T-TESS
ACT	District Survey	HB3 Board Goals	Progress Reports	Teacher Retention
Administrator Input		Homeless and Foster Care	RDA Report	Teacher/Student Ratio
	Dyslexia Data	HR Complaints and Grievance data	SAT	Technology Help Tickets
Attendance	Educator Evaluations	LEISD Values and Cornerstones	School City	Technology Input from Stakeholders
C.I.R.C.L.E Data	Equity Data	LEISD Vision	Special Education Data	TELPAS
Cambium	Extra Funding Request	MAP Data	STAAR	Twitter Analytics
Counselor Input on Mental Health	Facebook Analytics	MTSS (RtI) Data	Safety Data	TXKEA/TPRI/Tejas Lee
CTE Participation and Certifications Earned	Failure Rates	New Teacher Survey	Staff Title I Survey	
Curriculum Documents	Federal Report Card	Parent Surveys	Strategic Plan	
DEIC Input	FitnessGram	PEIMS Discipline	SuccessED	

Goal: 1 Teaching and Learning Goals				Curriculum and Learning Services will provide a guaranteed and viable curriculum that ensures all students have equal learning opportunities.					
Objective 1.1				All teachers will implement the LEISD curriculum with fidelity.					
Summative Evaluation (to be filled in by June 2023 by administration)									
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Popula-tions**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1**	**#2**	**#3**	**Supported by State or Federal Funds**
100% of Chavez general education teachers will utilize the UBD format while collaboratively planning during designated planning times and additional time each quarter, with admin, specialists, and special education teachers.	Administrators Instructional Coach General Education Teachers Special Ed Teachers	PLC Agendas, Planning Resources in Google Drive	Sept. 2022-June 2023	All	Planning Schedule, Lesson Plans in Google Folder	Grade level collaborative plannings occur every Tues. and Wed during planning. 50% of grade levels mastering UBD.	PLC's take place 3 times a week now and teams are using the UBD and their PLC agenda to guide learning process. 75% of teams are utilizing consistently.	Goal complete, 100% of teachers utilize the UBD format while planning.	
Chavez Admin, Instructional Coach, Outside Coaches, and LEISD Curriculum Department will conduct classroom walkthroughs using a consistent walkthrough form focusing on small group instruction,aggressive monitoring, and feedback.	Administrators Specialists	Solution Tree Coach, Michelle Whatley, walkthrough form ESF Lever 4.1	September 2022- May 2023	All	Walkthrough form, data analysis from walkthroughs	Walkthrough form is used and walkthroughs are completed weekly. Immediate feedback is occurring. Increased number of walkthroughs will happen come	Chavez Admin, IC's, Whatley conduct weekly walkthroughs. Teachers receive feedback immediately.		

						December.			

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Goal 1				Curriculum and Learning Services will provide a guaranteed and viable curriculum that ensures all students have equal learning opportunities.			
Objective 1.2				LEISD will engage each student in learning experiences that increase student growth and achievement			
Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**
100% of teachers and administrators will receive training on the levels of Substitution, Modification, Augmentation, and Redefinition (SAMR) technology integration and its use in the classroom.	Director of Advanced Academics and Professional Learning; Campus Principals; Assistant Superintendent for Curriculum and Learning; Director of Digital Learning and Library Media Services	SMAR training; Digital Learning Coaches; Technology hardware and support	Sept. 2022-May 2023	All	Sign-in sheets	Oct- Training has not taken place yet February- 100% of teachers attended SAMR training from the district training on January 3, 2023. June- 100% of teachers received trainers, administrators did not.	
100% of K-3 reading teachers who have completed the Texas Reading Academy will implement academy strategies in their classroom and campus principals will ensure clear expectations through walkthroughs and feedback to teachers.	Administrators K-3 Teachers	Strive.; Feedback materials	August 2022-May 2023	K-3	HMH Benchmark Evaluation and Fluency data; Walkthroughs	Oct- 60% of staff are trained and the other 40% of staff will begin Reading Academy in January. Walkthrough data shows implementation of phonological awareness strategies. February- New group of teachers has started the Reading Academy Training. Walkthroughs show that Haggerty phonics is used consistently and guided reading groups show evidence of Reading Academy Strategies. June- The final round of teachers	

