Cleveland Independent School District
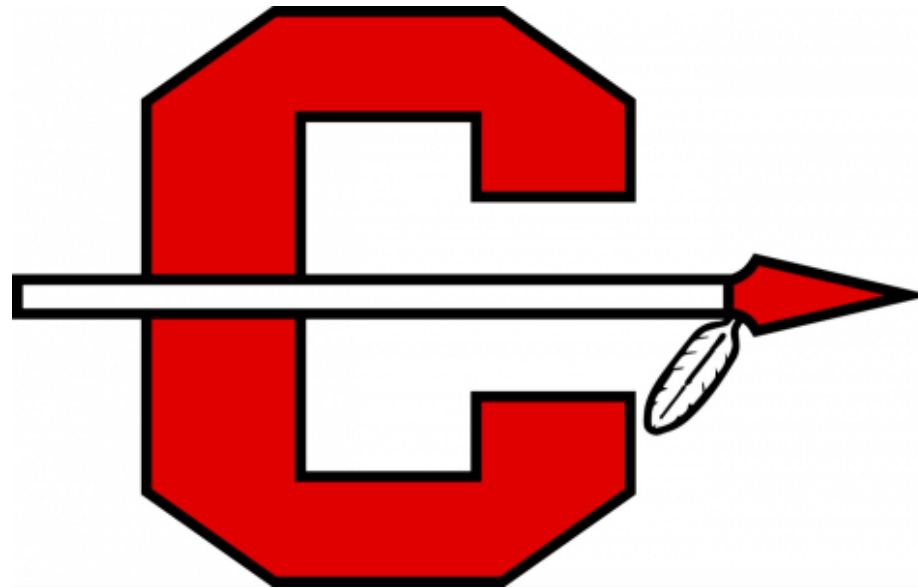
Southside Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B

Board Approval Date: November 14, 2022
Public Presentation Date: November 14, 2022

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

Needs Assessment Overview

Needs Assessment Overview Summary

We held a meeting on May 25th at 1:30 on the Southside Elementary campus. Present were Dr. Karen Barahona, Danielle Thorp, Brittany Ellis, Tonya Cates, Dennis Jamison, Christina Garcia and myself. The committee convened to discuss the Campus Needs Assessment. We discussed the following items:

1. Current Demographics

2. Current Assessment Data

3. Current Climate Information and Plans to Move Forward

4. Next Steps in the Planning Process

The next meeting will be held in July once the new committee members have been established.

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 approx. 1,600 students enrolled. As a result of increased student enrollment and the opening of three new campuses over the last three years, we have seen a fluctuation in student numbers.

Demographic Summary as of May 2022:

Enrollment: 1345

PK: 88

Kindergarten: 208

1st Grade: 204

2nd Grade: 209

3rd Grade: 207

4th Grade: 186

5th Grade: 230

Economically Disadvantaged: 1286

English Learners:

Immigrant Students: 58

Homeless Students: 44

Students At Risk: 1091

Special Education: 195

Demographics Strengths

Southside Elementary has seen a 12% decrease in student enrollment as a result of the opening of Pine Burr Elementary for the 21-22 school year. The student enrollment has decreased from 1,435 to 1,345. There is an additional new elementary school, Santa Fe Elementary, opening in the fall of 2022. A new charter school is opening that will further effect enrollment at Southside Elementary for the 22-23 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Southside Elementary has a mobility rate 19.2% **Root Cause:** There is a need for more opportunities for parents to engage with the school community, additionally, we need to connect with parents of students that have moved at least once and assist with information to influence more stability.

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, Dual Language and Inclusion settings, students at Southside Elementary School continue to improve performance academically, behaviorally, and socially.

We have used our data from District Benchmarks, Common Formative Assessment and screening data from EOY, MOY and BOY to make instructional decisions for scholars.

We have seen growth in 3rd grade Reading, 4th grade Reading and Math, 5th grade Reading, Math and Science. The students in PreK-2nd are making progress, see attached addendum.

Student Learning Strengths

In 3rd Grade Reading, we increased from 48/21/7 to 61/29/12.

In 4th Grade Reading , we increased from 41/12/5 to 64/35/14.

In 4th Grade Math, we increased from 36/11/3 to 46/16/8.

In 5th Grade Reading we increased from 53/25/12 to 69/44/20.

In 5th Grade Math we increased from 53/26/13 to 63/33/14.

In 5th Grade Science we increased form 36/12/5 to 53/24/7.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 (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 45 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 (Prioritized): There is difficulty finding qualified Bilingual and ESL teachers for classes. **Root Cause:** There is a national teacher shortage. The bilingual and ESL exams are harder to pass. Other districts closer to Houston offer more incentives for these certifications.

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

We will be re-defining the Mission and Vision alongside current stakeholders so that all of the staff and community feel a sense of community around the journey forward for Southside Elementary.

The Leadership team will prioritize Climate and Culture, defining Southside Elementary as the best school in CISD!

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, instructional best 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 (Prioritized): 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 4: Southside Elementary has a mobility rate 19.2%

Root Cause 4: There is a need for more opportunities for parents to engage with the school community, additionally, we need to connect with parents of students that have moved at least once and assist with information to influence more stability.

Problem Statement 4 Areas: Demographics

Problem Statement 5: As a result of gaps in student learning in Math, students scored at or below the district average on State mandated assessments.

