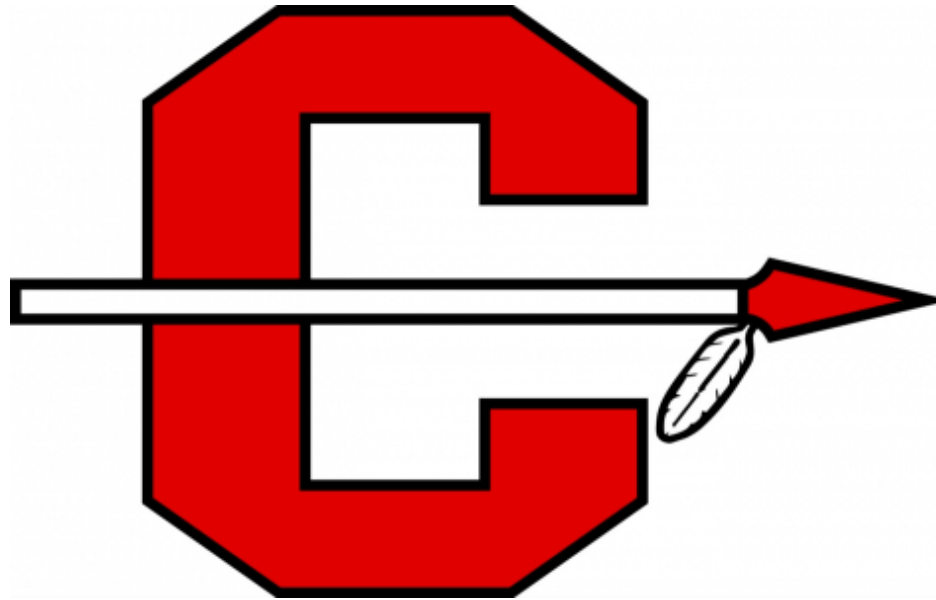


Cleveland Independent School District
Southside Elementary
Campus Improvement Plan
2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 19, 2020

Mission Statement

Southside Elementary, will challenge and motivate students in a rigorous learning environment to ensure students are empowered, productive citizens of the World.

Vision

Students will have success today and be prepared for tomorrow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Summary as of October, 2020

Enrollment: 1,378

PK: 94

Kindergarten: 196

1st Grade: 209

2nd Grade: 203

3rd Grade: 200

4th Grade: 234

5th Grade: 242

Economically Disadvantaged: 1024

English Learners: 1,006

Immigrant Students: 20

Homeless Students: 19

Students At Risk: 988

Special Education: 102

Demographics Strengths

Southside Elementary has seen a decrease in student population from the 2019-2020 School year to the 2020 - 2021 from 1530 to 1378.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Southside Elementary has a mobility rate of 20% **Root Cause:** We did not provide multiple opportunities nor extend personal invitations to connect our parents of students that have moved at least once in their elementary career to connect or become involved in the school culture.