						(8) are finishing the Texas Reading Academy.	
100% of K-5 teachers will be trained to utilize new STEM kits from Hands 2 Mind and incorporate them throughout all subjects in order to increase the rigor of learning for students.	Administrators Teachers District Science Coordinator	ESF Lever 3.1	October 2022-May 2023	ALL	Strive documentation, campus walkthroughs	Oct- Training completed on October 14th for K-5 staff members. Admin will look for usage in lesson plans as the months continue. February- Goal has been completed.	
Targeted interventions and small group instruction, utilizing Leveled Literacy Intervention and Hands 2 Mind Math will increase STAAR Growth. Reading STAAR scores will increase from 70% to 75% at Approaches or Above and Math STAAR Scores will increase from 59% to 70% for Approaches or Above.	Administrators Teachers ESSER Tutors	Data meetings; MAP data; STAAR data	August 2022-May 2023	All	MAP data and STAAR results in June of 2023	October- 25% there. Small group is happening. Teams will reconvene after MAP testing and plan for more targeted instruction in small groups. February- Teams use data meetings to plan for targeted small groups. STAAR Interim data shows Reading average passing score as a 70% and Math data showed 62% passing.	ESSER Funds
Progress monitor student growth on MAP and respond to data to obtain 70% proficiency rating in students in Approaches and Above by EOY.	Administrators Teachers	MAP Data Meetings	August 2022-May 2023	ALL	NWEA MAP reports, Progress Monitoring Data from each grade level	October- All Tier 2 and Tier 3 students are progress monitored every 2 weeks on SMART Goals created by teachers. February- Students are progress monitored and new groups were created in K-2 to target just MAP skills that were lower or to increase the rigor for those students that are higher.	
80% of Students will grow 2 or more reading levels in the 22-23 School Year by participating in daily guided reading small group instruction.	Administrators Teachers Specialists Dyslexia Specialists	HMH Reading Records, Jan Richardson Guided Reading, IRI	September 2022-May 2023	ALL	Reading Records	October- Daily guided reading happening in 90% of classrooms. February- 60% of students have grown 2 or more reading levels this year already.	

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Goal: 1				Curriculum and Learning Services will provide a guaranteed and viable curriculum that ensures all students have equal learning opportunities.			
Objective 1.3				Chavez administrators will engage teachers and staff in targeted learning experiences that support student success			
Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**
Chavez staff will receive training on being a part of a PLC organization, including clear roles, responsibilities, and expectations by August 2022 as evidenced by Strive documentation and sign in sheets.	Director of Advanced Academics and Professional Development Solution Tree Coach	Training Strive ESF Lever 1.1	July 2022-Aug. 2022	All	Strive records; Schedules, Solution Tree Coach agendas for the campus	October- 100% of staff were trained in by Solution Tree in the PLC process. PLC guiding coalition meets monthly and guides there team in next steps. February- Guiding Coalition PLC training was completed February 20th, 2023.	
100% of full-time instructional staff will participate with fidelity as a member of the Chavez Professional Learning Community (PLC), adhering to all professional expectations and behaviors from August 2022-May 2023 as evidenced by campus	Administrator Instructional Coach Specialists	Training; PLC schedules; Data ESF Lever 1.1	Aug. 2022-May 2023	All	Campus PLC schedules; Student success data, PLC agendas	October- All teachers, special education teachers, specialists, coach and administrators attend PLC's multiple times throughout the week. We will continue to work on GT, ESL, and members of district curriculum to support in the coming months. February- ESL has been participating in PLC's. GT attends when on campus.	

and district meetings and an increase in student achievement.						Working with Solution Tree coach to incorporate special education teachers more in the PLC process.	
Chavez Staff will participate in weekly Chavez Learns professional development which will focus on vertical alignment, leadership, SEL, Trauma in students, and targeted small group instruction in order to increase knowledge in all capacities for all staff members.	Admin Team Instructional Coach Counselor	Learning By Doing Book,	August 2022- May 2023	ALL	Campus Year at a Glance schedule, Notes from committee meetings	October- Chavez Learns happens every Tuesday from 4-5pm. Notes from meetings and action steps will continue to help meet our student growth goal. February- Chavez Learns continues to happen every Tuesday 4-5pm. Evidence in meeting agendas/notes.	
One team member from each grade level team K-5 will participate in the Data Driven Instruction (DDI) training through Region 11 in order to create a data protocol and implement biweekly data meetings with their teams to ensure student growth and create intervention or enrichment ideas as needed.	Admin Team Teachers Specialists	Region 11 Training ESF Lever 4.6	Novembe r 2022--May 2023	ALL	Stages 3 and 4 in the PLC cycle will be shown in meetings, Strive documentation	October- All staff members will be trained by Region 11 in DDI In January. February- All Staff were trained January 2nd, 2023 by Region 11 in DDI. Data Meetings occur biweekly during PLC's for each grade level.	