Root Cause 5: Delayed roll out of intervention and no use of data to progress monitor students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is difficulty finding qualified Bilingual and ESL teachers for classes.

Root Cause 6: There is a national teacher shortage. The bilingual and ESL exams are harder to pass. Other districts closer to Houston offer more incentives for these certifications.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 3: With the increased number of new staff, continuous training on campus practices, instructional best 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 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

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 7: 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 7: A lack of processes and procedures in place for recognizing needs of newcomer students and providing supports.

Problem Statement 7 Areas: Perceptions

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
- 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: 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

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 expected to meet or exceed state standards in all areas.

Performance Objective 1: By the end of the 2022-2023 school year, students will demonstrate a minimum increase of 10% at Meets and 5% at Masters in Math as measured by STAAR.

   High Priority

   Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Administer assessments at BOY, MOY and EOY to gather and respond to data to determine students level of mastery for Math skills.	**Formative**			**Summative**
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:** Principal, Asst. Principal, Instructional Coaches, Campus Testing Coordinator, and Teachers **Title I:** 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 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment	**Nov**	**Jan**	**Mar**	**May**

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 utilize Common Benchmark Assessment Data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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:** Principal, Asst. Principals, Instructional Coaches, and Teachers **Title I:** 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 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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:** 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 1, 2 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment				

Strategy 4 Details		Reviews		
Strategy 4: Provide opportunities for strategic professional development for teachers through on-campus and off-campus trainings to enhance instructional strategies for at-risk students and to provide culturally relevant teaching in the mathematics classroom.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Plan strong Tier 1 instruction to provide all students with exceptional strategies to teach to all learning styles, at-risk students, and provide lessons that are culturally relevant to our high population of EBs. **Staff Responsible for Monitoring:** Administration and Instructional Coaches **Title I:** 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 1 **Funding Sources:** - Title I, Part A - Improving Basic Programs - $10,000, - State: Compensatory Education, - Title III, Part A - English Language Acquisition, - Title II, Part A - Supporting Effective Instruc.					

Strategy 5 Details		Reviews		
Strategy 5: Utilize electronic data sheets to monitor student growth and mastery of essential learning targets.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers and students will be able to track student learning and create appropriate interventions and extensions. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, and Classroom Teachers **Title I:** 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 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs					

Strategy 6 Details	Reviews			
Strategy 6: Provide instructional materials that enhance student learning and allow opportunities for hands on experiences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase from BOY to EOY math assessments in grades K-5. Marked increase in STAAR scores in grades 3-5.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Teachers **Title I:** 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 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math Resources - State: Compensatory Education - $5,000, - Title I, Part A - Improving Basic Programs				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
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: 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
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, instructional best 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 expected to meet or exceed state standards in all areas.

Performance Objective 2: By the end of the 2022-2023 school year, students will demonstrate a minimum increase of 10% at Meets and 5% at Masters level in Reading as measured by STAAR.

    High Priority

    Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Utilize weekly grade level collaborative meetings to determine Essential TEKS, mastery levels of learning, and develop and schedule Common Formative Assessments and utilize Common Benchmark Data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

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.
     Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Teachers
 	
     Title I:
 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 5: Effective Instruction
     Problem Statements: Student Learning 2
     Funding Sources: - State: Compensatory Education, - Title I, Part A - Improving Basic Programs				

Strategy 2 Details	Reviews			
Strategy 2: Administer assessments at BOY, MOY and EOY to gather data to determine students level of mastery for Reading skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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:** Principal, Assistant Principals, Instructional Coaches, Campus Testing Coordinator, and Teachers **Title I:** 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 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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, and Instructional Coaches **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 2 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment				

Strategy 4 Details	Reviews			
Strategy 4: Utilize electronic data sheets to monitor student growth and mastery of essential learning targets.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and students will be able to track student learning and create appropriate interventions and extensions.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches, and Classroom Teachers **Title I:** 2.4, 2.5, 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 **Problem Statements:** Student Learning 2 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment				

Strategy 5 Details	Reviews			
Strategy 5: Utilize digital resources such as but not limited to, Discover Ed, Eduphoria, Brain Pop, Lead4ward, Canvas and Sirius Educational Solutions materials to increase comprehension strategies for student in Grades 3-5.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reading Scores for 3rd 4th and 5th Grade students will increase on STAAR.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Instructional Coaches and Classroom Teachers **Title I:** 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 5: Effective Instruction **Problem Statements:** Student Learning 2 - Perceptions 1 **Funding Sources:** Digital Resources and Sirius Solutions - Title I, Part A - Improving Basic Programs - $29,219, - State: Compensatory Education, - State: Early Education Allotment				

Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for strategic professional development for teachers through on-campus and off-campus trainings to enhance instructional strategies for at-risk students and to provide culturally relevant teaching in the reading classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Plan strong Tier 1 instruction to provide all students with exceptional strategies to teach to all learning styles, at-risk students, and provide lessons that are culturally relevant to our high population of EBs. **Staff Responsible for Monitoring:** Administration and Instructional Coaches **Title I:** 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - Perceptions 1 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc.				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 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
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, instructional best 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 expected to meet or exceed state standards in all areas.

Performance Objective 3: By the end of the 2022-2023 school year, all students identified as Emergent Bilinguals will increase proficiency levels on TELPAS composite score by at least one level.