Student Achievement

Student Achievement Summary

Through the implementation of a variety of programs and evidence-based instructional strategies, such as, but not limited to, Guided Reading, Formative Loop, Accelerated Reader, PBIS, and Dual Language and Inclusion settings, students at Southside Elementary School continue to improve performance academically, behaviorally, and socially.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading At Approaches Grade Level or Above	2019	76%	62%	63%	*	63%	69%	-	-	-	35%	*	67%	60%	64%	65%
At Meets Grade Level or Above	2019	45%	30%	32%	*	32%	31%	-	-	-	26%	*	32%	32%	32%	33%
At Masters Grade Level	2019	27%	14%	16%	*	16%	19%	-	-	-	13%	*	18%	15%	16%	16%
Grade 3 Mathematics At Approaches Grade Level or Above	2019	79%	67%	64%	*	63%	69%	-	-	-	39%	*	68%	60%	64%	64%
At Meets Grade Level or Above	2019	49%	32%	29%	*	28%	38%	-	-	-	26%	*	32%	27%	28%	28%
At Masters Grade Level	2019	25%	13%	7%	*	7%	13%	-	-	-	4%	*	9%	5%	6%	7%
Grade 4 Reading At Approaches Grade Level or Above	2019	75%	69%	65%	*	63%	81%	-	-	-	29%	*	80%	59%	64%	62%
At Meets Grade Level or Above	2019	44%	32%	26%	*	24%	44%	-	-	-	14%	*	33%	24%	27%	25%
At Masters Grade Level	2019	22%	12%	10%	*	9%	19%	-	-	-	14%	*	14%	9%	11%	10%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 Mathematics																
At Approaches Grade Level or Above	2019	75%	79%	75%	*	75%	75%	-	-	-	29%	*	80%	73%	74%	76%
At Meets Grade Level or Above	2019	48%	43%	36%	*	36%	38%	-	-	-	14%	*	33%	37%	36%	40%
At Masters Grade Level	2019	28%	24%	19%	*	20%	19%	-	-	-	14%	*	22%	19%	19%	21%
Grade 4 Writing																
At Approaches Grade Level or Above	2019	67%	55%	48%	*	48%	44%	-	-	-	14%	*	53%	46%	47%	48%
At Meets Grade Level or Above	2019	35%	20%	18%	*	17%	31%	-	-	-	14%	*	22%	17%	18%	17%
At Masters Grade Level	2019	11%	3%	2%	*	2%	6%	-	-	-	14%	*	2%	2%	2%	2%
Grade 5 Reading^																
At Approaches Grade Level or Above	2019	86%	76%	68%	*	66%	100%	-	*	-	57%	*	75%	66%	67%	65%
At Meets Grade Level or Above	2019	54%	33%	29%	*	26%	59%	-	*	-	43%	*	36%	27%	28%	26%
At Masters Grade Level	2019	29%	14%	9%	*	7%	29%	-	*	-	0%	*	16%	7%	9%	6%
Grade 5 Mathematics^																
At Approaches Grade Level or Above	2019	90%	90%	81%	*	81%	88%	-	*	-	57%	*	88%	79%	81%	80%
At Meets Grade Level or Above	2019	58%	49%	35%	*	34%	47%	-	*	-	43%	*	45%	31%	35%	32%
At Masters Grade Level	2019	36%	25%	16%	*	15%	35%	-	*	-	7%	*	23%	14%	15%	16%
Grade 5 Science																
At Approaches Grade Level or Above	2019	75%	56%	40%	*	39%	59%	-	*	-	50%	*	45%	39%	38%	35%
At Meets Grade Level or Above	2019	49%	29%	17%	*	15%	35%	-	*	-	43%	*	25%	14%	16%	12%
At Masters Grade Level	2019	24%	11%	4%	*	2%	29%	-	*	-	7%	*	7%	3%	3%	1%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects	2019	78%	66%	63%	47%	62%	73%	-	*	-	*	41%	62%	69%	61%	62%	62%
At Approaches Grade Level or Above																	
At Meets Grade Level or Above	2019	50%	34%	28%	35%	27%	40%	-	*	-	*	30%	14%	32%	26%	27%	27%
At Masters Grade Level	2019	24%	12%	11%	6%	10%	21%	-	*	-	*	8%	5%	14%	9%	10%	10%
All Grades ELA/Reading	2019	75%	61%	66%	43%	64%	84%	-	*	-	*	41%	63%	73%	62%	65%	64%
At Approaches Grade Level or Above																	
At Meets Grade Level or Above	2019	48%	30%	29%	43%	27%	45%	-	*	-	*	30%	13%	33%	27%	29%	28%
At Masters Grade Level	2019	21%	10%	12%	14%	11%	22%	-	*	-	*	9%	0%	16%	10%	12%	11%
All Grades Mathematics	2019	82%	74%	73%	57%	73%	78%	-	*	-	*	43%	75%	77%	72%	73%	73%
At Approaches Grade Level or Above																	
At Meets Grade Level or Above	2019	52%	38%	33%	29%	33%	41%	-	*	-	*	30%	25%	36%	32%	33%	33%
At Masters Grade Level	2019	26%	16%	14%	0%	14%	22%	-	*	-	*	7%	13%	16%	13%	13%	14%
All Grades Writing	2019	68%	55%	48%	*	48%	44%	-	-	-	-	14%	*	53%	46%	47%	48%
At Approaches Grade Level or Above																	
At Meets Grade Level or Above	2019	38%	24%	18%	*	17%	31%	-	-	-	-	14%	*	22%	17%	18%	17%
At Masters Grade Level	2019	14%	7%	2%	*	2%	6%	-	-	-	-	14%	*	2%	2%	2%	2%
All Grades Science	2019	81%	66%	40%	*	39%	59%	-	*	-	*	50%	*	45%	39%	38%	35%
At Approaches Grade Level or Above																	
At Meets Grade Level or Above	2019	54%	34%	17%	*	15%	35%	-	*	-	*	43%	*	25%	14%	16%	12%
At Masters Grade Level	2019	25%	9%	4%	*	2%	29%	-	*	-	*	7%	*	7%	3%	3%	1%

