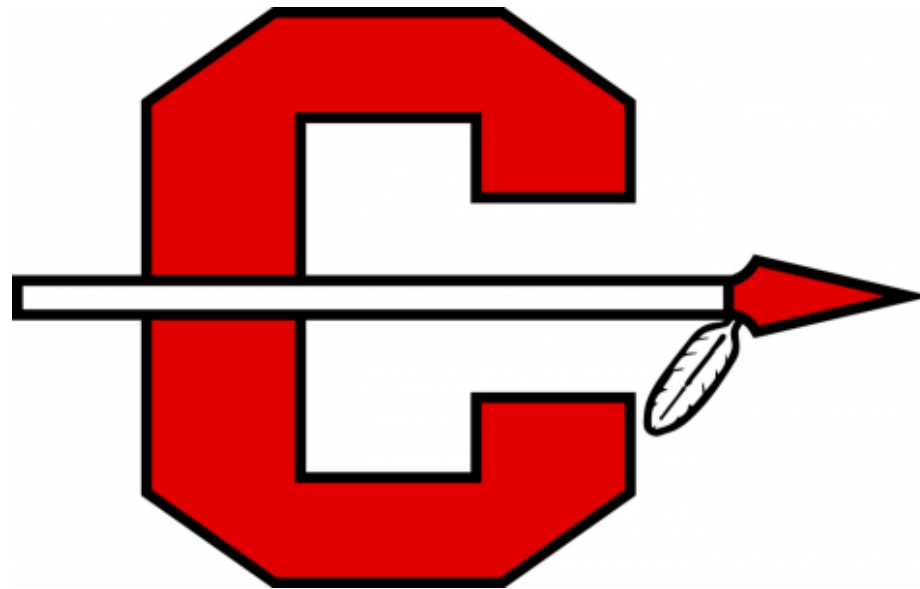


Cleveland Independent School District

Southside Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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.

Core Beliefs

Collective Commitments

- We will collaborate with colleagues and learn from each other.
- We will provide rigorous and differentiated lessons by planning and preparing for ALL students.
- We will engage in small group instruction daily.
- We will continuously monitor our data and make adjustments accordingly.
- We will celebrate student successes, no matter how small.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Southside Elementary opened over 20 years ago as a neighborhood school in a relatively small community. Over the course of the last 5 years we have seen significant growth in our community and are now considered the fastest growing school district in the state of Texas. At the height of our enrollment, Southside Elementary had about 1,600 students enrolled. As a result of increased student enrollment and the opening of two new campuses over the last two years, we have seen a fluctuation in student numbers over the last two years.

Demographic Summary as of September 17, 2021:

Enrollment: 1,262

PK:	71
Kindergarten:	193
1st Grade:	199
2nd Grade:	199
3rd Grade:	190
4th Grade:	181
5th Grade:	229

Economically Disadvantaged: 859

English Learners:	892
Immigrant Students:	27
Homeless Students:	18 (2020-2021)
Students At Risk:	1269
Special Education:	96

Additional Demographic Information

Hispanic - 87.5%
 White - 10.5%
 Black - 1.7%
 Asian - 0.16%
 American Indian - 0.16%

Demographics Strengths

Southside Elementary has seen a 12% decrease in student enrollment as a result of the opening of Pine Burr Elementary. The student enrollment has decreased from 1,435 to 1,264.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Southside Elementary has a mobility rate 22% **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 Learning

Student Learning Summary

Through the implementation of a variety of programs and evidence-based instructional strategies, such as, but not limited to, Guided Reading, Guided Math, CHAMPS, QSSSA (Question, Signal, Stem, Share, Assess), Readers and Writers Workshop, and Dual Language and Inclusion settings, students at Southside Elementary School continue to improve performance academically, behaviorally, and socially.

	May 2021 STAAR Mathematics, Grade 3					
	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters
CISD All Students	641	50.54%	1361	51.79%	18.56%	5.30%
Southside	199	46.75%	1339	43.22%	15.08%	4.02%
At Risk	163	46.58%	1339	43.56%	15.34%	4.29%
Economic Disadvantage	190	46.62%	1338	42.63%	15.26%	3.68%
Black/African American	6	34.67%	1264	16.67%	0%	0%
Hispanic	174	47.13%	1341	44.25%	15.52%	4.02%
Two or More Races	1	28%	1238	0%	0%	0%
White	18	48.17%	1349	44.44%	16.67%	5.56%
Female	106	47.45%	1343	44.34%	15.09%	3.77%
Male	93	45.95%	1335	41.94%	15.05%	4.30%
Gifted Talented	17	73.65%	1508	88.24%	64.71%	23.53%
First Year of Monitoring	-	-	-	-	-	-
LEP	153	47.42%	1343	45.10%	15.69%	3.92%
Second Year of Monitoring	-	-	-	-	-	-
Third Year of Monitoring	-	-	-	-	-	-
Special Ed Indicator	11	26.73%	1221	9.09%	0%	0%