High Priority

Evaluation Data Sources: TELPAS scores

Strategy 1 Details	Reviews			
Strategy 1: Bilingual and ESL teachers and Administrators 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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:** District Bilingual Director, Principal, Assistant Principal, Instructional Coaches, and Teachers **Title I:** 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 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 1, 2 **Funding Sources:** Registration and Travel - State: Bilingual Education Allotment (BEA) - $20,000, - Title III, Part A - English Language Acquisition				

Strategy 2 Details	Reviews			
Strategy 2: Hold Parent Informational Sessions to inform parents of student learning expectations and teach parents how to help their child with successful learning strategies at home.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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, and Teachers **Title I:** 2.6, 4.2 - **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 **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - Local Funds				

Strategy 3 Details	Reviews			
Strategy 3: Purchase programs, materials, resources that directly impact the language acquisition of Emergent Bilingual.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased language acquisition of Emergent Bilinguals	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches **Title I:** 2.4, 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 5: Effective Instruction **Problem Statements:** Student Learning 2 - Perceptions 2 **Funding Sources:** Research based programs, materials, resources for EBs - State: Bilingual Education Allotment (BEA) - $25,000, - Title III, Part A - English Language Acquisition				

Strategy 4 Details	Reviews			
Strategy 4: Increase Reading levels of students in grade 3-5 by purchasing books at lower levels in both English and Spanish to be used in small group Instruction.	Formative			Summative
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase the number of students who are reading on or near grade level. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, and Teachers **Title I:** 2.4, 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 5: Effective Instruction **Problem Statements:** Student Learning 2 - Perceptions 2 **Funding Sources:** - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Southside Elementary has a mobility rate 19.2% **Root Cause**: There is a need for more opportunities for parents to engage with the school community, additionally, we need to connect with parents of students that have moved at least once and assist with information to influence more stability.

Student Learning
Problem Statement 2: 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
Problem Statement 1: There is difficulty finding qualified Bilingual and ESL teachers for classes. **Root Cause**: There is a national teacher shortage. The bilingual and ESL exams are harder to pass. Other districts closer to Houston offer more incentives for these certifications.

Perceptions
Problem Statement 1: With the increased number of new staff, continuous training on campus practices, instructional best 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.

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

Performance Objective 4: By the end of the 2022-2023 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.

> **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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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, Principal, Assistant Principals, Instructional Coaches, Campus Testing Coordinator, and Teachers **Title I:** 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 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Supplies and Materials - Title I, Part A - Improving Basic Programs - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Monitor every student in special education's performance using teacher data tracking sheets paying close attention to their "color band," Yellow Approaches, Green Meets, Blue Masters	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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:** Diagnostician, Principal, Assistant Principal, Instructional Coaches, and Teachers **Title I:** 2.4, 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 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - State: Compensatory Education, - State: Special Education				

Strategy 3 Details	Reviews			
Strategy 3: Provide Professional Development opportunities to ensure strong instruction by Inclusion Teachers, Life Skills, and Classroom Teachers	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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, and Classroom Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 1 **Funding Sources:** - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Special Education				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
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: 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, instructional best 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 expected to meet or exceed state standards in all areas.

Performance Objective 5: Provide students opportunities to realize the advantages of attending college, pursuing a career, or joining the military by scheduling at least 2 events by May 2023.

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Allow students to learn the many opportunities for them after High School graduation. **Staff Responsible for Monitoring:** Counselors **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 **Funding Sources:** supplies and materials - Local Funds - $5,000				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Introduce students to multiple career opportunities available to them after graduation from High School. **Staff Responsible for Monitoring:** Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Local Funds				

Strategy 3 Details	Reviews			
Strategy 3: Have college or military shirt day once per month to introduce different colleges and branches of the military to students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have a knowledge of choices for college or military after graduation from high school . **Staff Responsible for Monitoring:** Principal, Counselors, and Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Local Funds				
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
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: 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 expected 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 monthly to build knowledge of character traits.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn character traits and how they can use them to be a positive member of our school.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Principals, Counselors, Behavior Specialists, and Teachers **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich, - Title I, Part A - Improving Basic Programs				
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 decrease in occurrences of bullying and violent incidents	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Decrease bullying incidents				

Student knowledge of strategies to use in conflict situations

Staff Responsible for Monitoring: Counselors

Title I:
2.5
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: Student Learning 2
Funding Sources: - Local Funds

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 6 Problem Statements:

Student Learning
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: 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 expected 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will integrate STEM projects and activities into their lessons **Staff Responsible for Monitoring:** STEM Coach and Classroom Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** STEM Classroom Libraries - State: Compensatory Education - $25,000, Crates for STEM classroom libraries and materials - Local Funds - $7,500	**Nov**	**Jan**	**Mar**	**May**
Strategy 2 Details	Reviews			
Strategy 2: Increase materials for classroom laboratory experiences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will understand and be able to explain using the Engineering Design Process and the Scientific Method.	**Nov**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Instructional Coaches and Classroom Teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Student Learning 2
Funding Sources: Supplies and Materials - Title I, Part A - Improving Basic Programs - $3,400, - State: Compensatory Education, - Local Funds

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 2: 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 expected to meet or exceed state standards in all areas.

Performance Objective 8: By the end of the 2022-2023 school year, students will demonstrate a minimum increase of 10% at Meets and 5% at Masters in Science as measured by STAAR from the previous year.