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above

3rd Graders Reading and Mathematics	2019	35%	20%	18%	*	17%	25%	-	-	-	-	22%	*	20%	16%	17%	17%
Reading and Mathematics Including EOC	2019	35%	20%	18%	*	17%	25%	-	-	-	-	22%	*	20%	16%	17%	17%
Reading Including EOC	2019	45%	30%	32%	*	32%	31%	-	-	-	-	26%	*	32%	32%	32%	33%
Math Including EOC	2019	49%	32%	29%	*	28%	38%	-	-	-	-	26%	*	32%	26%	28%	27%
4th Graders Reading and Mathematics	2019	35%	25%	18%	*	18%	19%	-	-	-	-	14%	*	20%	18%	20%	20%
Reading and Mathematics Including EOC	2019	35%	25%	18%	*	18%	19%	-	-	-	-	14%	*	20%	18%	20%	20%
Reading Including EOC	2019	44%	32%	26%	*	24%	44%	-	-	-	-	14%	*	33%	24%	27%	25%
Math Including EOC	2019	48%	43%	36%	*	36%	38%	-	-	-	-	14%	*	33%	37%	36%	40%
5th Graders Reading and Mathematics	2019	44%	27%	22%	*	20%	47%	-	*	-	*	43%	*	27%	21%	22%	20%
Reading and Mathematics Including EOC	2019	44%	27%	22%	*	20%	47%	-	*	-	*	43%	*	27%	21%	22%	20%
Reading Including EOC	2019	54%	33%	29%	*	26%	59%	-	*	-	*	43%	*	36%	27%	28%	26%
Math Including EOC	2019	58%	49%	35%	*	34%	47%	-	*	-	*	43%	*	45%	31%	35%	32%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
3rd - 8th Graders Reading and Mathematics	2019	36%	21%	20%	29%	18%	31%	-	*	-	*	27%	0%	22%	18%	19%	19%
Reading and Mathematics Including EOC	2019	38%	22%	20%	29%	18%	31%	-	*	-	*	27%	0%	22%	18%	19%	19%
Reading Including EOC	2019	47%	30%	29%	43%	27%	45%	-	*	-	*	30%	13%	33%	27%	29%	28%
Math Including EOC	2019	52%	38%	33%	29%	32%	41%	-	*	-	*	30%	25%	36%	32%	33%	32%

2020-2021 Beginning of Year Performance

Kindergarten Readiness

English

Letter Sounds 46%

Blending 47%

Spanish

Letter Sounds 49%

Blending 75%

First Grade Readiness

English

Letter Sounds

Student Achievement Strengths

3rd grade students scored higher than the district on Reading STAAR.

White students on 4th grade Reading STAAR and on 5th Grade Reading STAAR scored higher than the District.

5th Grade Special Education students scored higher than other student populations on Science STAAR assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): We did not meet the target for Special Education in STAAR Math or STAAR Reading.(target was 90% our score was 43% for Math and 41% for Reading) **Root Cause:** Teachers were not utilizing Accommodations, Modifications and instructional strategies needed for this student group.

Problem Statement 2 (Prioritized): Students perform below the District average on Benchmark assessments and State mandated assessments. **Root Cause:** Data is not used to establish intervention needs for all students.

School Culture and Climate

School Culture and Climate Summary

Southside Elementary school culture continues to support clearly defined high expectations for students and staff. The Southside Elementary staff deeply cares for our students and wants them to be successful both academically and socially. Additionally, Southside Elementary is a Professional Learning Community that adheres to collective commitments, vision, and mission.

School Culture and Climate Strengths

According to the TNTP satisfaction survey given April 2020, the staff rated the Learning Environment and Hiring process as effective.

According to the entry survey provided by the new campus principal, 80% of staff indicated Southside has a strong family environment and teachers are supportive of each other.

Campus Leadership and Instructional Coaches work with teachers in Collaboratives and implementation of targeted and effective instructional strategies, using such tools at Lead4ward and the 4 guiding questions of a Professional Learning Community.

Teachers collaborate to analyze data and the TEKS to plan lessons that are meaningful and delivered with the highest level of rigor for student success.

There is an increase in positive relationships with families.

There is a focus on protection of instruction time.

The campus leadership team is positive and works well together, sharing a common vision.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: While newcomer immigrant students are provided with academic support in an appropriate academic setting, meeting the social emotional needs of these students has not been a priority. **Root Cause:** A lack of processes and procedures in place for recognizing needs of newcomer students and providing supports.

Problem Statement 2: With the increased number of new staff, continuous training on campus practices, as well as support and coaching, must be a priority. **Root Cause:** Adequate professional development was not provided to new teachers who lack experience that brings strategies for instructional engagement and rigor, as well as effective classroom management.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The expectation at Southside Elementary is for all staff to be highly qualified, committed to doing whatever it takes to ensure student success, and for planning and preparation for instruction that is targeted, meaningful and engaging for all students. Analysis of data will be continual, as we work together to achieve excellence in the classroom.

Staff Quality, Recruitment, and Retention Strengths

Southside Elementary School provides opportunities to teachers aspiring to move into leadership roles as demonstrated by 4 teachers moving to RTI, interventionist and coaching positions.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: A high number of teachers leave the campus at the end of each year. **Root Cause:** Adequate support is not provided to new, first year and ACP teachers.

Problem Statement 2: There is difficulty finding qualified Bilingual and ESL teachers for classes. **Root Cause:** Recruiting and hiring process began in May due to change in campus principal.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Southside has created and improved planning meetings for effective implementation of rigorous lessons and instructional strategies.

Data meetings have been improved to celebrate success and address student needs.

A more consistent process in formal and informal assessments were administered throughout the year.

The Why Try curriculum was used daily to support character education.

Consistent implementation of daily small group instruction and intervention for literacy and math.

