

Wichita Falls Independent School District

Southern Hills Elementary

2022-2023 Campus Improvement Plan



Mission Statement

The mission of the Southern Hills team is to ensure high quality instruction in an encouraging environment so that all students reach their highest potential.

Vision

Children are our future. The vision of Southern Hills Elementary is to emotionally, educationally, creatively, and socially prepare students for an ever-changing world and to foster a life-long desire to learn.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- 2021-2022 Skyward Data (5/28/22)
- Current Enrollment: 440
- Student Demographics:
 - Hispanic: 242 students (55%)
 - African American: 55 students (12.5%)
 - White: 123 students (27.9%)
 - Asian: 4 students (<1%)
 - Other: 16 students (3.6%)
- Economically disadvantaged: 347 students (78.8%)
- Bilingual: 72 students (16%)
- ESL: 99 students (22.5%) *This includes the Bilingual students*
- At-risk: 265 students (60%)
- SPED: 91 students (14 are speech only) (20.7%)
- GT: 10 students (2%)
- 504: 25 students (5.7%)
- Class Size Averages: PK (17), K (14), 1st (17), 2nd (14), 3rd (16), 4th (14), 5th (19), LEAP (K-8, 1st-10, 2nd-8), Life Base (6), Bilingual (15)
- EOY attendance rate: 91.71%

13 New staff members to the campus for the 2021-2022 year.

Demographics Strengths

Southern Hills is a Title 1 PK-5 campus. We house a bilingual program that services students in grades K-4. We also have a LEAP program for students in grades K-2 and a Life Base program for students in grades K-5. Students from the CEC come to work on campus mentoring students and working with staff in the classrooms throughout the year. We have several active PIE partners that are active in providing needed items for our campus and student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student demographics with high numbers of ESL and bilingual parents, as well as parents that are low socioeconomic make it difficult to connect to parents.

Root Cause: We need to do a better job of finding ways to connect with parents and make school accessible to them. Many of our parents are working during the school day and cannot attend events. Others do not speak English and do not feel comfortable interacting with all staff. We need to do a better job bridging that gap.

Student Learning

Student Learning Summary

Individual student needs are identified in a variety of ways. For example, teachers and administrators collect data from math screeners, TxKEA, MAP, district unit assessments, running records, additional summative assessments and a variety of formative assessments. Specific services and interventions are then determined, implemented, monitored, adjusted, and evaluated through the RtI and MTSS processes. The MTSS committee meets and evaluates student progress to determine whether students need to move through the tiers, need additional testing, if the the interventions are working or need to be changed, etc.

Panther Time during 21-22 was used for RTI, using a combination of Education Galaxy, small group instruction, Zearn and Book Nook. Moving Forward, we want to look at restructuring the time of day this is, how we can utilize the time more effectively and use more resources to focus in on student gaps in learning.

There are extreme cases of student behavior in each grade level that are affecting the learning of other students. While these cases are few, their behavior is significant and causes a learning loss due to the time it takes to remove them from the classroom, keep other students safe, the teacher must stop instruction to manage their behavior, etc.

Student Learning Strengths

We have a set time for RTI during our Panther Time. We need to fine tune the best way to utilize this time. Plans are also being made to utilize tutoring funds to create time and resources for teachers to best reach students to close gaps early in the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A large percentage of our students are performing below grade level. They have gaps in learning that are not able to be addressed with basic Tier 1 instruction. **Root Cause:** Lack of fidelity in the RtI process has led to some of the gaps, as well as lack of instruction in the classroom. Some of the classroom instruction has been due to interruptions due to significant behaviors of other students. Some has been due to not consistently using data driven instruction as a whole campus.

School Processes & Programs

School Processes & Programs Summary

Many of our instructional staff are young, within the first 5 years of their career. Approximately half of our teachers are in their first 10 years of teaching. Over half of our staff are also new to Southern Hills. In the past 3 years, 44 of the 70 staff members have started here. This is incredibly difficult to create any type of consistent system when 63% of the staff are new to the campus.

School Processes & Programs Strengths

Our teachers are eager for change and stability. They are ready for systems to be set and to get out of the cycle of constant change and unknown. They are also eager to learn new things. Instructional coach is available to assist with classroom teachers: with curriculum, instruction, technology, etc. Our master schedule incorporates weekly PLC times for each grade level in order to effectively plan for student success and allow for data meetings as well.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There has been a lack of stability on our campus with staff turnover in the past several years. New administration, 63% of the staff being new within the past 3 years, and inconsistency has caused low staff morale. **Root Cause:** Inconsistent leadership and change. Implementing consistent programs and providing support for staff will help to re-establish the trust that is needed. Providing staff training that is relevant will also help them feel supported.