	May 2021 STAAR Reading Spanish, Grade 3					
	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters
CISD All Students	229	49.92%	1325	49.78%	16.59%	8.30%
Southside	81	53.64%	1347	60.49%	22.22%	7.41%
At Risk	81	53.64%	1347	60.49%	22.22%	7.41%
Economic Disadvantage	80	53.33%	1344	60%	21.25%	6.25%
American Indian/Alaskan Native	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-
Hispanic	81	53.64%	1347	60.49%	22.22%	7.41%
Two or More Races	-	-	-	-	-	-
White	-	-	-	-	-	-
Female	50	54.68%	1353	68%	22%	8%
Male	31	51.97%	1337	48.39%	22.58%	6.45%
Gifted Talented	2	54.50%	1350	50%	0%	0%
First Year of Monitoring	-	-	-	-	-	-
LEP	81	53.64%	1347	60.49%	22.22%	7.41%
Second Year of Monitoring	-	-	-	-	-	-
Third Year of Monitoring	-	-	-	-	-	-
Special Ed Indicator	4	28.75%	1185	0%	0%	0%
	4	28.75%	1185	0%	0%	0%

	May 2021 STAAR Reading, Grade 3					
	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters
CISD All Students	416	55.14%	1367	54.81%	20.67%	8.65%
Southside	119	52.36%	1350	47.90%	21.01%	5.88%
At Risk	83	53.87%	1360	49.40%	25.30%	6.02%
Economic Disadvantage	111	51.79%	1347	45.95%	20.72%	5.41%
Black/African American	6	31.83%	1228	0%	0%	0%
Hispanic	94	54.46%	1361	52.13%	22.34%	5.32%
Two or More Races	1	12%	1073	0%	0%	0%
White	18	50.50%	1350	44.44%	22.22%	11.11%
Female	57	56.44%	1373	56.14%	26.32%	7.02%
Male	62	48.61%	1330	40.32%	16.13%	4.84%
Gifted Talented	15	68.73%	1459	73.33%	46.67%	20%
First Year of Monitoring	-	-	-	-	-	-

	May 2021 STAAR Reading, Grade 3					
	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters
LEP	73	55.14%	1366	53.42%	26.03%	5.48%
Second Year of Monitoring	-	-	-	-	-	-
Third Year of Monitoring	-	-	-	-	-	-
Special Ed Indicator	7	28.29%	1204	14.29%	0%	0%
	7	28.29%	1204	14.29%	0%	0%

	May 2021 STAAR Mathematics, Grade 4					
	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters
CISD All Students	699	48.20%	1467	44.64%	21.60%	11.02%
Southside	236	42%	1428	35.59%	10.59%	3.81%
At Risk	184	41.26%	1425	33.15%	9.78%	3.80%
Economic Disadvantage	228	41.72%	1427	35.09%	10.53%	3.95%
American Indian/Alaskan Native	1	53%	1486	100%	0%	0%
Black/African American	3	42.33%	1429	33.33%	0%	0%
Hispanic	214	42.03%	1429	35.51%	11.22%	4.21%
Two or More Races	-	-	-	-	-	-
White	18	41%	1423	33.33%	5.56%	0%
Female	109	40.83%	1420	34.86%	6.42%	1.83%
Male	127	43.02%	1435	36.22%	14.17%	5.51%
Gifted Talented	22	63.64%	1550	77.27%	36.36%	13.64%
First Year of Monitoring	-	-	-	-	-	-
LEP	179	41.60%	1427	34.08%	10.06%	3.91%
Second Year of Monitoring	5	72.40%	1595	100%	80%	0%
Third Year of Monitoring	-	-	-	-	-	-
Special Ed Indicator	16	26.44%	1338	6.25%	0%	0%
	16	26.44%	1338	6.25%	0%	0%

May 2021 STAAR Reading, Grade 4

	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters
CISD All Student s	593	54.01%	1431	49.75%	17.03%	7.76%
Southside	212	50.21%	1408	41.04%	11.79%	4.25%
At Risk	160	48.86%	1399	38.12%	7.50%	2.50%
Economic Disadvantage	205	49.74%	1405	40.49%	10.73%	3.90%
American Indian/Alaskan Native	1	67%	1492	100%	0%	0%
Black/African American	3	51%	1421	33.33%	33.33%	33.33%
Hispanic	191	49.74%	1405	40.31%	10.99%	3.66%
White	17	54.41%	1432	47.06%	17.65%	5.88%
Female	99	51.25%	1415	42.42%	14.14%	8.08%
Male	113	49.30%	1401	39.82%	9.73%	0.88%
Gifted Talented	21	70.71%	1527	85.71%	42.86%	23.81%
First Year of Monitoring	-	-	-	-	-	-
LEP	155	49.33%	1402	39.35%	7.74%	2.58%
Second Year of Monitoring	5	73.80%	1546	100%	60%	20%
Third Year of Monitoring	-	-	-	-	-	-
Special Ed Indicator	13	32.15%	1302	7.69%	0%	0%

April 2021 STAAR Mathematics, Grade 5

	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters
CISD All Students	735	55.04%	1557	61.22%	30.48%	13.47%
Southside	248	52.16%	1543	54.03%	24.19%	12.90%
At Risk	196	49.26%	1525	48.47%	18.37%	11.22%
Economic Disadvantage	245	52.16%	1544	53.88%	24.08%	13.06%
American Indian/Alaskan Native	-	-	-	-	-	-
Black/African American	3	50%	1517	66.67%	0%	0%
Hispanic	233	51.67%	1541	52.36%	23.61%	12.45%
Two or More Races	-	-	-	-	-	-
White	12	62.08%	1594	83.33%	41.67%	25%
Female	104	50.59%	1528	55.77%	18.27%	7.69%
Male	144	53.29%	1555	52.78%	28.47%	16.67%
Gifted Talented	25	79.72%	1744	96%	72%	48%