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Purchase programs, materials, and resources that directly impacts student achievement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student performance on the Science STAAR will increase.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches, Administrators (Campus and District)				
Title I: 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 2 **Funding Sources:** Research based programs, materials, and resources - Title I, Part A - Improving Basic Programs, - State: Compensatory Education				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 2: 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 expected to meet or exceed state standards in all areas.

Performance Objective 9: Each nine weeks, teachers will gather and analyze data collected during progress monitoring and revise targeted action plans including MTSS plans based on data from unit assessments, campus-based assessments, and district benchmarks.

High Priority

Evaluation Data Sources: Unit assessments, campus based assessments, and district benchmarks.

Strategy 1 Details	Reviews			
Strategy 1: Dedicated PLC for analyzing data obtained by content area.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic achievement.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Teachers **Title I:** 2.4, 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 5: Effective Instruction **Problem Statements:** Perceptions 1 **Funding Sources:** - Local Funds				
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue				

Performance Objective 9 Problem Statements:

Perceptions
Problem Statement 1: With the increased number of new staff, continuous training on campus practices, instructional best 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 expected to meet or exceed state standards in all areas.

Performance Objective 10: Provide embedded professional development for acceleration strategies through specific and immediate feedback during walkthroughs to increase student engagement and success rates during TIER I instruction.

High Priority

Evaluation Data Sources: Unit assessments and campus based assessments.

Strategy 1 Details	Reviews			
Strategy 1: Be specific, immediate, and concise after walkthroughs with teachers and IAT's.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and success rates during TIER I instruction	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** - Title I, Part A - Improving Basic Programs				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 10 Problem Statements:

Student Learning
Problem Statement 2: 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 2: Southside Elementary staff of quality professionals will implement a Professional Learning Community that enhances individual student success.

Performance Objective 1: Southside Elementary will retain 90% of certified 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

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
 	
    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
    Funding Sources: - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: Create and administer a survey at least 2 times during the 2022-2023 school year to measure staff development needs and utilize the information gathered to create a plan which ensures staff has the training needed to be effective teachers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Teachers will have the training necessary to be successful in the classroom.
    Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coaches
 	
    Title I:
2.4, 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: Perceptions 1
    Funding Sources: - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc.				

Strategy 3 Details	Reviews			
Strategy 3: Create and administer a survey which will measure climate of staff at least 2 times during the 2022-2023 school year.	Formative			Summative
	Nov	Jan	Mar	May
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 and Asst. Principals **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - Local Funds				

Strategy 4 Details	Reviews			
Strategy 4: Hold a morale boosting activity once per month to build staff morale.	Formative			Summative
Strategy's Expected Result/Impact: High morale among all staff; improved feedback on climate surveys	Nov	Jan	Mar	May
Staff Responsible for Monitoring: Principal and Asst. Principals **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Morale boosting activities - Local Funds - $5,000				

Strategy 5 Details	Reviews			
Strategy 5: Administrative Staff will attend Professional Development to obtain strategies to grow the skill level of teachers.	Formative			Summative
	Nov	Jan	Mar	May
Strategy's Expected Result/Impact: Retain quality teachers at the end of the school year				

Staff Responsible for Monitoring: Leadership Team

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
Problem Statements: School Processes & Programs 1
Funding Sources: Registration and Travel - Title I, Part A - Improving Basic Programs - $2,500

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is difficulty finding qualified Bilingual and ESL teachers for classes. **Root Cause**: There is a national teacher shortage. The bilingual and ESL exams are harder to pass. Other districts closer to Houston offer more incentives for these certifications.
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, instructional best 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 staff of quality professionals will implement a Professional Learning Community that enhances individual student success.

Performance Objective 2: Increase staff attendance to 97% and student attendance to 97% by the end of the 2022-2023 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 rewards for classrooms with 100% attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student attendance per day.	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Principals, Teachers, and Attendance Clerks				
Title I: 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Awards for students and classrooms - Local Funds - $5,000				
Strategy 2 Details	**Reviews**			
Strategy 2: Create a reward system for teachers who have perfect attendance for the month.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher attendance each day; increase in student achievement; improved feedback on climate surveys	**Nov**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal and Asst. Principals				
Title I: 2.5 **- 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:** Student Learning 1, 2 **Funding Sources:** Teacher Incentives - Local Funds - $5,000				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
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: 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.

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: We will hold scheduled opportunities for parents, community and business partners to participate in school-wide events, training and/or meetings that involve school/community connections.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Scheduled meetings will be provided to inform parents about the learning of their child and what they will be expected to master. **Staff Responsible for Monitoring:** Principal, Asst. Principals, Instructional Coaches, and Classroom Teachers **Title I:** 4.1, 4.2 - **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 **Problem Statements:** Demographics 1 **Funding Sources:** Make and take materials and hospitality - Title I, Part A - Improving Basic Programs - $1,000, Make and take materials and hospitality - State: Bilingual Education Allotment (BEA) - $4,150, - Local Funds				

Strategy 2 Details	Reviews			
Strategy 2: Create a newsletter to be distributed to parents on a monthly basis that will be sent home in Thursday folders, Class Dojo and school website.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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:** 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** - Title I, Part A - Improving Basic Programs, - Local Funds				

Strategy 3 Details	Reviews			
Strategy 3: Attend professional development to increase knowledge for staff to enhance communication and create engaging parental involvement activities	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**May**
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:** 4.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 2 **Funding Sources:** Region 4 - Title I, Part A - Improving Basic Programs - $300				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Southside Elementary has a mobility rate 19.2% **Root Cause**: There is a need for more opportunities for parents to engage with the school community, additionally, we need to connect with parents of students that have moved at least once and assist with information to influence more stability.