Perceptions

Perceptions Summary

There are support systems in place for students who are new to Southern Hills including grade level numbers on pods and maps in the classroom. We have implemented Capturing Kids Hearts and character education to increase appropriate behavior and reduce the threat of bullying. A student success counselor is in place to work with students who are chronic behavior problems. To promote safety our campus regularly practices drills, all visitors and staff wear name badges and sign into the office before entering the building, and outside doors are kept locked.

The music teacher will be working with counselors to efficiently implement monthly SEL lessons for all students.

Perceptions Strengths

Character ed lessons are taught by the guidance counselor. SEL will be taught by the music teacher each month and coordinated with the student success counselor. Southern Hills is working to transform the school culture, reduce discipline referrals, increase academic achievement for all learners, help students be productive citizens within the classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Inconsistent discipline across the campus that interferes with teaching and learning is an issue. **Root Cause:** Different grade levels and different teachers have various expectations. Not all staff carry out the expectations and the system ends up being inconsistent.

Priority Problem Statements

Problem Statement 1: A large percentage of our students are performing below grade level. They have gaps in learning that are not able to be addressed with basic Tier 1 instruction.

Root Cause 1: Lack of fidelity in the RtI process has led to some of the gaps, as well as lack of instruction in the classroom. Some of the classroom instruction has been due to interruptions due to significant behaviors of other students. Some has been due to not consistently using data driven instruction as a whole campus.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: There has been a lack of stability on our campus with staff turnover in the past several years. New administration, 63% of the staff being new within the past 3 years, and inconsistency has caused low staff morale.

Root Cause 3: Inconsistent leadership and change. Implementing consistent programs and providing support for staff will help to re-establish the trust that is needed. Providing staff training that is relevant will also help them feel supported.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 2: Inconsistent discipline across the campus that interferes with teaching and learning is an issue.

Root Cause 2: Different grade levels and different teachers have various expectations. Not all staff carry out the expectations and the system ends up being inconsistent.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data





Goals

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Decrease teacher/staff turnover rate to 10% for the 2021-2022 school year.

Evaluation Data Sources: 2020-2021 WFISD Staffing Information
 Resignation/retirement letters
 New Teacher Academy Agenda
 New Teacher Academy Sign In Sheets
 New Staff Survey and Results





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: New teacher academy for teachers, support from instructional coaches and curriculum for new teachers. Strategy's Expected Result/Impact: New teachers planning and teaching skills will improve. Staff Responsible for Monitoring: Campus administrators, Instructional coaches</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All staff will be offered staff development opportunities, either on campus, within WFISD, or out of district, throughout the year. All teachers in year 0-1 will be assigned a mentor teacher on campus. Monthly Q&A sessions will be held for staff new to Southern Hills to answer questions by the Leadership team.</p> <p>*Professional development will be provided for all staff. It will be designed to support improved student achievement.</p> <p>To include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners. Strategy's Expected Result/Impact: Staff will gain additional knowledge and their teaching practices will improve Staff Responsible for Monitoring: Campus Administrators; Instructional Coaches; District Curriculum Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Region 9 ESC Services - Title 1 Part A - \$1,000, Professional Development - Registration cost - Title 1 Part A - \$1,000, Travel Expenses for teacher PD - Title 1 Part A - \$2,500</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>Strategy's Expected Result/Impact: Increased academic performance in all areas by highly qualified teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Development will be offered in various forms for staff. This can be in the form of online training, peer taught, observational rounds. Focus areas needed are diverse but include trauma informed training, SEL training, reading academy.</p> <p>Strategy's Expected Result/Impact: Increased retention of staff due to better understanding of student needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Instructional Coaches.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: 80% of all students in KG will be on grade level on TXKEA by the end of the school year.