April 2021 STAAR Mathematics, Grade 5						
First Year of Monitoring	6	80.50%	1763	100%	66.67%	50%
LEP	189	49.58%	1527	49.74%	19.05%	11.64%
Second Year of Monitoring	12	77.58%	1720	100%	75%	33.33%
Third Year of Monitoring	2	75%	1659	100%	100%	0%
Special Ed Indicator	12	39%	1461	25%	8.33%	8.33%
	12	39%	1461	25%	8.33%	8.33%

	April 2021 STAAR Reading, Grade 5					
	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters
CISD All Students	707	57.98%	1490	57.28%	26.17%	12.87%
Southside	239	57.17%	1487	55.23%	24.69%	12.55%
At Risk	187	53.97%	1466	49.73%	17.11%	8.02%
Economic Disadvantage	236	56.94%	1486	54.66%	24.15%	12.29%
Black/African American	3	49.67%	1437	33.33%	33.33%	0%
Hispanic	224	56.69%	1484	54.46%	22.77%	11.61%
White	12	67.92%	1558	75%	58.33%	33.33%
Female	102	58.41%	1492	58.82%	24.51%	10.78%
Male	137	56.24%	1484	52.55%	24.82%	13.87%
Gifted Talented	25	77.04%	1636	88%	64%	48%
First Year of Monitoring	6	84.33%	1678	100%	83.33%	50%
LEP	180	54.31%	1468	50%	17.78%	8.33%
Second Year of Monitoring	12	79.58%	1642	100%	66.67%	50%
Third Year of Monitoring	2	71%	1554	100%	0%	0%
Special Ed Indicator	12	34.25%	1349	16.67%	0%	0%
	12	34.25%	1349	16.67%	0%	0%

	May 2021 STAAR Science, Grade 5					
	Total Students	Percent Score	Scale Score	Approaches	Meets	Masters
CISD All Students	732	52.67%	3457	37.98%	10.66%	4.37%
Southside	248	51.74%	3436	35.89%	9.68%	4.84%
At Risk	196	48.60%	3364	29.08%	6.12%	3.57%
Economic Disadvantage	245	51.59%	3433	35.51%	9.39%	4.90%
American Indian/Alaskan Native	-	-	-	-	-	-
Black/African American	3	46.33%	3295	33.33%	0%	0%
Hispanic	233	51.08%	3421	34.33%	8.58%	4.72%
Two or More Races	-	-	-	-	-	-
White	12	66%	3766	66.67%	33.33%	8.33%
Female	104	49.65%	3376	33.65%	3.85%	0.96%
Male	144	53.25%	3480	37.50%	13.89%	7.64%
Gifted Talented	25	72.56%	3951	84%	48%	24%
First Year of Monitoring	6	73.67%	3976	83.33%	33.33%	16.67%
LEP	189	49.03%	3373	30.16%	6.35%	3.70%
Second Year of Monitoring	12	67.67%	3815	66.67%	33.33%	16.67%
Third Year of Monitoring	2	66.50%	3737	100%	0%	0%
Special Ed Indicator	12	37.75%	3114	8.33%	0%	0%
	12	37.75%	3114	8.33%	0%	0%

Student Learning Strengths

Southside Elementary 3rd grade students scored higher than the district average in 3rd grade Spanish Reading, with the district average being 50% and Southside 3rd graders scoring 54%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As a result of gaps in student learning in Math, students scored at or below the district average on State mandated assessments. **Root Cause:** Delayed roll out of intervention and no use of data to progress monitor students.

Problem Statement 2: As a result of gaps in student learning in Reading, students scored at or below the district average on State mandated assessments. **Root Cause:** Delayed roll out of intervention and no use of data to progress monitor students.

Problem Statement 3 (Prioritized): Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level. **Root Cause:** Teachers do not have a strong foundation on the use of instructional strategies for all student groups, including those identified as Emergent Bilingual, Gifted and Talented and Special Education.

School Processes & Programs

School Processes & Programs Summary

Southside Elementary has developed a structure for improving the planning meetings that include a focus on effective lesson implementation, high levels of rigor and strong instructional strategies. The data meetings for grade levels have been streamlined to address student needs and celebrate successes. Southside Elementary has a process in place for the development and administration of formal and informal assessments as they are administered throughout the year. We have established an expectation of the implementation of daily small group instruction and intervention for literacy and math content areas.

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.

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 compliment the continuation of the PLC process, including Intervention and Extension time built in twice per day for all grade levels. Collaboratives are scheduled as uninterrupted time for 75 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 Processes & Programs Strengths

Southside Elementary School provides multiple opportunities for aspiring educators to move into leadership roles as demonstrated by moving teachers to RTI and interventionist positions.

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

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 Processes & Programs Needs

Problem Statement 1: There is difficulty finding qualified Bilingual and ESL teachers for classes. **Root Cause:** Not recruiting and hiring early enough to ensure we are 100% staffed at the start of the school year.

Problem Statement 2 (Prioritized): As indicated in the Campus Survey, staff continues to feel like communication needs to be improved. **Root Cause:** The communication format that was created in the previous school year is not utilized regularly among staff.

Perceptions

Perceptions 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. We hold a strong belief that all students will learn at high levels every day.