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.

State Compensatory

Budget for Southside Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Cleveland ISD will use State Compensatory Education funds to provide: Materials, Resources, Personnel for: After school tutorials HB 4545 tutorials (during and after school) Summer School MTSS (RtI) Project RtI, 504, and Truancy to ensure proper coding and services are provided to all students Contracted Services for Algebra 1 EIC tutorials Other resources, supplies, and materials Personnel: RtI Teachers at Elementary and Secondary Instructional Coaches at Elementary and Secondary

Personnel for Southside Elementary

Name	Position	FTE
Calee O'Connell	SSE Acc. Learning Instructional Coach	1
Laura Roura	SSE K-2 Literacy Instructional Coach	1
Maria Garcia Rincon	SSE Pre-K Literacy Instructional Coach	1
Rhonda Moreno	SSE 3-5 Reading Instructional Coach	1
Vacancy	SSE 3-5 Math Instructional Coach	1
Wendy Benefield	SSE K-2 Math Instructional Coach	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is completed each April/May with the input from district and campus staff, parents, and community members. CISD utilizes surveys and questionnaires to gather information regarding achievement of students in relation to the State academic standards, particularly the needs of students who are failing, or at risk of failing, the challenging State standards.

CISD also utilizes the surveys and questionnaires to gather information from stakeholders regarding our progress in developing and implementing a well-rounded program of instruction to meet the academic needs of all students, including, but not limited to, Gifted and Talented, Honors, Advanced Placement, Dual Credit, Fine Arts, CTE, and other enrichment programs. The CISD CNA process includes gathering and reviewing information for all applicable state allocated funds and federal programs, including, but not limited to, Title I, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA.

The goal of the CNA is to determine the gaps between the current and desired performance of the campus. The CNA summary explains the conclusions drawn from an analysis of achievement indicators and other appropriate measures of performance. It includes key strengths and prioritizes problems. It is written in narrative format and is always verified with references to current data. The CNA also describes perceptions, reflections of school learning, and school processes. The CNA is a snapshot, as new data becomes available, a reassessment will occur to ensure that the strategies are effective.

The information is reviewed by the CEIC along with assessment data (including CBA, STAAR, TELPAS, Renaissance, CLI, etc.), attendance data, discipline data, and other pertinent information in relation to students' achievement. The committee then uses the information and with timely and meaningful consultation of all stakeholders, creates problem statements that are in line with the Board Approved Goals and the TEA Strategic Goals. The committee of stakeholders then analyzes the problems to understand students' most pressing needs and to determine the root cause using the 5-Why method. The focus of this exercise is to determines ways that the campus can close achievement gaps and implement a well-rounded education to all students.

A District Comprehensive Needs Assessment is also completed through the same method with a review of district initiatives and programs. Information is gathered from surveys and questionnaires and data is reviewed by the DEIC along with the campus Comprehensive Needs Assessment.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed each year starting with the campus CNA process in April. The plan is developed with timely and meaningful consultation and involvement of district and campus staff, parents, business members, and community members.

According to Board Policy BQB(LOCAL) and ESSA requirements the committee is comprised of the following members:

- Principal
- Classroom teachers (comprise at least two-thirds of the professional staff representation and will be nominated and elected by classroom teachers assigned to the campus)
- Specialized Instructional Support Personnel to include a representative with the primary responsibility for educating students with disabilities
  - could include additional representatives such as a counselor, nurse, or librarian
- Campus-based non teaching professional representative (at least 1), will be nominated and elected by non teaching professional staff assigned to the campus

- Other School Leaders (refers to principal, assistant principal, or other individual who is assigned to the campus and responsible for the daily instructional leadership and managerial operations on the campus)
- District level professional staff
  - a professional who has responsibilities at more than one campus, including, but not limited to, central office staff
- Other appropriate school personnel
- Parents (at least 2) with students currently enrolled
- Business Members (at least 2)
  - do not need to reside in the district
- Community Members (at least 2) who reside in the district

The plan is designed to ensure all students receive a high-quality education, and to close the achievement gap between children meeting the State standards and those who are not meeting the standards.

The CISD Board of Trustees will adopt comprehensive goals for the district and monitor progress towards those goals. The goals will identify the focus of improvement planning efforts for everyone in the district.

The CEICs use the root cause analyzes completed during the CNA process to create **performance objectives** for the upcoming school year. Performance objectives will be measurable, one-year targets for reaching each long-range goal and should be written using the SMART framework. The performance objectives must be based on all appropriate achievement indicators:

- the student achievement domain,
- the school progress domain, and
- closing the gaps domain for all student groups.

Other measures of student performance that are identified through the comprehensive needs assessment or any campus initiatives will also be included.

The CEIC will then write **strategies** that will assist in accomplishing each performance objective. Campus Improvement Plan strategies must include:

- an assessment of the academic achievement for each student in the school be the above three achievement indicators,
- accelerated education,
- methods for addressing violence prevention and intervention,
- provide for a program to encourage parental involvement,
- attendance, and
- strategies for recruiting highly effective teachers.