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Goal: 1	Curriculum and Learning Services will provide a guaranteed and viable curriculum that ensures all students have equal learning opportunities.

Objective 1.4				Chavez Elementary staff/students will participate in daily SEL lessons and activities in order to reduce the number of discipline referrals and to provide an equal learning opportunity for all students.			
Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**
Staff and Students will participate in daily Morning Announcements which include an SEL strategy, restorative circle, and zones of regulation lesson. Classrooms will include flexible seating and focused areas in the room to enhance literacy and math learning while supporting the whole child.	Administrators, Counselor	Momentous Institute Resources ESF Lever 3.3	Aug. 2022-May 2022	All	SEL strategies used in the classroom, calm down corners in every part of the school, Focus discipline referrals	October- All classrooms participate in morning announcements. SEL committee will increase lessons in regulation and strategies in the future. February- Quaver use is increasing in each grade level and we will continue to monitor progress. Morning announcements include SEL strategies and zones daily.	Title 1 Funds
Mentors from outside of the school building will be assigned to students to work on social skills, self-help strategies, and as a positive role model.	Administrators, Teachers, Counselors	ESF Lever 3.3	October22 -May 2023	All	Reflections from students	October- Mentors have been gathered and will start coming in January. February- Mentor permission slips were sent, mentors have been assigned mentees and their lunch times. Mentors have started coming to campus to meet with students.	
Staff will participate in monthly Kid Talk meetings to discuss student academic needs and behavior needs and set up SST meetings or	Administrators, Counselors, Social Worker, Specialists, Behavior Therapists,	Academic Data, Behavior Trackers, Success Ed, FOCUS	Sept 2022-May 2023	ALL	SST Meetings, MTSS/Kid Talk Notes	October- Monthly Kid Talk meetings occur, notes are taken, and action steps for each students are created. This will be ongoing throughout the	

other resources to help students succeed.	Special Ed Teachers	behavior/attendance data ESF Lever 3.2				year. February- Monthly Kid Talks still occur, SST meetings are created when the need is there according to Kid Talk notes.	
		ESF Lever 5.1					

Goal: 2				LEISD will focus on strengthening community engagement.			
Objective 2.1				Chavez staff will communicate with the LEISD community to build trust, support, and involvement.			
Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**
Chavez staff and PTA will plan family engagement events and parent education nights each quarter of the school year.	Administrators, Logistics Committee	PTA, Community Events	August 2022-May 2023	ALL	Sign-in sheets, social media, logistics committee agendas	October- The Fall Festival occurred in October, a Literacy and STEM night are being prepared for the spring. February- Literacy Night occurred in February and STEM night is set for April. Open House is also set for March and PTA is creating family spirit nights.	

Chavez staff will participate in LEISD sponsored activities such as Back to School Bash, Homecoming Parade, 533 Run,	All Staff	District Communication on events	August 2022-May 2023	ALL	Social Media, sign in sheets	October- Staff participated in these events. February- Staff participated in Angel Tree in December and applied for Education Foundation grants.	
Increase community engagement by 45% on all social media accounts through strategic marketing designed to grab attention, build influence, and transform a community.	Administrators, Librarian	Facebook, Twitter, Chavez Website,	September 2022-May 2023	ALL	Facebook, Twitter Posts	October- Posts are made to Facebook, but only 20% of the time, an intentional increase will take place come December. February- Increase in social media on Facebook as occurred.	
Plan PTA events to enhance PTA membership and create a strong bond between Chavez and the PTA community.	PTA Teacher Liaisons Admin	PTA	August 2022-May 2023	ALL	PTA Events, Meeting notes	October- Teacher Liaisons and principal meet with PTA monthly to discuss new events. Watch Dog program was implemented on campus. February- PTA hosted a Polar Express movie night and had their PTA meeting the same evening. PTA is sponsoring gift card raffles for attending their meetings. PTA sponsored the 4th/5th Grade Field trip for students who couldn't attend and provided meals for all students.	
Chavez will host Community Events such as Thanksgiving Day Feast, Grand Parents Day, Veteran's Day Assembly, etc in	Admin, Logistics Committee, PTA	Social Media ESF Lever 3.4	September 2022-May 2023	ALL	Volunteer sign ins, logistics committee agendas	October- Thanksgiving Feast, Veteran's Day Assembly, and Grand Parents day all took place. The logistics committee will be working on community events for the spring semester.	