Music and Art provide a fine arts program that strengthens student growth.

A daily use of Lead4ward tools is utilized with fidelity in all classrooms.

The model classroom program was utilized with all classroom teachers.

Curriculum, Instruction, and Assessment Strengths

Planned assessments, including common assessments and benchmarks, are scheduled and implemented to provide ongoing student data.

There is an intervention and enrichment time built into the master schedule that does not interfere or interrupts TIER I instruction.

Backward design planning is utilized at each grade level.

Model classroom training is provided to each grade level by instructional coaches.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are not equipped to meet the diverse needs of a fast-growth population. **Root Cause:** The fast growth of the student population is out pacing the support and supplies provided by the district.

Problem Statement 2 (Prioritized): Tier 1 Instruction is not strong enough to meet the diverse needs of students and results in many students needing intervention for academic success. **Root Cause:** Teachers have not had Professional Development to address instructional strategies, ELL learning strategies and GT strategies.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Involvement activities are consistently offered, however participation is not at the level desired. Parental Involvement has been mostly encouraged through PIE communication. School activities were planned once per month and included reading to classrooms, Christmas activities, and parent attendance at classroom parties. Parent nights were planned to increase parental involvement in understanding student learning expectations.

Parent and Community Engagement Strengths

Communication is available through newsletter to parents

Campus and District website are in both English and Spanish

Teachers communicate through Class Dojo on regular basis

PIE is active and offers family events

LPAC and Cultural Events are offered

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Few parents are in attendance at school activities and events. **Root Cause:** Communication has not been adequate or parents do not understand the importance of their involvement with the school.

School Context and Organization

School Context and Organization Summary

Southside Elementary school staff were supported through various Professional Development trainings and by the policies and procedures put in place. A Master Schedule has been created to implement the PLC process, including Intervention and Extension time built in twice per day for all grade levels. Collaboratives are scheduled as uninterrupted time for 90 minutes once per week for teachers to identify Essential Learning Targets and plan for student mastery. Various committees are established to ensure stakeholders are involved in campus functions and decision making. A paired classroom setting will continue in 2nd-5th grades as well as in all Dual Language teams in Kindergarten-5th grade. An Inclusion model will continue to be used at Southside Elementary. Core Essentials curriculum will be used daily to increase and support social skills and building relationships in grades K-5th.

School Context and Organization Strengths

All staff are given a voice in decision making and the opportunity to participate in thier area of strengh.

Committees will focus on strengthening procedures for Discipline, PLC process, Title I and III, and Attendance.

RTI teachers support students both Academically and Behaviorally.

Collaboratives occur weekly for all grade levels.

Faculty meetings monthly

Data meetings occur after assessments to disaggregate data to determine instructional areas of need.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Staff feel communication is not consistent and information is learned late or after the fact. **Root Cause:** There is not a communication format which is used regularly to communicate with staff.

Technology

Technology Summary

Teachers have technology tools available to them for use in their classroom. Students have Chromebooks which are shared between two classrooms. Ongoing training is available online applications which can aid in student learning and engagement.

Technology Strengths

Chromebooks are available at a ratio of one for every two students.

All classrooms have a projector and document camera to use for instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1: The technology equipment is not used to engage students and increase learning in the classroom. **Root Cause:** There is a lack of training in how to utilize the technology available on the campus for students.

Priority Problem Statements

Problem Statement 1: We did not meet the target for Special Education in STAAR Math or STAAR Reading.(target was 90% our score was 43% for Math and 41% for Reading)

Root Cause 1: Teachers were not utilizing Accommodations, Modifications and instructional strategies needed for this student group.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students perform below the District average on Benchmark assessments and State mandated assessments.

Root Cause 2: Data is not used to establish intervention needs for all students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Tier 1 Instruction is not strong enough to meet the diverse needs of students and results in many students needing intervention for academic success.

Root Cause 3: Teachers have not had Professional Development to address instructional strategies, ELL learning strategies and GT strategies.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity 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

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Southside Elementary School will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.








Performance Objective 1: By the end of the 2020-2021 school year, Students will demonstrate a minimum increase of 15% at Approaches and 10% at Meets and 5% at Masters level in math as measured by STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results