The Campus Improvement Plan must also include coordinated school health activities. It will include objective and strategies based on:

- Student fitness assessment data,
- Student academic performance data,
- Student attendance rates,
- The percentage of students who are educationally disadvantaged, and
- The use and success of any methods to ensure that students participate in moderate to vigorous physical activity.
- The CIP will include any other indicator recommended by SHAC.

The Campus Improvement Plan will also include strategies to encourage parent and family involvement at the campus and programs to involve parents. It will include strategies to implement effective parent and family engagement and to plan and implement effective parent and family engagement activities to improve student academic achievement and school performance.

CEICs will analyze the following data and use the information in developing the campus plans:

- Results of audit of dropout records,
- Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade,
- The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate,
- For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions, and
- Results of an evaluation of each school-based dropout prevention program.

The CIP includes professional development strategies embedded in the CIP to show alignment between the PD, performance objective, and the goal. The need for PD will be identified in the CNA, typically as a root cause. Professional development requirements include:

- Predominately campus-based PD that relates to achieving campus performance objectives. Developed and approved by the CEIC.
  - The DEIC will continue to work at growing this expectation as the district grows campus leaders and instructional coaches.
- Highly effective and on-going PD for teachers, principals, and paraprofessional
- Recruiting, hiring, and assigning, and retention of highly effective personnel.

The CIP will list resources that will be purchased. The plan will include all resources funded through federal programs or special allotment state funds. The improvement plan will identify the resource, fund source, and the cost. If personnel are needed, list the positions or the FTE's needed. It is preferable to identify staff by position, not name. Funds from all state allocated and federal programs will be used according to the program requirements to supplement the instructional and educational needs of CISD students.

The plan will address TEA's Strategic Priority to recruit, support, and retain teachers and principals. The strategies will include:

- Assisting teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements,
- Ensure that teachers are receiving high-quality professional development, and
- Attract and retain highly effective teachers.

The CEIC will identify staff responsible for monitoring each strategy, although the implementation may require more people the staff responsible will be defined as one or more people that will be responsible for overseeing progress.

The final plan is again reviewed by the CEIC.

The DEIC then reviews all campus plans and the District CNA to begin the process of creating a District Improvement Plan.

According to Board Policy BQA(LOCAL) and ESSA requirements the committee is comprised of the following members:

- Principal
- Classroom teachers (comprise at least two-thirds of the professional staff representation and will be nominated and elected by classroom teachers assigned to the campus)
- Specialized Instructional Support Personnel to include a representative with the primary responsibility for educating students with disabilities
  - could include additional representatives such as a counselor, nurse, or librarian
- Campus-based non-teaching professional representative (at least 1), will be nominated and elected by non-teaching professional staff assigned to the campus
- Other School Leaders (refers to principal, assistant principal, or other individual who is assigned to the campus and responsible for the daily instructional leadership and managerial operations on the campus)
- District level professional staff
  - a professional who has responsibilities at more than one campus, including, but not limited to, central office staff

- Other appropriate school personnel
- Parents (at least 2) with students currently enrolled
- Business Members (at least 2)
  - do not need to reside in the district
- Community Members (at least 2) who reside in the district

The plan is developed with timely and meaningful consultation and involvement of district and campus staff, parents, business members, and community members. The plan is designed to ensure all students receive a high-quality education, and to close the achievement gap between children meeting the State standards and those who are not meeting the standards.

After reviewing the campus plans, the District CNA, and all relevant data, the DEIC will write **performance objectives** for the upcoming school year. Performance objectives will be measurable, one-year targets for reaching each long-range goal and should be written using the SMART framework. The DEIC will then create strategies that will assist the district in accomplishing the performance objectives and ultimately the Board approved goals. The District Improvement Plan strategies must include:

- Instructional methods for all student groups not achieving their full potential, (Provided in Goal 1)
- Evidence-based practices that address the needs of students for special programs, including:
  - suicide prevention including a parental of guardian notification procedure, (Goal 3.4.5)
  - conflict resolution programs, (Goals 2.2.3 and 3.4.3)
  - violence prevention programs, (Goals 2.2.3 and 3.4.3)
  - dyslexia treatment programs, and (Goals 1.3.4 and 3.3.1)
  - dropout reduction. (Goal 1.2.3)
- Integration of technology in instructional and administrative programs, (Goal 1.4.2 and 2.2.3)
- Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care, (Goals 2.2.3 and 3.4.5)
- Staff development for professional staff in the district, (Provided throughout Goals 1,2, and 3 in the DIP)
- Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities, (Goals 1.2.8 and 2.3.2)
- Accelerated instruction, (Goal 1.3.3)
- Implementation of a comprehensive school counseling program,
- Discipline management including unwanted physical or verbal aggression and sexual harassment, (Goal 3.4.6)
- Dating violence, (Goals 3.1.8 and 3.4.3)
- Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, students and parent awareness and staff training (Goals 3.1.8 and 3.4.5)
- Strategies for recruiting highly effective teachers, (Goals 2.1 and 2.2)
- Strategies for providing to middle school and high school students their teachers and counselors, and their parents information about:
  - higher education admissions and financial aid opportunities; (Goals 1.2.8, 2.3.2 and 3.1.9)
  - the TEXAS grant and Teach for TEXAS grant programs, (Goals 1.2.8, 2.3.2 and 3.1.9)
  - the need for students to make informed curriculum choices to be prepared for success beyond high school (Goals 1.2.8, 2.3.2 and 3.1.9)
  - sources of information on higher education admissions and financial aid, (Goals 1.2.8, 2.3.2 and 3.1.9)
  - policy addressing sexual abuse and other maltreatment of students, (Goals 3.4.3, 3.4.5, and 3.1.8)
  - trauma-informed care policy, and (Goals 3.4.3, 2.2.3, and 3.1.8)
  - duties of peace officers, school resource officers, and security officers. (Goal 3.4.3, 3.4.5, and 3.1.8)
- Bullying policy and procedures including detailed requirements for the prevention, identification, response to and reporting of bullying. (Goal 3.4.3)
- DAEP Requirement - if the district participates in a shared services arrangement. (CISD does not meet this requirement)
- Dropout Prevention Strategies using the same information as the campus strategies above. (Goal 1.2.3)