We have an established Mission, Vision and Collective Commitments that has been jointly established by the school community.

Perceptions Strengths

Campus Leadership and Instructional Coaches work with teachers in collaboratives and implementation of targeted and effective instructional strategies, using such tools as 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 Perceptions Needs

Problem Statement 1 (Prioritized): 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 with researched instructional strategies, student engagement, academic rigor, and effective classroom management.

Problem Statement 2: 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.

Priority Problem Statements

Problem Statement 3: With the increased number of new staff, continuous training on campus practices, as well as support and coaching, must be a priority.

Root Cause 3: Adequate professional development was not provided to new teachers who lack experience with researched instructional strategies, student engagement, academic rigor, and effective classroom management.

Problem Statement 3 Areas: Perceptions

Problem Statement 2: As indicated in the Campus Survey, staff continues to feel like communication needs to be improved.

Root Cause 2: The communication format that was created in the previous school year is not utilized regularly among staff.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 1: Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level.

Root Cause 1: Teachers do not have a strong foundation on the use of instructional strategies for all student groups, including those identified as Emergent Bilingual, Gifted and Talented and Special Education.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- 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 Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, 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
- Professional development needs assessment data
- TTESS data

Support Systems and Other Data

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


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 2021-2022 school year, students will demonstrate a minimum increase of 10% at Meets and 5% at Masters in Math as measured by STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Administer assessments at BOY, MOY and EOY to gather data to determine students level of mastery for Math skills. 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. Staff Responsible for Monitoring: Teachers Instructional Coaches Campus Testing Coordinator Principal Asst. Principal 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 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
	 35%			

Strategy 2 Details	Reviews			
Strategy 2: Utilize weekly grade level collaborative meetings to determine Essential TEKS, mastery levels of learning, and develop and schedule Common Formative Assessments and Common Benchmarks. Strategy's Expected Result/Impact: Teachers will be able to plan strong Tier I instruction which will ensure students are mastering Essential TEKS as well as aid in planning flexible grouping for Interventions and Extensions. Staff Responsible for Monitoring: Teachers Instructional Coaches Principal Asst. Principals 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 - Additional Targeted Support Strategy Problem Statements: Student Learning 3 Funding Sources: Materials and Supplies - Early Education Allotment - \$4,080, Instructional planning tools - State: Compensatory Education - \$3,000, Sirius Learning Materials - State: Compensatory Education - \$10,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentation. Strategy's Expected Result/Impact: Build strong Tier I instruction through coaching conversations with teachers specifically addressing the elements of a strong lesson and ensuring the teachers understand the expectations for every lesson. Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coaches 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 Problem Statements: Student Learning 3 - Perceptions 1 Funding Sources: Region IV Professional Development - Title I Part A-Improving Basic Programs - \$2,500	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: Build quality student work stations to be used during small group instruction. Strategy's Expected Result/Impact: Increased scores on Math STAAR in Grades 3-5. Staff Responsible for Monitoring: Instructional Coaches Math Teachers 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 Problem Statements: Student Learning 3 Funding Sources: Instructional Supplies and Materials - State: Gifted and Talented Funds - 2500, storage bins for small group - State: Compensatory Education - \$10,000, Lakeshore Learning - State: Compensatory Education - \$36,270, mobile shelving for storage - State: Compensatory Education - \$15,000, Hand 2 Mind - State: Compensatory Education - \$25,000, Instructional Materials - State: Gifted and Talented Funds - \$2,500, Intervention Materials - State: Compensatory Education - \$20,000, Materials and Supplies - Early Education Allotment - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:



Student Learning
Problem Statement 3: Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level. Root Cause: Teachers do not have a strong foundation on the use of instructional strategies for all student groups, including those identified as Emergent Bilingual, Gifted and Talented and Special Education.
Perceptions
Problem Statement 1: 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 with researched instructional strategies, student engagement, academic rigor, and effective classroom management.




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 2021-2022 school year, students will demonstrate a minimum increase of 10% at Meets and 5% at Masters level in Reading as measured by STAAR.








Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize weekly grade level Collaborative meetings to determine Essential TEKS, 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 TEKS, 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>Funding Sources: Instructional materials to supplement current classroom systems and organize small group instruction - State: Compensatory Education - \$5,000, Reading/Writing resources from Math Warm ups - State: Compensatory Education - \$5,000, Instructional Supplies - State: Gifted and Talented Funds - 2000, Instructional Supplies - Local Funds - \$5,255</p>	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentation. Strategy's Expected Result/Impact: Build strong Tier I instruction through coaching conversations with teachers specifically addressing the elements of a strong lesson and ensuring the teachers understand the expectations for every lesson. Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coaches 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 Funding Sources: Professional Development - Title I Part A-Improving Basic Programs - \$1,000, Professional Development - Early Education Allotment - \$10,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Increase the size of Classroom Libraries to ensure every student has sufficient books to read on their reading level. Strategy's Expected Result/Impact: Increase in number of students who are reading on level Staff Responsible for Monitoring: Teacher Instructional Coaches 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 Problem Statements: Student Learning 3 Funding Sources: Books, Bookshelves and book bags to organize books for student use - Title I Part A-Improving Basic Programs - \$6,000, Classroom Libraries - Local Funds - \$10,000, Lakeshore Learning Materials - State: Compensatory Education - \$10,000, Classroom Libraries - State: Compensatory Education - \$15,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Increase the number of books in the Library to meet the expectations per Texas Library Association. Strategy's Expected Result/Impact: Students will have a larger selection of books to choose from within their reading level and interest level. Staff Responsible for Monitoring: Librarian 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 Funding Sources: Books - Local Funds - \$15,000, Follett, Overdrive - Title I Part A-Improving Basic Programs - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 6 Details	Reviews			
Strategy 6: Increase student fluency and comprehension skills to insure students are reading at or above grade level by creating Reading Centers for students to work independently or in a small group. Strategy's Expected Result/Impact: Increase student accuracy and comprehension while reading. Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches Administrators 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: manipulatives, resources and materials to create reading centers - Title I Part A-Improving Basic Programs - \$5,000, Books and classroom library materials - Early Education Allotment - \$35,000, Instructional Materials - State: Gifted and Talented Funds - \$1,820, Lakeshore Learning - Early Education Allotment - \$30,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: Utilize electronic data sheets to monitor student growth and mastery of essential learning targets. Strategy's Expected Result/Impact: Teachers and students will be able to track student learning and create appropriate interventions and extentions. Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches Administrators Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 8 Details	Reviews			
Strategy 8: Utilize digital resources such as but not limited to Discover Ed, Eduphoria, Brain Pop, Lead4ward, Canvas as Sirius Educational Solutions materials to increase comprehension strategies for student in Grades 3-5. Strategy's Expected Result/Impact: Reading Scores for 3rd 4th and 5th Grade students will increase on STAAR. Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches Funding Sources: Digital Resources and Sirius Solutions - Title I Part A-Improving Basic Programs - \$29,219	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 9 Details	Reviews			
Strategy 9: Hire music teacher to support student achievement through fine arts to provide a well-rounded education for all students. Strategy's Expected Result/Impact: Increased academic vocabulary; integration of curriculum through fine arts Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Salary - Title I Part A-Improving Basic Programs - \$71,533	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:



Student Learning
Problem Statement 3: Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level. Root Cause: Teachers do not have a strong foundation on the use of instructional strategies for all student groups, including those identified as Emergent Bilingual, Gifted and Talented and Special Education.


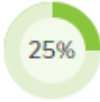



Goal 1: Southside Elementary School will provide a student centered educational environment in which students are supported to meet or exceed state standards in all areas.






Performance Objective 3: By the end of the 2021-2022 school year, all students identified as Emergent Bilingual will increase proficiency levels on TELPAS composite score by at least one level.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS scores

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of Spanish books in the Library to meet the expectations per Texas Librarian Association. Strategy's Expected Result/Impact: Students will have a larger selection of books to choose from within their reading level and interest level. Staff Responsible for Monitoring: Librarian 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 - Additional Targeted Support Strategy Funding Sources: Spanish Books - Local Funds - \$10,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Bilingual teachers will attend professional development activities such as but not limited to TABE and La Cosecha conferences to learn new strategies to use in the Bilingual Classroom. 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. Increased scores on Benchmarks and State Mandated Assessments Staff Responsible for Monitoring: Instructional Coaches Teachers Principal Asst. Principal District Bilingual Coordinator 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 - Additional Targeted Support Strategy Funding Sources: Registration and Travel - Title III-Bilingual/ESL - \$20,000	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: Parents will be able to assist their child with mastering the essential learning objectives established at school. Staff Responsible for Monitoring: Principal Asst. Principals Instructional Coaches Teachers 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 - Additional Targeted Support Strategy Funding Sources: Take home reading materials - Title III-Bilingual/ESL - \$20,000, Snacks and Handouts for Meeting - Title I Part A-Improving Basic Programs - \$3,000, Hospitality for parent workshops and meetings - Title III-Bilingual/ESL - \$2,500	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Purchase programs, materials, resources that directly impact the language acquisition of Emergent Bilingual. Strategy's Expected Result/Impact: Increased language acquisition of Emergent Bilinguals Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Research based programs, materials, resources for EBs - Title III-Bilingual/ESL - \$25,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Purchase Heggerty materials to supplement phonological awareness program Strategy's Expected Result/Impact: Emergent Bilingual students will become more proficient in phonemic awareness. Staff Responsible for Monitoring: Classroom Teachers Instructional Coaches 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 - Additional Targeted Support Strategy Problem Statements: Student Learning 3 Funding Sources: Heggerty Phonic Program - Early Education Allotment - \$50,000	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 6 Details	Reviews			
Strategy 6: Increase Reading levels of student in grade 3-5 by purchasing books at lower levels in both English and Spanish to be used in Small group Instruction. Strategy's Expected Result/Impact: Increase the number of students who are reading on or near grade level. Staff Responsible for Monitoring: Instructional Coaches Administration 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 - Additional Targeted Support Strategy Problem Statements: Student Learning 3 Funding Sources: Classroom Libraries - Title III-Bilingual/ESL - \$25,000	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:



Student Learning
Problem Statement 3: Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level. Root Cause: Teachers do not have a strong foundation on the use of instructional strategies for all student groups, including those identified as Emergent Bilingual, Gifted and Talented and Special Education.