Summative Evaluation: None

<p>Strategy 1: Administer assessments at BOY, MOY and EOY to gather data to determine students level of mastery for Math skills.</p> <p>Strategy's Expected Result/Impact: This data will give teachers an understanding of where students are performing and aid in the development of lesson plans, interventions and enrichment activities for all students.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Campus Testing Coordinator Principal Asst. Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Utilize weekly grade level Collaborative meetings to determine Essential Learning Skills, mastery levels of learning, and develop and schedule Common Formative Assessments and Common Benchmarks.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan strong Tier I instruction which will ensure students are mastery Essential Skills as well as aid in planning flexible grouping for Interventions and Extensions.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Principal Asst. Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy 3: Utilize First in Math program to build mastery of Math Facts at each grade level and develop weekly celebrations of student accomplishments for number of problems completed.</p> <p>Strategy's Expected Result/Impact: Students will learn and remember basic math facts which will help them with problem solving activities.</p> <p>Staff Responsible for Monitoring: Teachers Math Instructional Coaches Asst. Principal for Math</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: First in Math Program - Title I Part A-Improving Basic Programs - \$6,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 4: Utilize Walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentation.</p> <p>Strategy's Expected Result/Impact: Build strong Tier I instruction by discussing with teachers the components of a strong lesson and ensuring the teachers understand the expectations for every lesson.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 5: Utilize Number Talks and Small group instruction to enhance Tier I instruction and build knowledge of number concepts.</p> <p>Strategy's Expected Result/Impact: Increased scores on Math STAAR in Grades 3-5.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Number Talks: Whole Number Computation by Sherry Parrish - Title I Part A-Improving Basic Programs - \$1,300</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: We did not meet the target for Special Education in STAAR Math or STAAR Reading.(target was 90% our score was 43% for Math and 41% for Reading) Root Cause: Teachers were not utilizing Accommodations, Modifications and instructional strategies needed for this student group.</p>

Problem Statement 2: Students perform below the District average on Benchmark assessments and State mandated assessments. **Root Cause:** Data is not used to establish intervention needs for all students.

Curriculum, Instruction, and Assessment

Problem Statement 2: Tier 1 Instruction is not strong enough to meet the diverse needs of students and results in many students needing intervention for academic success. **Root Cause:** Teachers have not had Professional Development to address instructional strategies, ELL learning strategies and GT strategies.

Goal 1: Southside Elementary School will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.



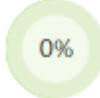
Performance Objective 2: By the end of the 2020-2021 school year, Students will demonstrate a minimum increase of 10% at Approaches and 7% at Meets and 4% at Masters level in Reading as measured by STAAR.

Targeted or ESF High Priority





HB3 Goal

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

<p>Strategy 1: Utilize weekly grade level Collaborative meetings to determine Essential Learning Skills, mastery levels of learning, and develop and schedule Common Formative Assessments and Common Benchmarks.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan strong Tier I instruction which will ensure students master Essential Skills, as well as aid in planning flexible grouping for Interventions and Extensions.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Principal Asst. Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Create a data wall which will include every student's reading level and will be updated every 6 weeks to determine students who are above, on or below grade level.</p> <p>Strategy's Expected Result/Impact: This will create a visual of the student's performance level in reading and help in creating small group instruction in the classroom, as well as flexible intervention and extension groups.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Principal Asst. Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	May

<p>Strategy 3: Administer assessments at BOY, MOY and EOY to gather data to determine students level of mastery for Reading skills.</p> <p>Strategy's Expected Result/Impact: This data will give teachers an understanding of where students are performing and aid in the development of lesson plans, interventions and enrichment activities for all students.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Campus Testing Coordinator Principal Asst. Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: STAR Renaissance Assessment - Title I Part A-Improving Basic Programs - \$34,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 4: Utilize Walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentation.</p> <p>Strategy's Expected Result/Impact: Build strong Tier I instruction by discussing with teachers the components of strong lessons and ensuring the teachers understand the expectations for every lesson.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 5: Increase the size of Classroom Libraries to ensure every student has sufficient books to read on their reading level.</p> <p>Strategy's Expected Result/Impact: Increase in number of students who are reading on level</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Books for Classroom Libraries - Local Funds - \$2,000, Books for Classroom Libraries - Title III-Bilingual/ESL - \$5,000, Books for Classroom Libraries - Title I Part A-Improving Basic Programs - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy 6: Increase the number of books in the Library to meet the Expectations per Texas Librarian Association.</p> <p>Strategy's Expected Result/Impact: Students will have a larger selection of books to choose from within their reading level and interest level.</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Books - Local Funds - \$5,500, - Title III-Bilingual/ESL - \$3,000, Books - Title I Part A-Improving Basic Programs - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: We did not meet the target for Special Education in STAAR Math or STAAR Reading.(target was 90% our score was 43% for Math and 41% for Reading) Root Cause: Teachers were not utilizing Accommodations, Modifications and instructional strategies needed for this student group.</p>
<p>Problem Statement 2: Students perform below the District average on Benchmark assessments and State mandated assessments. Root Cause: Data is not used to establish intervention needs for all students.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 2: Tier 1 Instruction is not strong enough to meet the diverse needs of students and results in many students needing intervention for academic success. Root Cause: Teachers have not had Professional Development to address instructional strategies, ELL learning strategies and GT strategies.</p>

Goal 1: Southside Elementary School will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.