order to gain support from stakeholders and community members to support transdisciplinary learning.						February- Pastries with Parents occurred for the Book Fair.	
Weekly Communication to Parents will go via Smore in order to enhance knowledge of understanding of learning in the classroom as well as social emotional lessons and school wide events	Administrators	SMORE	August 2022-May 2023	ALL	Weekly Smores	October- Weekly SMOREs go out to all parents. Look into expanded who the smores go to to include second contact in FOCUS. Expand the SMORE to have home connections with the same SEL lessons we are creating in class. February- Weekly communication continues to happen from grade levels and the school. SMORE does include SEL strategies as well as upcoming events. Grade Levels discuss learning objectives for the upcoming week.	

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Goal: 2	LEISD will focus on strengthening community engagement.
Objective 2.2	Chavez Elementary will foster relations with community partners to enhance educational opportunities.
Summative Evaluation (to be filled in by June 2023 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	Supported by State or Federal Funds
Chavez Elementary will host a mentor program with community members in order to pair up students with mentors who will come in and enhance educational experiences and social emotional learning	**Community Members, Teachers, Admin**		**October 2022-May 2023**	**ALL**	**Reflections from students and mentors**	**October- Mentors have been gained. Games were donated by an outside organization and mentors will start coming in January.**	

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Goal: 3	LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
Objective 3.1	Target recruiting of high quality personnel through support for all staff members.
Summative Evaluation (to be filled in by June 2023 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	Supported by State or Federal Funds
Chavez Elementary will retain highly qualified teachers by assessing the needs of staff and providing them with additional training in areas they are interested in, check-ins with admin to see how to better support, and T TESS evaluations to	**Administrators**	Eduphora (STRIVE) Chavez Learns sign-ins Admin/Teacher Conference				October- Admin has completed 10% of TTESS observations. Admin has met with 100% of teachers to discuss goals and how to support them. February- Admin has completed 100% of TTESS observations and	

create an open environment of communication between admin and staff.		Sign-ups **ESF Lever 2.1**				50% of TTESS walkthroughs. Growth plans have been created for teachers in developing areas and mentors/instructional coaches have supported modeling in those classrooms. IC Coaching cycles continue with teachers.	

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Goal: 3				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.			
Objective 3.2				Increase social media presence and utilize multiple social media platforms to enhance recruitment, recognition, and awareness of Little Elm ISD.			
Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**
Post to Facebook platform a minimum of 2 times per week with important school news and highlighting accomplishments of students.	Administrator, Librarian, Maker Space Para	**Facebook**	**September 2022-May 2023**	**ALL**	**Facebook Posts**	**October- 50% to goal.** **February- 75% to goal.**	

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Goal: 3				LEISD will recruit, recognize, and retain high quality and effective personnel to support student success at every level.			
Objective 3.3				Strengthen relationships between the Human Resource department and campus personnel through the following activities in order to increase retention in LEISD			
Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**
New Teachers will participate in district orientation.						**October- All new teachers participated in district orientation.** **February- Goal completed**	
Chavez will include time throughout the school for teachers to meet with HR related visits.						**October- HR visit occurred in September and more will happen throughout the year.** **February- HR visited again in February with teachers and carpool**	

						Kudos also has taken place.	

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Goal: 4				LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.			
Objective 4.1				Provide laser-focused customer service and training for campus and departments.			
Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* **#1 #2 #3**	**Supported by State or Federal Funds**
Maintain budget Management through Budget Owner Identifier Codes							
Follow procedures to sustain compliance (Internal Routing, Check Request, Processing Alternative to Standard Systems (PASS), Above allocation alternatives)							

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Goal: 4	LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.
Objective 4.2	Build capacity within our community about LEISD's financial status through the following activities
Summative Evaluation (to be filled in by June 2023 by administration)	

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1 #2 #3	Supported by State or Federal Funds
Use the Principal Bond Kit to provide correct information regarding the bond.	**Administrators**	**District Bond Resources**	**September 2022-May 2023**	**ALL**	**Facebook Posts, Weekly Parent SMORE**	**October- Daily Facebook posts, attendance in bond information meetings, emails sent to parents with bond facts created by district.** **February- Bond has passed and goal is completed.**	**Use**