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 2021-2022 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

Strategy 1 Details	Reviews			
Strategy 1: Create a master file for all students served in special education by grade level to chart and progress monitor their academic performance. Strategy's Expected Result/Impact: This data will give an understanding for better decision making regarding interventions; improved academic results. Staff Responsible for Monitoring: Diagnostician Teachers Instructional Coaches Campus Testing Coordinator Principal Asst. Principal 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplies and Materials - Title I Part A-Improving Basic Programs - \$2,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
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 Strategy's Expected Result/Impact: Attain immediate feedback on student performance after every assessment in order to make effective instructional decisions; Increased student achievement Staff Responsible for Monitoring: Teachers Instructional Coaches Principal Asst. Principals Diagnostician 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 Problem Statements: Student Learning 3 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details		Reviews			
Strategy 3: Provide Professional Development opportunities to ensure strong instruction by Inclusion Teachers, Life Skills, and Classroom Teacher Strategy's Expected Result/Impact: Teachers will have strong instructional strategies to ensure all students are learning at high levels. Staff Responsible for Monitoring: Inclusion Teachers Life Skills Teachers Classroom Teachers Problem Statements: Student Learning 3 Funding Sources: Instructional Supplies - State: Special Education Funds - \$7,100, Professional Development Registration - State: Special Education Funds - \$6,000		Formative			Summative
		Nov	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 4 Problem Statements:



Student Learning
Problem Statement 3: Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level. Root Cause: Teachers do not have a strong foundation on the use of instructional strategies for all student groups, including those identified as Emergent Bilingual, Gifted and Talented and Special Education.
Perceptions
Problem Statement 1: 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 with researched instructional strategies, student engagement, academic rigor, and effective classroom management.

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: Provide students opportunities to realize the opportunities provided by attending college, pursuing a career, or joining the military by scheduling at least 2 events by May 2022.

Evaluation Data Sources: Students in Attendance

The number of presenters for the event







Strategy 1 Details	Reviews			
Strategy 1: Hold a Career Day event which includes multiple attendees to introduce students to College, Career and Military opportunities. Strategy's Expected Result/Impact: Allow students to learn the many opportunities for them after High School graduation. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: supplies and materials - Local Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Hold Careers on Wheels for students to showcase the vehicles associated with a variety of careers in the workforce. Strategy's Expected Result/Impact: Introduce students to multiple career opportunities available to them after graduation from High School. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 3 Details	Reviews			
Strategy 3: Have college or military shirt day twice per month to introduce different colleges and branches of the military to students. Strategy's Expected Result/Impact: Students will have a knowledge of choices for college or military after	Formative			Summative
	Nov	Jan	Mar	May

<p>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>	<div>0%</div>			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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: Demonstrate a focus on Social Emotional Learning for all students with a 25% reduction in student discipline referrals from the previous year.







Evaluation Data Sources: Discipline Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize Core Essential lessons each week in the classroom to build knowledge of character traits. Strategy's Expected Result/Impact: Students will learn character traits and how they can use them to be a positive member of our school. Staff Responsible for Monitoring: Counselors Asst. Principals Teachers Behavior Specialist Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Student Incentives for Character Traits - Local Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Decrease bullying incidents Student knowledge of strategies to use in conflict situations Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Counseling materials and resources - Local Funds - \$5,000	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: Increase student understanding of the Engineering Design process through various STEM activities and projects.





Evaluation Data Sources: Number of STEM projects and activities recorded in teacher lesson plans.








Strategy 1 Details	Reviews			
Strategy 1: Calendar job embedded training for teachers to learn a variety of projects and activities which will be utilized in the classroom. Strategy's Expected Result/Impact: Teachers will integrate STEM projects and activities into their lessons Staff Responsible for Monitoring: STEM Coach Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy Funding Sources: STEM Classroom Libraries - State: Compensatory Education - \$25,000, crates for STEM classroom libraries and materials - Local Funds - \$7,500	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Increase materials for classroom laboratory experiences. Strategy's Expected Result/Impact: Students will understand and be able to explain using the Engineering Design Process and the Scientific Method. Staff Responsible for Monitoring: Instructional Coaches Classroom Teachers Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Supplies and Materials - Local Funds - \$15,000	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Southside Elementary 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.

Evaluation Data Sources: Human Resources Staffing Report

Strategy 1 Details	Reviews			
Strategy 1: Use weekly communication to inform teachers of expectations, required trainings, celebrations and important upcoming dates. 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. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Create and administer a survey at least 2 times during the 2021-2022 school year 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. Strategy's Expected Result/Impact: Teachers will have the training necessary to be successful in the classroom. Staff Responsible for Monitoring: Principal Instructional Coaches Asst. Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Create and administer a survey which will measure climate of staff at least 3 times during the 2021-2022 school year. 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. Staff Responsible for Monitoring: Principal Asst. Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 4 Details	Reviews			
Strategy 4: Hold morale boosting activity once per month to build staff morale. Strategy's Expected Result/Impact: High morale among all staff; improved feedback on climate surveys Staff Responsible for Monitoring: Principal Asst. Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Morale boosting activities - Local Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: Administrative Staff will attend Professional Development to obtain strategies to grow the skill level of teaching staff. Strategy's Expected Result/Impact: Retain quality teachers at the end of the school year Staff Responsible for Monitoring: Leadership Team Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1 Funding Sources: Registration and Travel - Title I Part A-Improving Basic Programs - \$2,500	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: As indicated in the Campus Survey, staff continues to feel like communication needs to be improved. Root Cause: The communication format that was created in the previous school year is not utilized regularly among staff.