Performance Objective 3: By the end of the 2020-2021 school year, students will demonstrate a minimum increase of 15% at Approaches and 10% at Meets and 5% at Masters level in writing as measured by STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Writing for Grade 4

Summative Evaluation: None

<p>Strategy 1: Administer district writing assessments at BOY and MOY to gather data to determine students levels of mastery for Writing skills.</p> <p>Strategy's Expected Result/Impact: This data will give teachers an understanding of where student are performing and aid in the development of lesson plans, interventions and enrichment activities for all students.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Campus Testing Coordinator Principal Asst. Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Utilize weekly grade level Collaborative meetings to determine Essential Learning Skills, mastery levels of learning, and develop and schedule Common Formative Assessments and Common Benchmarks.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to plan strong Tier I instruction which will ensure students master Essential Skills as well as aid in planning flexible grouping for Interventions and Extensions.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Principal Asst. Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

<p>Strategy 3: Utilize Walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentation.</p> <p>Strategy's Expected Result/Impact: Build strong Tier I instruction by discussing with teachers the components of strong lessons and ensuring the teachers understand the expectations for every lesson.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 4: Create a Portfolio of student writing which can be used to discuss student progress, used as examples of exemplary writing and student self assessment.</p> <p>Strategy's Expected Result/Impact: This portfolio will be used to progress monitor student mastery of writing across all grade levels.</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Portfolios and other consumable supplies - Local Funds - 2,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 5: Provide Professional Development for teachers for implementing Lucy Caulkins Unit of Study in Writing Series for Grades Kindergarten to Second Grade..</p> <p>Strategy's Expected Result/Impact: A streamlined approach to writing in Grades k-2</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Principal Asst. Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Lucy Caulkins Unit of Study for Writing - Title I Part A-Improving Basic Programs - \$6,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: We did not meet the target for Special Education in STAAR Math or STAAR Reading.(target was 90% our score was 43% for Math and 41% for Reading) Root Cause: Teachers were not utilizing Accommodations, Modifications and instructional strategies needed for this student group.</p>

Problem Statement 2: Students perform below the District average on Benchmark assessments and State mandated assessments. **Root Cause:** Data is not used to establish intervention needs for all students.

Curriculum, Instruction, and Assessment

Problem Statement 2: Tier 1 Instruction is not strong enough to meet the diverse needs of students and results in many students needing intervention for academic success. **Root Cause:** Teachers have not had Professional Development to address instructional strategies, ELL learning strategies and GT strategies.

Goal 1: Southside Elementary School will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.




Performance Objective 4: By the end of the 2020-2021 school year, all students identified as English Language Learners will increase proficiency levels on TELPAS composite score by at least one level.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TELPAS scores

Summative Evaluation: None

<p>Strategy 1: Increase the number of Spanish books in the Library to meet the Expectations per Texas Librarian Association.</p> <p>Strategy's Expected Result/Impact: Students will have a larger selection of books to choose from within their reading level and interest level.</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Spanish Books - Title III-Bilingual/ESL - \$5,000, Spanish Books - Title I Part A-Improving Basic Programs - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Bilingual teachers will attend the TABE and La Conchita conferences to learn new strategies to use in the Bilingual Classroom.</p> <p>Strategy's Expected Result/Impact: Teachers who attend will obtain new strategies to use in the classroom and can share these strategies with other teachers.</p> <p>Increased scores on Benchmarks and State Mandated Assessments</p> <p>Staff Responsible for Monitoring: Instructional Coaches Teachers Principal Asst. Principal District Bilingual Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Conference travel expenses - Title III-Bilingual/ESL</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				

<p>Strategy 3: Hold Parent Information Nights to inform parents of student learning expectations and teach parents how to help their child with successful learning strategies at home.</p> <p>Strategy's Expected Result/Impact: Parents will be able to assist their child with mastering the essential learning objectives established at school.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals Instructional Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Snacks and Handouts for Meeting - Title I Part A-Improving Basic Programs - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue</p>				

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 2: Students perform below the District average on Benchmark assessments and State mandated assessments. Root Cause: Data is not used to establish intervention needs for all students.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 2: Tier 1 Instruction is not strong enough to meet the diverse needs of students and results in many students needing intervention for academic success. Root Cause: Teachers have not had Professional Development to address instructional strategies, ELL learning strategies and GT strategies.</p>

Goal 1: Southside Elementary School will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 5: By the end of the 2020-2021 school year, Southside Elementary School will demonstrate an increase of 10% in student achievement for all students served in Special Education as measured by STAAR in all tested subjects.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results

Summative Evaluation: None

<p>Strategy 1: Create a master file for all students served in special education by grade level to chart and track their academic performance.</p> <p>Strategy's Expected Result/Impact: This data will give an understanding for better decision making regarding interventions; improved academic results.</p> <p>Staff Responsible for Monitoring: Diagnostician Teachers Instructional Coaches Campus Testing Coordinator Principal Asst. Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	May				
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Formative			Summative														
Nov	Jan	Mar	May														
<p>Strategy 2: Monitor every student in special education performance using teacher data tracking sheets paying close attention to their "color band"., Yellow Approaches, Green Meets, Blue Masters</p> <p>Strategy's Expected Result/Impact: Attain immediate feedback on student performance after every assessment in order to make effective instructional decisions; Increased student achievement</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Principal Asst. Principals Diagnostician</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	May				
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Nov	Jan	Mar	May														
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>																	

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 1: We did not meet the target for Special Education in STAAR Math or STAAR Reading.(target was 90% our score was 43% for Math and 41% for Reading) Root Cause: Teachers were not utilizing Accommodations, Modifications and instructional strategies needed for this student group.
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Curriculum, Instruction, and Assessment
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Problem Statement 2: Tier 1 Instruction is not strong enough to meet the diverse needs of students and results in many students needing intervention for academic success. Root Cause: Teachers have not had Professional Development to address instructional strategies, ELL learning strategies and GT strategies.