 The DEIC includes professional development strategies embedded in the DIP to show alignment between the PD, performance objective, and the goal. The need for PD will be identified in the CNA, typically as a root cause. Professional development requirements include:

- Predominately campus-based PD that relates to achieving campus performance objectives. Developed and approved by the CEIC.
  - The DEIC will continue to work at growing this expectation as the district grows campus leaders and instructional coaches.
- Highly effective and on-going PD for teachers, principals, and paraprofessional
- Recruiting, hiring, and assigning, and retention of highly effective personnel.

Title I funds will be utilized by the campuses and district to provide opportunities for all students to receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are meeting the standards, The district improvement plan will include the Title I required descriptions as outlined in the addendum. The DIP will list resources that will be purchased with Title I funds, state allocated funds, and other Federal program funds including, but not limited to, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA. The improvement plan will identify the resource, fund source, and the cost. If personnel are needed, list the positions or the FTE's needed. It is preferable to identify staff by position, not name. All funds will be prioritized by campuses identified for improvement by enrollment percentages. CISD had a 90% Economically Disadvantaged rate in 2021-2022 and poverty will be measured by the completion of the Free and Reduced School Meals Form. The completion of the measure is coordinated by the PEIMS department and the campus PEIMS Clerk.

The plan will address TEA's Strategic Priority to recruit, support, and retain teachers and principals. The strategies will include:

- Assisting teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements,
- Ensure that teachers are receiving high-quality professional development, and
- Attract and retain highly effective teachers.
  - These requirements are included in the DIP Goal 2, Performance objectives 1,2, and 3.

While working to meet this priority, CISD will also ensure that experienced teachers and administrators are assigned to campuses and classrooms in order to ensure that low-income students and minority students are being taught by highly qualified and effective teachers at the same rate as other students. The district will review teacher certifications, areas of experience and years of experience on an on-going basis to provide for equity among the campus staff.

The DEIC will identify staff responsible for monitoring each strategy, although the implementation may require more people the staff responsible will be defined as one or more people that will be responsible for overseeing progress.

The Campus and District Improvement Plans will consolidate and coordinate all State and Federal programs into the school wide plan including, SCE, SPED, EEA, BEA, Title II, Title III, and Title IV.

After a final review of the DIP and CIPs by the DEIC, the plans are sent to the CISD School Board for review and approval in October.

After approval, the plans are posted to the CISD and campus websites for parents and community members to review at a time convenient and will be provided in a language parents can understand.

 The CEIC and DEIC will hold a public meeting after receipt of the annual ratings from TEA are released. The meeting agenda must include a discussion of the performance of the campus and district performance objectives in the CIP/DIP.

2.2: Regular monitoring and revision

The CEICs and the DEIC will conduct quarterly formative reviews of progress made for each strategy and will revise as necessary based on students' needs to ensure that all students are provided opportunities to meet the State academic standards. The process of monitoring and revision of the CIP and DIP occurs through timely and meaningful consultation with the required stakeholders. The formative reviews will occur in November, January, March, and May. Along with the May formative review, the CEICs and the DEIC will conduct a Summative evaluation and determine if the strategy should continue for the next school year. Because the CEIC and DEIC coordinate goals, performance objectives, and strategies across all programs and funding sources, the formative review and revision includes reviewing other state allocated funds and federal programs including, but not limited to, Title I, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA.

The formative reviews apply to plan strategies and include regular monitoring to determine whether they are resulting in intended impact at the desired rate. If the strategies are powerful, aligned, and effectively implemented, there is a strong probability that the performance objectives will be achieved. Questions to be considered during the reviews:

- Is the program strategy or activity being implemented as the planning group intended?
- Did the achievement of students in meeting the State's academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?
- How is the use of your Title I, Part A funding assisting your students in achieving the goals? And how is it making an impact?

The summative evaluation applies to both the performance objectives and strategies and is conducted at the end of the school year. The summative evaluation will be used as part of the CNA data analysis and DIP/CIP development for the upcoming school year.

During each review the CEICs and the DEIC will use data available for CBA's, STAAR, other performance data, and perception data to determine if the district has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

The evaluation process is cyclical and includes:

- Reviewing the needs identified in the CNA,
- Identify strategies from the CIP/DIP to address needs,
- Identify amount of funds expended on strategies,
- Review data to measure fidelity of implementation and impact on students' outcomes, and
- Evaluate impact and make recommendations for continuation or modification of strategy.