Perceptions

Problem Statement 1: 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 with researched instructional strategies, student engagement, academic rigor, and effective classroom management.

Goal 2: Southside Elementary 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 2021-2022 school year.

Evaluation Data Sources: Attendance reports
Frontline reports for staff

Strategy 1 Details	Reviews			
Strategy 1: Create a reward system for students with good attendance and classrooms rewards for classrooms with 100% attendance. Strategy's Expected Result/Impact: Increase in student attendance per day. Staff Responsible for Monitoring: Teachers Attendance Clerks Asst. Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Awards for students and classrooms - Local Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Create a reward system for teachers who have perfect attendance for the month. Strategy's Expected Result/Impact: Increase teacher attendance each day; increase in student achievement; improved feedback on climate surveys Staff Responsible for Monitoring: Principal Asst. Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 Funding Sources: Teacher Incentives - Local Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Create a Guiding Coalition to regularly review Mission, Vision, and Collective Commitments and disseminate information to the respective member's team.

Strategy 1 Details	Reviews			
Strategy 1: Participate in a book study which will allow members of the Guiding Coalition to better understand the 6 Pillars of a PLC Strategy's Expected Result/Impact: Better implementation of the PLC process with a laser like focus on high levels of learning for all students. Staff Responsible for Monitoring: Guiding Coalition Members Leadership Team Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Schedule Guiding Coalition Meetings at least once a month Strategy's Expected Result/Impact: Develop members of the Guiding Coalition to become campus leaders who drive instructional improvement. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

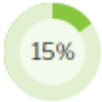

Performance Objective 3 Problem Statements:






Student Learning
Problem Statement 3: Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level. Root Cause: Teachers do not have a strong foundation on the use of instructional strategies for all student groups, including those identified as Emergent Bilingual, Gifted and Talented and Special Education.

Goal 3: Southside Elementary 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 15%.

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

Strategy 1 Details	Reviews			
Strategy 1: Hold informative meetings and workshops on Essential TEKS for each grade level. Strategy's Expected Result/Impact: Monthly scheduled meetings will be provided to inform parents about the learning of their child and what they will be expected to master; Increase in academic achievement of lower performing students. Staff Responsible for Monitoring: Classroom Teachers Principal Asst. Principals Instructional Coaches 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 Funding Sources: Make and take materials and hospitality - Title III-Bilingual/ESL - \$4,150, Make and take materials and hospitality - Title I Part A-Improving Basic Programs - \$1,000	Formative			Summative
	Nov	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Create a newsletter to be distributed to parents through our school website and School Messenger on a monthly basis. Strategy's Expected Result/Impact: Parents will be informed of events which are held on campus or virtually. Increased parent participation at events and activities. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: Attend professional development to increase knowledge for staff to enhance communication and create engaging parental involvement activities Strategy's Expected Result/Impact: Better communication and more parents involved in school activities; increase in student achievement; increase in student attendance Staff Responsible for Monitoring: Leadership Team Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Region 4 - Title I Part A-Improving Basic Programs - \$300	Formative			Summative
	Nov	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Southside Elementary conducted the comprehensive needs assessment during the fall of 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan will available at the following locations:

Campus and District Front Office, Campus Website, Local Library, Local Post Office, Open House, and Family Center. It will be posted at the community mailboxes site. We notify all parents of our CIP through our automated phone system. It will also be part of the registration process that is required for all students. The CIP is available in English and Spanish per our translation policy.

2.2: Regular monitoring and revision

We monitor and revise the CIP quarterly or as often as needed:

Our schedule for monitoring and revising is as follows:

August 2021

September 2021

November 2021

January 2022

March 2022

May 2022

2.3: Available to parents and community in an understandable format and language

The CIP is available in English to the parents and community with a copy posted on Southside Elementary website. Parents and community were informed of the availability of the CIP at the Title I Parent Information Meeting

2.4: Opportunities for all children to meet State standards

Strategies to help students master Reading STAAR Assessments in Third to Fifth Grade.

1. Use TEKS Resource System and Implementation of Guided Reading across campus.
2. Send home weekly reading log to increase reading fluency for all students.
3. Use research based programs and strategies such as 7 Steps to a Language Rich Classroom, Blooms questioning for all students, Guided Reading, DRA kits to address all students.
4. Utilize Literacy and Instructional Reading Coaches to monitor and support classroom teachers with instructional strategies and professional growth opportunities to impact student achievement.

Strategies to help students master Math STAAR Assessments in Third to Fifth Grade.

1. Implement a Number Talks program to increase foundational skills for all students.
2. Implement problem solving strategies for all students.
3. Use problem solving binders and CUBEES Strategy in 1st - 5th grades for all students.
4. Utilize Instructional Math Coaches to monitor and support classroom teachers with instructional strategies and professional growth opportunities to impact student achievement.

Strategies to support on our students who are emergent bilinguals in increasing at least one level on TELPAS Assessment.

1. Use TEKS Resource System, Guided Reading, Read Alouds, and TELPAS Pro to enhance language acquisition.
2. Use 7 Steps to Language Rich Environment strategies and Sheltered Instruction Observation Protocol (SIOP) strategies to address the needs of emergent bilingual students.
3. Utilize Bilingual Instructional Coach and Bilingual Literacy Coach to monitor and support classroom teachers with instructional strategies and professional growth opportunities to impact student achievement for students who are emergent bilinguals.

2.5: Increased learning time and well-rounded education

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.