Goal 1: Southside Elementary School will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 6: Introduce all 5th grade students to opportunities for College, Career, or Military Readiness by providing at least 2 events by May 2021.

Evaluation Data Sources: Students in Attendance
The number of presenters for the event

Summative Evaluation: None





<p>Strategy 1: Hold a Career Day event which includes multiple attendees to introduce students to College, Career and Military opportunities.</p> <p>Strategy's Expected Result/Impact: Allow students to learn the many opportunities for them after High School graduation.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Hold Careers on Wheels for students to showcase the vehicles associated with a variety of careers in the workforce.</p> <p>Strategy's Expected Result/Impact: Introduce students to multiple career opportunities available to them after graduation from High School.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 3: Have College or Military Shirt day twice per month to introduce different Colleges and branches of the Military to students.</p> <p>Strategy's Expected Result/Impact: Students will have a knowledge of choices for College or Military after graduation from High School .</p> <p>Staff Responsible for Monitoring: Counselors Teachers Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Southside Elementary School will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 7: Demonstrate a focus on Social, Emotional Learning for all students with a reduction in student discipline referrals from the previous year.

Evaluation Data Sources: Discipline Data Reports

Summative Evaluation: None





<p>Strategy 1: Utilize Core Essential lessons each week in the classroom to build knowledge of Character traits.</p> <p>Strategy's Expected Result/Impact: Students will learn character traits and how they can use them to be a positive member of our school.</p> <p>Staff Responsible for Monitoring: Counselors Asst. Principals Teachers Behavior Specialist</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Core Essentials lessons - Local Funds - \$0</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Utilize Second Step and Ripple Effects to teach students strategies when working with conflict, dealing with bullying, and building self-esteem.</p> <p>Strategy's Expected Result/Impact: Students will be able to use strategies when conflict arises and resolve the issues on their own.</p> <p>Staff Responsible for Monitoring: Counselors Asst. Principal Teachers Behavior Specialist</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Southside Elementary School will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.

Performance Objective 8: By the end of the first semester, provide 10 Counseling sessions incorporated for individual students, small groups and the student body with a 80% success rate.

Evaluation Data Sources: Counselor service logs

Summative Evaluation: None

<p>Strategy 1: Schedule individual, small group and grade level appropriate guidance sessions on topics such as: bullying, peer mediation and test anxiety.</p> <p>Strategy's Expected Result/Impact: Reduction in office referrals; improved student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Behavior Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Utilize behavior tracking folders to monitor and support students with more than 5 office referrals</p> <p>Strategy's Expected Result/Impact: Increase desired behaviors; fewer office referrals</p> <p>Staff Responsible for Monitoring: Assistant principals, counselors Behavior Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: folders - Local Funds - \$250</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 3: Develop student expectations for all areas of the school such as classroom, cafeteria, hallway, restroom, assemblies, bus, and clinic. Expectations will be posted in all areas of the school.</p> <p>Strategy's Expected Result/Impact: Improved student behavior; fewer discipline referrals</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Discipline Committee Behavior Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Southside Elementary's team of highly qualified professionals will implement a Professional Learning Community that enhances individual student success.

Performance Objective 1: Retain 90% of teachers at the end of the school year.


HB3 Goal


Evaluation Data Sources: Human Resources Staffing Report

Summative Evaluation: None

<p>Strategy 1: Use weekly communication to inform teachers of expectations, required trainings, celebrations and important upcoming dates.</p> <p>Strategy's Expected Result/Impact: Teachers will be informed in a timely manner of upcoming events and will have an opportunity to celebrate outstanding performance of peers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Create a survey to measure staff development needs and utilize the information gathered to create a plan which insures staff has the training needed to be effective teachers.</p> <p>Strategy's Expected Result/Impact: Teachers will have the training necessary to be successful in the classroom.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Asst. Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 3: Create a survey which will measure climate of staff at the MOY and EOY.</p> <p>Strategy's Expected Result/Impact: Administration will be able to determine where attention is needed to ensure staff is having all their needs met in a timely manner and determine when morale boosting activities are needed.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 4: Hold Morale Boosting Activity once per month to build staff morale.</p> <p>Strategy's Expected Result/Impact: High morale among all staff.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Morale boosting activities - Local Funds - 23 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Southside Elementary's team of highly qualified professionals will implement a Professional Learning Community that enhances individual student success.