The CEICs and the DEIC will revise the plan annually based on student needs and the results of the evaluation to ensure continuous improvement.

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

After being approved the plan is posted to the CISD/campus websites for parents and community members to review at a time convenient and can be provided in a language parents can understand. In CISD, the plan is made available in both English and Spanish. The formative and summative progress review will be documented within the plan that parents can access.

Parents, Staff, Community members, or other Stakeholders who disagree with portions of the CIP or DIP may address the concern with the CEIC/DEIC. If a timely response is not received the concern can be taken to the Campus Principal or Superintendent.

2.4: Opportunities for all children to meet State standards

The 2022-2023 CISD District Improvement Plan provides opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

The DIP provides strategies that use varying methods and instructional strategies that strengthen the academic program throughout the district, increase the amount and quality of learning time, and help provide and enriched and accelerated curriculum. The CISD DIP provides for these strategies through the use of MTSS including iStation, Renaissance and Reading by Design along with other programs that are used in a tiered program. The district and campuses provide for quality learning time by structuring the schedule so that instructional time can be optimized throughout each day. This includes scheduled time for in school tutorials and remediation. The district and campuses also allow time built into the day for enrichment and accelerated learning which provide for a well-rounded education. These times of enrichment include music, reading, STEM, career and technical education programs and more.

2.5: Increased learning time and well-rounded education

The district and campuses provide for quality learning time by structuring the schedule so that instructional time can be optimized throughout each day. This includes scheduled time for in school tutorials and remediation. The district and campuses also allow time built into the day for enrichment and accelerated learning which provide for a well-rounded education. These times of enrichment include music, reading, STEM, career and technical education programs along with other programs.

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

The District Improvement Plan addresses the needs of all students in the district, but particularly the needs of those at risk of not meeting the State academic standards. The following strategies are recommended by ESSA and included in the 2022-2023 CISD District Improvement Plan:

- Counseling, school-based mental health programs, specialized instructional support services, tutoring services, and other strategies to improve students' skills outside the academic subject areas;
- Preparation for and awareness of opportunities for postsecondary education and the workforce, which includes career and technical education programs and broadening secondary school students; access to coursework to earn postsecondary credit while still in high school (AP or Dual Credit);
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the IDEA;
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high needs areas; and
- Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

The Title IV strategies included in the CIP/DIP are focused on students who are typically at risk of failing the challenging State academic standards due to lack of attendance, behavioral and discipline issues at school and who normally are not given the same opportunities and are underrepresented. The strategies will offer encouragement to increase their attendance rate, offer programs to help decrease behavioral and discipline issues and assist in keeping the students in the classroom to be part of the instruction.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Campus and District Improvement Plans are evaluated annually through timely and meaningful consultation and involvement of district and campus staff, parents, business members, and community members.

The summative evaluation applies to both the performance objectives and strategies and is conducted at the end of the school year. The summative evaluation will be used as part of the CNA data analysis and CIP/DIP development for the upcoming school year. If the strategies are powerful, aligned, and effectively implemented, there is a strong probability that the performance objectives will be achieved. Questions to be considered during the evaluation:

- Is the program strategy or activity being implemented as the planning group intended?
- Did the achievement of students in meeting the State's academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?
- How is the use of your Title I, Part A funding assisting your students in achieving the goals? And how is it making an impact?

During the evaluation the CEICs and the DEIC will use data available for CBA's, STAAR, other performance data, and perception data to determine if the district has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

The evaluation process is cyclical and includes:

- reviewing the needs identified in the CNA,

- Identify strategies from the CIP/DIP to address needs,
- Identify amount of funds expended on strategies,
- Review data to measure fidelity of implementation and impact on students' outcomes, and
- Evaluate impact and make recommendations for continuation or modification of strategy.

The CEICs and the DEIC will revise the plan annually based on student needs and the results of the evaluation to ensure continuous improvement.

The Campus and District Improvement Plans are reviewed in coordination and integration with other Federal, State, and local services, resources, and programs, violence prevention programs, career and technical education programs, and schools implementing comprehensive support and improvement activities. Because the CEIC and DEIC coordinate goals, performance objectives, and strategies across all programs and funding sources, the annual evaluation includes reviewing other state allocated funds and federal programs including, but not limited to, Title I, Title II, Title III, Title IV, SCE, SPED, EEA, and BEA.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The CEIC and DEIC with timely and meaningful consultation will create and agree upon a written parent and family engagement policy. The policy will be incorporated into a district plan, establish the district's expectations and objectives for meaningful parent and family involvement, and describe how the district will:

- Involve parents and family members in jointly developing the district plan, and the development of support and improvement plans.
- Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- Coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
- Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, including identifying:
  - Barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - Strategies to support successful school and family interactions.
- Use the findings of the above evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.
- Involve parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents.

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

4.2: Offer flexible number of parent involvement meetings

Cleveland ISD offers numerous parent involvement meetings throughout the school year including the individual Title I Meeting at each campus. Campuses offer informational meetings, educational meetings such as assistance with how to help students at home, and activities for students such as the District fall and spring Literacy Expo and the Fall Festival.

The Title I, informational and educational meetings are held at multiple times in order to allow flexibility to parents and the opportunity for more parents to be involved.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Not Applicable

Title I Personnel

Name	Position	Program	FTE
Jasmine Pulliam	Music Teachers	Fine Arts	1