Evaluation Data Sources: TXKEA Report





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement Balanced Literacy from Kindergarten through 5th grade.</p> <p>Teachers will create a literacy rich environment and conduct regular running records.</p> <p>*Title & SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p>Strategy's Expected Result/Impact: Increase in student reading competency.</p> <p>Staff Responsible for Monitoring: Instructional Reading Coach Principal Assistant Principal, Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Pre-K Salaries - SCE - \$77,336, Instructional Reading Materials - Title 1 Part A - \$7,882, Paraprofessional Salaries - SCE - \$59,850</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A data wall will be constructed to track student progress on MAP scores throughout the year. This will aid teachers in tracking their student's progress and what areas need to be targeted. Teachers will also complete data sheets for each unit assessment and MAP assessment to focus on areas of strengths and weaknesses.</p> <p>Strategy's Expected Result/Impact: Targeted focus on areas of improvement. Increased student performance.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional coaches.</p>	Formative		
	Nov	Feb	May
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Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: 90% of all 1st and 2nd graders will be reading on grade level MAP Fluency by the end of the school year.

High Priority

Evaluation Data Sources: MAP Growth, MAP Fluency, Running Records, Really Great Reading

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of various reading strategies to increase reading abilities of 1st graders.</p> <p>Headphones with microphones will be purchased for students to utilize with MAP Fluency testing and balanced literacy technology integrated activities. Webcams for teacher computers, as well as dual screen monitors and needed equipment will be purchased for the use of proctoring MAP assessments for virtual students.</p> <p>We will also purchase other technology based materials, including Education Galaxy, as the district approves them to use for monitoring the implementation of programs to increase reading fluency and comprehension of students.</p> <p>Strategy's Expected Result/Impact: By the end of the 2020-2021 school year, 90% of 1st graders will be reading on grade level, as determined by district level indicator.</p> <p>Staff Responsible for Monitoring: 1st grade teachers, instructional coaches, campus administrators, district level curriculum staff.</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Headphones with microphones for MAP Fluency testing - Title 1 Part A, Webcams for MAP test proctoring - Title 1 Part A, Dual screen monitor equipment for MAP test proctoring of virtual students - Title 1 Part A</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Substitutes will be provided for teachers to support students, assess student learning and attend professional development. Specific PD for Really great Reading, Numeracy, LETRS can all be brought in for the campus teachers to better instruct student learning.</p> <p>Strategy's Expected Result/Impact: Increased teacher performance which in turn will have an impact on student literacy and numeracy.</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal</p> <p>Funding Sources: Substitute Teacher pay - Title 1 Part A - \$7,000</p>	Formative		
	Nov	Feb	May
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Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: 80% of students in grades 3-5 will perform on grade level, as determined by MAP testing by the end of the school year.

High Priority

Evaluation Data Sources: MAP Growth (Math and Reading), MAP Fluency (Reading)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: BOY, MOY and EOY MAP testing, as well as analyzing the data for students for Math and Reading. Strategy's Expected Result/Impact: Increase of students grade level and RIT scores. Staff Responsible for Monitoring: Teachers, campus administrators, instructional coaches.</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutoring - Title 1 Part A - \$5,000, Busing for students to attend tutorials - Title 1 Part A - \$1,500</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A math instructional coach will be provided to all math teachers as a resource for modeling lessons, listening, providing feedback, and providing resources to support math teaching and learning. In addition, the coach will work with students during MTSS. Strategy's Expected Result/Impact: Increased student achievement. Increased teacher quality. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Funding Sources: Math Instructional Coach salary - SCE - \$37,086, Math Instructional Coach salary - Title 1 Part A - \$24,724</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: A reading instructional coach will be provided to all reading teachers as a resource for modeling lessons, listening, providing feedback, and providing resources to support reading teaching and learning. In addition, the coach will assist the campus with RTI.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Increased teacher quality. Staff Responsible for Monitoring: Principal, Assistant principal</p> <p>Funding Sources: Instructional Coaches (60%) - SCE - \$75,688, Instructional Coaches (40%) - Title 1 Part A - \$50,546</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Panther Time (RTI) will be implemented to provide intensive interventions to identify students in of accelerated instruction based on BOY screener, as well as unit assessments.</p> <p>Strategy's Expected Result/Impact: Increased scores on district assessments, BOY/MOY/EOY, STAAR tests</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Classroom Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Testing and study materials - Title 1 Part A - \$7,500, Covid Aides - SCE - \$40,000</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Online software programs will be purchased to aid in students acquiring the knowledge and skills contained in the TEKS and to meet state performance standards.</p> <p>Strategy's Expected Result/Impact: Increase in students meeting approaches in Domain 1 of the accountability system.</p> <p>Increase in students showing year to year growth as outlined in Domain 2 of the accountability system.</p> <p>Staff Responsible for Monitoring: Principal All Staff</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: On-line Service Agreements - Ed. Galaxy - Title 1 Part A - \$3,683</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: We will provide small group instruction. *Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams. We will provide small group intervention scheduled time daily. We will utilize instructional coaches and tutors to provide interventions.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal, Reading and math instructional coaches</p> <p>Funding Sources: Instructional Aides - SCE - \$59,900</p>	Formative		
	Nov	Feb	May
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Performance Objective 3 Problem Statements:





Student Learning

Problem Statement 1: A large percentage of our students are performing below grade level. They have gaps in learning that are not able to be addressed with basic Tier 1 instruction. **Root Cause:** Lack of fidelity in the RtI process has led to some of the gaps, as well as lack of instruction in the classroom. Some of the classroom instruction has been due to interruptions due to significant behaviors of other students. Some has been due to not consistently using data driven instruction as a whole campus.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: Have each student that takes the TELPAS increase their overall rating by at least one level.

Evaluation Data Sources: TELPAS results by campus.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: *Title funds shall be utilized to to meet the identified needs of ELL and bilingual students by employing the use of 5 Bilingual teachers and 1 aide.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, LPAC Administrator</p> <p>Funding Sources: Bilingual Teachers Salaries - SCE - \$125,103</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p>Strategy's Expected Result/Impact: Increased student acheivement</p> <p>Staff Responsible for Monitoring: Principal LPAC Administrator</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect high school to career and college.





Performance Objective 1: Increase student awareness of post-secondary opportunities by offering 2 college and career awareness activities by the end of the 2021-2022 school year.

Evaluation Data Sources: Flyers

Agendas

Photos

Student Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Make students aware of post-secondary opportunities through: staff displaying college degrees and teaching certificates in classrooms, bulletins boards displaying post-secondary opportunities, and field trip opportunities to explore post-secondary and career paths.</p> <p>Strategy's Expected Result/Impact: Increased awareness of post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Busing and entrance fees for field trips - Title II Part A</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 5th grade students will be provided interest inventories and job related discussions at various points throughout the school year, including Road to College.</p> <p>Strategy's Expected Result/Impact: Increased knowledge for students about higher education and post high school options.</p> <p>Staff Responsible for Monitoring: Counselor, 5th Grade Teachers</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 1: 100 % of grade level content teachers will meet with instructional coaches monthly to plan lessons.

Evaluation Data Sources: Benchmarks

Unit Tests District Tests

PLC Meeting Minutes





PLC Meeting Agendas

Sign-In Sheets

MAP Reports

Scientific Learning Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Consistent grade level PLC meetings with agendas and minutes documented. Productive use of time for calibrating running records, collaborating on data binders, and communication of student information.</p> <p>Data will be collected and displayed for disaggregation. Data wall in central location will be done to keep track of student success.</p> <p>Strategy's Expected Result/Impact: Student achievement data will indicate an increase in performance.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Data Wall Resources - Title 1 Part A - \$500</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Various PLC meetings (grade level, department, vertical alignment, and MTSS) to address various student needs on campus. 2 Instructional coaches will run these PLC meetings and meet with teachers frequently in order to give teachers frequent feedback, as well as plan with teachers in order to create data driven classrooms with research based instructional models.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Instructional coaches, campus administrators, counselor.</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will monitor students who are identified at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: MTSS meeting information</p> <p>Staff Responsible for Monitoring: Principal, Assistant principal, Counselor</p>	Formative		
	Nov	Feb	May
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Goal 4: Improve low performing schools.

Performance Objective 2: Increase parent and family participation at school events by 10% this school year.

Evaluation Data Sources: Sign-in sheets 2021-2022 vs 2020-2021.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Promote school events in a variety of ways, as well as offer various ways for parents to be involved. Promote by using Facebook, ParentLink, displaying posters at school in English and Spanish, newsletters sent home, Dojo & Remind messages.</p> <p>Strategy's Expected Result/Impact: Increase communication with parents/guardians of students by 10%.</p> <p>Staff Responsible for Monitoring: Teachers, campus leadership team.</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Contracted Services - Title 1 Part A - \$175, Supplies - Title 1 Part A - \$1,230, Snacks for PFE events - Title 1 Part A - \$150</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a Fall literacy event to support parents with literacy strategies that can be incorporated at home to extend student learning for ALL students</p> <p>Strategy's Expected Result/Impact: Increased home-school connection. Increased parental involvement. Increased reading practice at home.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Reading Instructional Coach</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitte to the State and Federal Programs Office monthly.</p> <p>Strategy's Expected Result/Impact: Expected result: Increased resources made available for students who need them.</p> <p>Staff Responsible for Monitoring: Counselor, Homeless Liason, Success Counselor</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement a Spring math event to support parents with math strategies that can be incorporated at home to extend student learning for ALL students</p> <p>Strategy's Expected Result/Impact: Increased home-school connection. Increased parental involvement. Increased math practice at home.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Math Instructional Coach</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 3: Implement a consistent discipline management system campus wide.