Utilize Walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentation.

Increase the size of Classroom Libraries to ensure every student has sufficient books to read on their reading level.

Create a Master Schedule which implements specific time for interventions and accelerated learning.

2.6: Address needs of all students, particularly at-risk

Create a master file for all students served in special education by grade level to chart and track their academic performance.

Utilize electronic data sheets to monitor student growth and mastery of essential learning targets.

Increase student fluency and comprehension skills to insure students are reading at or above grade level by creating Reading Centers for students to work independently or in a small group.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement policy will be collaboratively created by members of our Parent Involved in Education (PIE) group.

The Parent and Family Engagement (PFE) Policy will be provided to parents at the following events:

Annual Title 1 Meeting, Open House, Family Nights, and provided in the registration packet.

Parents can find a copy of the PFE Policy at the following locations:

Campus and District Website, and at the Campus Front Office.

The PFE policy will be available in English and Spanish per our translation policy.

3.2: Offer flexible number of parent involvement meetings

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. These meetings will be scheduled for two evenings to ensure parents have an opportunity to attend at least one time for each meeting.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jasmine Pulliam	Music Teachers	Fine Arts	1

Campus Funding Summary

Title I Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Region IV Professional Development		\$2,500.00
1	2	3	Professional Development		\$1,000.00
1	2	4	Books, Bookshelves and book bags to organize books for student use		\$6,000.00
1	2	5	Follett, Overdrive		\$5,000.00
1	2	6	manipulatives, resources and materials to create reading centers		\$5,000.00
1	2	8	Digital Resources and Sirius Solutions		\$29,219.00
1	2	9	Salary		\$71,533.00
1	3	3	Snacks and Handouts for Meeting		\$3,000.00
1	4	1	Supplies and Materials		\$2,000.00
2	1	5	Registration and Travel		\$2,500.00
3	1	1	Make and take materials and hospitality		\$1,000.00
3	1	3	Region 4		\$300.00
Sub-Total					\$129,052.00
Budgeted Fund Source Amount					\$129,052.00
+/- Difference					\$0.00
Title III-Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Registration and Travel		\$20,000.00
1	3	3	Take home reading materials		\$20,000.00
1	3	3	Hospitality for parent workshops and meetings		\$2,500.00
1	3	4	Research based programs, materials, resources for EBs		\$25,000.00
1	3	6	Classroom Libraries		\$25,000.00
3	1	1	Make and take materials and hospitality		\$4,150.00
Sub-Total					\$96,650.00
Budgeted Fund Source Amount					\$96,650.00
+/- Difference					\$0.00

State: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional planning tools		\$3,000.00
1	1	2	Sirius Learning Materials		\$10,000.00
1	1	4	storage bins for small group		\$10,000.00
1	1	4	Lakeshore Learning		\$36,270.00
1	1	4	mobile shelving for storage		\$15,000.00
1	1	4	Hand 2 Mind		\$25,000.00
1	1	4	Intervention Materials		\$20,000.00
1	2	1	Instructional materials to supplement current classroom systems and organize small group instruction		\$5,000.00
1	2	1	Reading/Writing resources from Math Warm ups		\$5,000.00
1	2	4	Lakeshore Learning Materials		\$10,000.00
1	2	4	Classroom Libraries		\$15,000.00
1	7	1	STEM Classroom Libraries		\$25,000.00
Sub-Total					\$179,270.00
Budgeted Fund Source Amount					\$179,270.00
+/- Difference					\$0.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Supplies		\$5,255.00
1	2	4	Classroom Libraries		\$10,000.00
1	2	5	Books		\$15,000.00
1	3	1	Spanish Books		\$10,000.00
1	5	1	supplies and materials		\$5,000.00
1	6	1	Student Incentives for Character Traits		\$5,000.00
1	6	2	Counseling materials and resources		\$5,000.00
1	7	1	crates for STEM classroom libraries and materials		\$7,500.00
1	7	2	Supplies and Materials		\$15,000.00
2	1	4	Morale boosting activities		\$5,000.00
2	2	1	Awards for students and classrooms		\$5,000.00
2	2	2	Teacher Incentives		\$5,000.00

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$92,755.00
Budgeted Fund Source Amount					\$92,755.00
+/- Difference					\$0.00
State: Gifted and Talented Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Supplies and Materials	2500	\$0.00
1	1	4	Instructional Materials		\$2,500.00
1	2	1	Instructional Supplies	2000	\$0.00
1	2	6	Instructional Materials		\$1,820.00
Sub-Total					\$4,320.00
Budgeted Fund Source Amount					\$4,320.00
+/- Difference					\$0.00
State: Special Education Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Instructional Supplies		\$7,100.00
1	4	3	Professional Development Registration		\$6,000.00
Sub-Total					\$13,100.00
Budgeted Fund Source Amount					\$13,100.00
+/- Difference					\$0.00
Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Materials and Supplies		\$4,080.00
1	1	4	Materials and Supplies		\$5,000.00
1	2	3	Professional Development		\$10,000.00
1	2	6	Books and classroom library materials		\$35,000.00
1	2	6	Lakeshore Learning		\$30,000.00
1	3	5	Heggerty Phonic Program		\$50,000.00
Sub-Total					\$134,080.00
Budgeted Fund Source Amount					\$134,080.00
+/- Difference					\$0.00

Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total					\$649,227.00

Addendums