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Goal: 4	**LEISD will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.**

Objective 4.3				Chavez Elementary will adhere to budget alignment between Business Services, Human Resources, and the Student Information System Services.			
Summative Evaluation (to be filled in by June 2023 by administration)							
Strategies and Action Steps	**Person(s) Responsible**	**Resources**	**Timelines**	**Special Populations**	**Evidence of Success**	**Formative Reviews** *Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)* #1 #2 #3	**Supported by State or Federal Funds**
Adhere to the Position Management Information System (PMIS) reviews to ensure correct coding for all staff salaries and stipends	**Campus Administration**	**Stipend information**	**August 2022-May 2023**	**All**	**District audit report**		

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LEISD 2022-2023 Professional Development Calendar -- Days Designation

Elementary Campuses

July 25	July 26	July 27	July 28	July 29
New Teacher	New Teacher	New Teacher	New Teacher	New Teacher

August 1	August 2	August 3	August 4	August 5	August 8	August 9
Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off

August 10	September 2	September 6	October 11	October 12	October 13	October 14
Fall Kick Off	District	Campus	Professional Learning Exchange Day	Professional Learning Exchange Day	District	Campus

November 21	November 22	December 16	January 2	January 3	February 17	February 20	May 22
Professional Learning Exchange Day (District Closed)	Professional Learning Exchange Day (District Closed		Campus	District	District Assessment Training	Campus	

Secondary Campuses

July 25	July 26	July 27	July 28	July 29
New Teacher	New Teacher	New Teacher	New Teacher	New Teacher

August 1	August 2	August 3	August 4	August 5	August 8	August 9
Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off	Fall Kick Off

August 10	September 2	September 6	October 11	October 12	October 13	October 14
Fall Kick Off	District	Campus	Professional Learning Exchange Day	Professional Learning Exchange Day	District	Campus

November 21	November 22	December 16	January 2	January 3	February 17	February 20	May 22
Professional Learning Exchange Day (District Closed)	Professional Learning Exchange Day (District Closed		Campus	District	District Assessment Training	Campus	

Little Elm ISD Professional Learning Plan at-a-glance
Little Elm ISD Professional Learning Plan detailed view

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets Guidance Lessons on Bullying	Director for Student Services, Director of Counseling Services, School counselors	Discipline Referrals, Anecdotal Campus Reports Documentation of secondary Campus (6-12) participation in the No Place for Hate Program and designation as No Place for Hate campuses. K-12 mandated topics along with HB and SB: Bullying/HB 1942. SB 179 and 11 (counselors have links in their wolfpack tracks to specific student lessons - counselor documentation)
Revise the bullying training module for teachers and students	District Budget	Director for Student Services, School counselors	Revised Modules, Sign-in Sheets from trainings Staff Training record in Safe Schools

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	Online training through Safeschools	Campus Administrators, Director of Human Resources, Director of Counseling Services	Training records in Safeschools Sign in sheets indicating attendance for training
All LEISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
Scope of Assignment for SRO's in Little Elm ISD • Establish rapport with the students • Establish rapport with the parents, faculty, staff, and administrators. • Create programs that benefit the students, school district and police. • Be a positive role model for students and adults. • Provide safety for students, faculty, staff and all persons involved with the school district. • Provide limited counseling to students, parents and staff as necessary. • Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action,	Space at campuses; funding for salaries	Board of Trustees Superintendent	Data on number of arrest; increase or decrease in the presence of drugs on campus; number of cases each SRO works

consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under authority of law. • Refer students and/or their families to the appropriate agencies for assistance when the need is determined. • **<u>The SRO shall not act as a school disciplinarian</u>**. However, if the principal believes an incident is a violation of the law, the principal should contact the SRO. Furthermore, upon request by any school official, staff member or any district employee the SRO is required to attend disciplinary proceedings or meetings with student and/or parents especially			

where safety may be a concern. • Provide assistance in cases of poor attendance and truancy. • The District shall provide the SRO with access to an office and such equipment as is necessary at his/her assigned school. This equipment shall include a telephone, lockable filing space, and access to a computer and/or secretary assistance. • Provide access and encourage classroom participation by SRO's. • Provide the opportunity for SRO's to address teachers and administrators about the SRO program, goals and objectives. • Seek input from SRO regarding criminal justice problems relating to students. • Provide timely evaluation information concerning SRO to Police Chief.			