Evaluation Data Sources: Discipline records from Skyward, student behavior logs, ISS records, data from campus counselors.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monthly Capturing Kids Heart goal to implement campus wide. Teachers will teaching SEL lessons in class weekly that target the monthly theme.</p> <p>Strategy's Expected Result/Impact: Increasing positive campus culture.</p> <p>Staff Responsible for Monitoring: Leadership team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create Restorative Discipline space for students .</p> <p>Strategy's Expected Result/Impact: Decrease the needed time that students spend in ISS, as well as decrease office referrals. Counselors work with students to teach them coping skills and alternative methods to deal with their behaviors.</p> <p>Staff Responsible for Monitoring: Guidance and success counselor.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Restorative Discipline Curriculum - Title 1 Part A, Ipads for student use during de-escalation - Title 1 Part A, Student Success Counselor- Salaries & Benefits - SCE - \$73,800</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 4: Student attendance rate of 95%.

Evaluation Data Sources: Skyward report data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The attendance clerk will work with the AP to evaluate monthly reports for any student with attendance issues. Student incentives will be given for each 9 weeks and semester to recognize students with perfect attendance for that time period.</p> <p>Strategy's Expected Result/Impact: Increase student learning by being on campus and in regular attendance.</p> <p>Staff Responsible for Monitoring: Student achievement committee.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Southern Hills Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6.1

Brief Description of SCE Services and/or Programs

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Personnel for Southern Hills Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alvarado, Leslie	Teacher	0.5
Bentley, Laura	Teacher	0.5
Bodmann, Megan	Instructional Coach: Math	0.6
Carrillo, Maria	Teacher	0.5
Chon, Frank	Aide	0.9
Esparza, Darla	Aide	0.9
Estevez, Jessica	Teacher	0.5
Finn, Kenda	Student Success Counselor	0.1
Silva, Jesus	Aide	0.9
Thomas, Ashley	Instructional Coach: Reading	0.6
Vacant	Aide	0.1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bodmann, Megan	Instructional Coach: Math	School Wide	.40
Thomas, Ashley	Instructional Coach: Reading	School Wide	.40

Addendums

Account Level		2021-22	2021-22	November 2021-22	2021-22	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
199	General Operating						
E	Expense						
6100	Payroll Costs						
199 E 11 6117 00 129 0 30 000	Stipends	1,716.00	1,716.00	143.00	429.05	0.00	1,286.95
199 E 11 6117 00 129 0 30 390	Stipends	1,250.00	1,250.00	0.00	208.38	0.00	1,041.62
199 E 31 6117 00 129 0 30 469	Stipends/00/Instr Behav Intrvn	2,500.00	2,500.00	0.00	0.00	0.00	2,500.00
199 E 11 6119 00 129 0 30 000	Sal/wages-teachers	63,047.42	63,047.42	5,253.96	15,761.98	0.00	47,285.44
199 E 11 6119 00 129 0 30 390	Sal/wages-teachers	105,057.53	105,057.53	0.00	15,825.58	0.00	89,231.95
199 E 11 6119 00 129 0 30 469	Salary Professional	63,845.60	63,845.60	0.00	0.00	0.00	63,845.60
199 E 11 6129 00 129 0 30 000	Sal/wages-support	32,673.64	32,673.64	2,722.82	10,010.18	0.00	22,663.46
199 E 11 6129 03 129 0 30 000	Sal/Wages Support Personl	0.00	0.00	0.00	0.09	0.00	-0.09
199 E -- 61-- -- -- -- --		270,090.19	270,090.19	8,119.78	42,235.26	0.00	227,854.93
6300	Supplies						
199 E 11 6399 00 129 0 30 000	Supplies & Materials	13,000.00	13,000.00	29.82	1,794.21	430.96	10,774.83
199 E -- 63-- -- -- -- --		13,000.00	13,000.00	29.82	1,794.21	430.96	10,774.83
199 E -- -- -- -- --		283,090.19	283,090.19	8,149.60	44,029.47	430.96	238,629.76
199 - -- -- -- -- --		-283,090.19	-283,090.19	-8,149.60	-44,029.47	-430.96	-238,629.76
Grand Expense Totals		283,090.19	283,090.19	8,149.60	44,029.47	430.96	238,629.76