Performance Objective 2: Increase staff attendance to 97% and student Attendance to 96% by the end of the 2020-2021 School Year.

Evaluation Data Sources: Attendance reports
Frontline reports for staff

Summative Evaluation: None



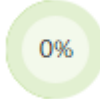




<p>Strategy 1: Create a reward system for students with Good Attendance and classrooms rewards for classrooms with 100% attendance.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance per day.</p> <p>Staff Responsible for Monitoring: Teachers Attendance Clerks Asst. Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Awards for students and classrooms - Title I Part A-Improving Basic Programs - \$5,000, Awards for students and classrooms - Local Funds - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
<p>Strategy 2: Create a reward system for teachers who have perfect attendance for the month.</p> <p>Strategy's Expected Result/Impact: Increase teacher attendance each day.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Teacher Incentives - Local Funds - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Southside Elementary's team of highly qualified professionals will implement a Professional Learning Community that enhances individual student success.

Performance Objective 3: Begin implementing the Six Tenets of a Professional Learning Community with the goal to become a Model Professional Learning Community by the end of 2022 - 2023 School Year.

Evaluation Data Sources: Increase in Student Achievement Scores
 Documented Agendas from Grade Level Collaboratives
 Documented Agendas from Guiding Coalition

Summative Evaluation: None











<p>Strategy 1: Create a Guiding Coalition which will guide the staff in mastering at least 3 of the 6 Tenets of a Professional Learning Community.</p> <p>Strategy's Expected Result/Impact: Design Learning Templates are well developed and guide the learning of all students in mastery Essential Learning Targets. Increased scores on Benchmarks and State Mandated assessments. Increased teacher capacity</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal Asst. Principals Members of Guiding Coalition</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Learning Community Conference - Title I Part A-Improving Basic Programs - \$6,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
 0%	 0%	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Southside Elementary's parents, community and business partners will strengthen their involvement in our student's education.

Performance Objective 1: Increase parental involvement at instructional meetings and events at school by 10%.

Evaluation Data Sources: Number of attendees at events, whether virtual or in person.
Increased student mastery on assessments and Benchmarks

Summative Evaluation: None

<p>Strategy 1: At least once per month, hold an informative meeting to introduce parents to Essential Learning Targets for their child's grade level.</p> <p>Strategy's Expected Result/Impact: Parents will be informed about the learning of their child and what they will be expected to master.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal Asst. Principals Instructional Coaches</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	May
<p>Strategy 2: Create a newsletter to be distributed to parents through our school website and School Messenger on a monthly basis.</p> <p>Strategy's Expected Result/Impact: Parents will be informed of events which are held on campus or virtually.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Southside Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
19911639900103130000	6399 General Supplies	\$31,000.00
19911639901103130000	6399 General Supplies	\$17,000.00
TE103130000	6399 General Supplies	\$20,000.00
6300 Subtotal:		\$68,000.00
6400 Other Operating Costs		
19913641101103130000	6411 Employee Travel	\$7,500.00
6400 Subtotal:		\$7,500.00

Campus Improvement Team

Committee Role	Name	Position
Administrator	JoAnn Colson	Principal
Administrator	Alyson Wilkins	Assistant Principal
Administrator	Martin Cortes	Assistant Principal
Classroom Teacher	Brandi Taff Armstrong	Teacher
Classroom Teacher	Tonya Cates	Teacher
Classroom Teacher	Misty McPhee	Teacher
Parent	Bethany Porter	Parent
Business Representative	Wendy Thorp	Business Representative

Campus Funding Summary

Title I Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	First in Math Program		\$6,000.00
1	1	5	Number Talks: Whole Number Computation by Sherry Parrish		\$1,300.00
1	2	3	STAR Renaissance Assessment		\$34,000.00
1	2	5	Books for Classroom Libraries		\$5,000.00
1	2	6	Books		\$5,000.00
1	3	5	Lucy Caulkins Unit of Study for Writing		\$6,000.00
1	4	1	Spanish Books		\$5,000.00
1	4	3	Snacks and Handouts for Meeting		\$1,000.00
2	2	1	Awards for students and classrooms		\$5,000.00
2	3	1	Professional Learning Community Conference		\$6,000.00
Sub-Total					\$74,300.00
Title III-Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Books for Classroom Libraries		\$5,000.00
1	2	6			\$3,000.00
1	4	1	Spanish Books		\$5,000.00
1	4	2	Conference travel expenses		\$0.00
Sub-Total					\$13,000.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Books for Classroom Libraries		\$2,000.00
1	2	6	Books		\$5,500.00
1	3	4	Portfolios and other consumable supplies	2,500	\$0.00
1	7	1	Core Essentials lessons		\$0.00
1	8	2	folders		\$250.00
2	1	4	Morale boosting activities	23	\$2,000.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Awards for students and classrooms		\$2,000.00
2	2	2	Teacher Incentives		\$3,000.00
Sub-Total					\$14,750.00
Grand Total					\$102,050.00

Addendums