• **The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced.** Nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the Town beyond the general duties that exist for the law enforcement officer within the State.			

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the LEISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Director of Student Activities; SHAC Chairperson Director for Counseling Services will be co-facilitating with the Health Service Coordinator Both the Intervention counselors and School Social Workers are included for the 2022/2023 School Year	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets Partnership with Children's Advocacy Center for Denton County for Elementary	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports Counselor student presentations along with guidance lessons
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports Staff presentations facilitated by campus counselors with

			staff sign in sheets

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources Director for Counselors, Campus Counselors	Training sign in sheets, Training Agendas Sign in sheets

Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Deputy Superintendent, Director for Student Services and Safety; Nurses; Principals; Counselors	Training sign in sheets, Training Agendas Safe School modules

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
Little Elm ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director for Student Services and Safety, Counselors, Educators	Lesson Plans, Discipline Records Counselor guidance lessons along with school wide prevention activities

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment

Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report
Title II Part A funds will be utilized to improve teacher leadership development across LEISD.	Title II Part A Funds	Director of Instruction and Leadership Development Campus Principals	Program nominations, participation of nominees, sign in sheets
Title II Part A funds will be utilized in the continued development of campus and district administrators as well as instructional coaches in the areas of coaching	Title II Part A Funds	Director of Instruction and Leadership Development Campus Administrators District Administrators Instructional Coaches	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for drug prevention and awareness training of secondary campuses	Title IV Part A	Director of Instruction and Leadership Development Director of Student Services Campus Administrators	Professional Learning Sessions, Sign-in Sheets, Feedback forms
Title IV Part A funds will be utilized for development of gifted and talented teachers and programs grades 5-6	Title IV Part A	Director of Instruction and Leadership Development Director of Special Programs Campus Administrators Gifted and Talented Teachers	Professional Learning Sessions, Sign-in Sheets, Feedback forms, Implementation of Materials and Programs

Student Achievement

Strategies	Resources	Staff Responsible	Evaluation

All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Assistant Superintendent for Curriculum and Learning, Directors, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2022-2023

Committee Member	Role	School	Term Year
Chris Brown	Teacher	Little Elm High School	
Rotisha Brown	Paraprofessional	Little Elm High School	
	Parent	Little Elm High School	
David Priddy	Community Member	Little Elm High School	
Jeani Gonzalez	Teacher	Strike Middle School	
Danielle Southworth	Paraprofessional	Strike Middle School	
Lori Reeves	Parent	Strike Middle School	
Everitt Diaz	Community Member	Strike Middle School	
Crystal young	Teacher	Walker Middle School	
Wendy Argentine	Paraprofessional	Walker Middle School	
Misty Madison	Parent	Walker Middle School	
Linda Janssen	Community Member	Walker Middle School	
Latrice Garner	Teacher	Prestwick Elementary	
Aisha Pouncil	Paraprofessional	Prestwick Elementary	
Jill Molkentine	Parent	Prestwick Elementary	
Linda Adams	Community Member	Prestwick Elementary	
Damian Groves	Teacher	Brent Elementary	
Malinda Wheeler	Paraprofessional	Brent Elementary	
Mindy Bauermeister	Parent	Brent Elementary	
Gerranda Brooks-Smith	Community Member	Brent Elementary	
Heather Kremer	Teacher	Chavez Elementary	
Shane Roberson	Paraprofessional		

Monica Neubaur	Parent	Chavez Elementary	
Dominique Johnson	Community Member	Chavez Elementary	
Kelli Martin	Teacher	Hackberry Elementary	
Olivia Brinlee	Paraprofessional	Hackberry Elementary	
Melissa Howland	Parent	Hackberry Elementary	
Jan MacDougal	Community Member	Hackberry Elementary	
Amanda Miller	Teacher	Lakeview Elementary	
Jody Williams	Paraprofessional	Lakeview Elementary	
Jackie Kopsa	Parent	Lakeview Elementary	
Melissa Carrier	Community Member	Lakeview Elementary	
Eileen Horton	Teacher	Oak Point Elementary	
Christy Vanderhoff	Paraprofessional	Oak Point Elementary	
	Parent	Oak Point Elementary	
Linda Janssen	Community Member	Oak Point Elementary	
Alex Sibley	Teacher	Zellars	