Number of Accounts: 9

***** End of report *****

Account Level							2021-22	2021-22	November 2021-22	2021-22	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description						Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211												
E												
6100												
211 E 11 6112 00 129 2 30 000						892.00	892.00	810.00	810.00	0.00	82.00	
211 E 11 6117 00 129 2 30 000						0.00	0.00	83.34	250.02	0.00	-250.02	
211 E 11 6118 00 129 2 30 000						500.00	500.00	0.00	0.00	0.00	500.00	
211 E 11 6118 67 129 2 30 000						5,000.00	5,000.00	0.00	0.00	0.00	5,000.00	
211 E 11 6119 00 129 2 30 000						51,108.00	51,108.00	3,502.64	10,507.92	0.00	40,600.08	
211 E -- 61-- -- -- -- --						57,500.00	57,500.00	4,395.98	11,567.94	0.00	45,932.06	
6200												
211 E 11 6248 00 129 2 30 000						1,000.00	1,000.00	500.00	798.33	0.00	201.67	
211 E 34 6294 67 129 2 30 000						1,500.00	1,500.00	0.00	0.00	0.00	1,500.00	
211 E 11 6297 00 129 2 30 000						1,000.00	1,000.00	0.00	0.00	0.00	1,000.00	
211 E 11 6299 00 129 2 30 000						2,250.00	2,250.00	147.28	808.16	441.84	1,000.00	
211 E 13 6299 00 129 2 30 000						3,000.00	3,000.00	0.00	0.00	0.00	3,000.00	
211 E 61 6299 00 129 2 30 215						267.00	267.00	0.00	0.00	0.00	267.00	
211 E -- 62-- -- -- -- --						9,017.00	9,017.00	647.28	1,606.49	441.84	6,968.67	
6300												
211 E 11 6329 00 129 2 30 000						10,000.00	10,000.00	1,316.70	1,316.70	0.00	8,683.30	
211 E 11 6339 00 129 2 30 000						3,500.00	10,270.00	0.00	0.00	10,270.00	0.00	
211 E 11 6395 00 129 2 30 000						8,000.00	8,000.00	0.00	0.00	0.00	8,000.00	
211 E 11 6396 00 129 2 30 000						5,000.00	5,000.00	0.00	0.00	0.00	5,000.00	
211 E 11 6397 00 129 2 30 000						3,500.00	3,500.00	0.00	0.00	0.00	3,500.00	
211 E 11 6399 00 129 2 30 000						30,850.00	24,080.00	0.00	856.70	440.42	22,782.88	
211 E 61 6399 00 129 2 30 215						750.00	750.00	0.00	0.00	556.11	193.89	
211 E -- 63-- -- -- -- --						61,600.00	61,600.00	1,316.70	2,173.40	11,266.53	48,160.07	
6400												
211 E 13 6411 00 129 2 30 000						2,500.00	2,500.00	0.00	0.00	0.00	2,500.00	
211 E 11 6412 00 129 2 30 000						3,000.00	3,000.00	0.00	0.00	0.00	3,000.00	
211 E 61 6499 00 129 2 30 215						500.00	500.00	0.00	0.00	0.00	500.00	
211 E -- 64-- -- -- -- --						6,000.00	6,000.00	0.00	0.00	0.00	6,000.00	
211 E -- -- -- -- --						134,117.00	134,117.00	6,359.96	15,347.83	11,708.37	107,060.80	

Account Level		2021-22	2021-22	November 2021-22	2021-22	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211	ESEA Title I Part A						
-							
0000	SBAA 15-16						
211 - - - - -		-134,117.00	-134,117.00	-6,359.96	-15,347.83	-11,708.37	-107,060.80
Grand Expense Totals		134,117.00	134,117.00	6,359.96	15,347.83	11,708.37	107,060.80

Number of Accounts: 21

***** End of report *****