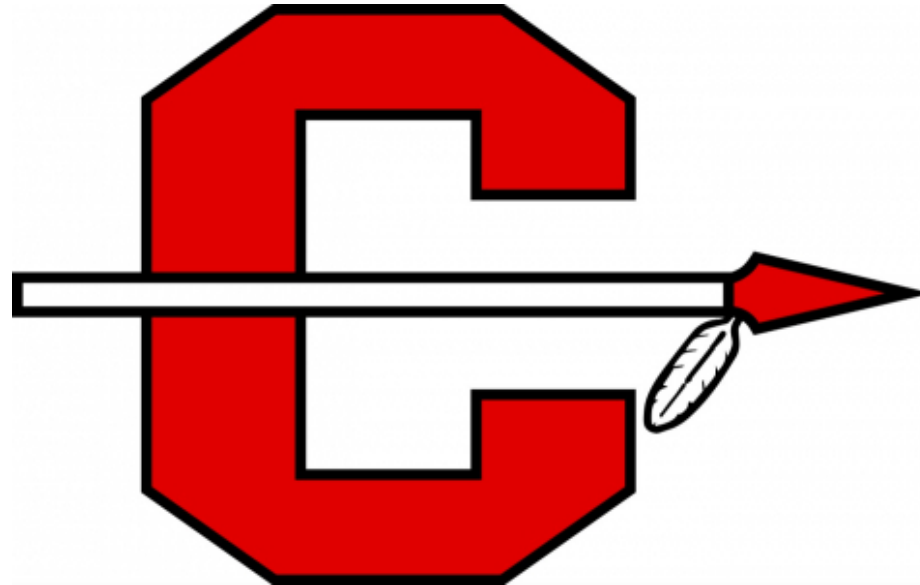


**Cleveland Independent School District**  
**Southside Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

The Southside Elementary Family is committed to building strong relationships that ensure high levels of learning in a collaborative atmosphere that is learner-centered, cheerful and pleasant.

## Vision

Southside Elementary is a student-centered organization that cultivates a growth mindset and empowers all students and staff to embrace life-long learning.

## Value Statement

Aspire to learn.  
Acquire the knowledge.  
Accomplish your goals.

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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 is a PK-5th grade campus opened over 20 years ago as a neighborhood school in a relatively small community at Cleveland, Texas. It is one of six elementary campuses in Cleveland ISD. Over the course of the last 6 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, the opening of three new campuses in CISD over the last four years, the opening of two charter schools, and rezoning of the schools attendance zones, we have seen a fluctuation in student numbers.

Southside Elementary serves a very diverse population of students with specific supports in place for EBs, Gifted and Talented, Special education, and Economically Disadvantaged student. Our mobility rate is xx, above the state average of 14%. Attendance rate has (increased or decreased) when compared to 2021-22. There are a total of over 40 teachers in grades PK-5. Of those, only xx are IATs.

Last year (2022-23) we saw the use of a high number of IATs to ensure we have enough teachers to serve our learning community. For 2023-24, we are hiring certified teachers early to cover those areas and serve our students and community better.

## Demographic Summary as of May 2023:

Enrollment: 943

EEs: 5 (2 EEs age 3; 3 EEs age 4) - Non-ADA

PK: 101

Kindergarten: 106

1st Grade: 154

2nd Grade: 145

3rd Grade: 147

4th Grade: 143

5th Grade: 140

Economically disadvantaged: 943

English Learners: 671 (EBs)

Immigrant students: 50

Homeless students: 3

Students-at-risk: 775

Special education: 218

Mobility rate:

Demographics:

Hispanic: 840

Non-Hispanic: 103

White: 583

African-American: 27

Hawaiian/Pacific Islander: 10

American Indian: 317

Asian: 5

### **Demographics Strengths**

Southside Elementary has seen a 30.26% decrease in student enrollment as a result of the opening of Pine Burr Elementary for the 21-22 school year and the opening of two new charter schools. The student enrollment has decreased from 1,345 to 938. There will be a rezoning of the district during the summer of 2023 that will impact our enrollment, as we are projecting 1,100 students for the 2023-2024 academic year. On the other hand, we possess the strength of having a high teacher retention rate in grades PK-4 for the past two years. We can attribute this success to a more rigorous process of on-boarding, mentoring and coaching programs, and benefits offered by the district.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Southside Elementary has a mobility rate of 19.2% **Root Cause:** We need more opportunities for parents to engage and connect with the school community. Furthermore, there is a need for the campus to be more aggressive in seeking out community partners that are near the school and serve our learning community. These community and family resources can positively impact both the academic and social emotional growth on the campus.

# 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.

Starting with our littlest scholars, our PK students worked hard all year to mastery content skills in various domains. Our student's academic outcomes resulted in the following on being "on track" in the XXX Assessment: Phonological Awareness (100%) - Early Writing (100%) - Letter Sound Corr. (96%) Math (100%)

As we move into primary Reading in grade K-2, XX% of students met "developed" and our campus goal was met. In the area of primary Math, our XXX assessment results for students achieving xx% are as follows: K-2nd grade Math {xx%} In analyzing our end-of-the-year intermediate scores in the area of Reading and Math in the XX assessment, the goal was to reach 90% by May 2022.

The results are as follows in the grade levels achieving that goal: 3rd - 5th Reading (55%) and 3rd - 5th grade Math (xx%).

Our intermediate students also took the STAAR online assessment in the month of May. The following comparison results are based on all grades and subjects in 3rd-5th from 2022 to 2023. Growth in every subject and ranking category was achieved. Reading 2022: xx% Approaches / xx% Meets / xx% Masters - Reading 2023: xx% Approaches / xx% Meets / xx% Masters; Math 2022: xx% Approaches / xx% Meets / xx% Masters - Math 2023: xx% Approaches / xx% Meets / xx% Masters; Science 2022: xx% Approaches / xx% Meets / xx% Masters - Science 2023: xx% Approaches / xx% Meets / xx% Masters.

- In 3rd Grade Reading, we increased from x/x/x to x/x/x.
- In 3rd Grade Math, we increased from x/x/x to x/x/x.
- In 4th Grade Reading , we increased from x/x/x to x/x/x.
- In 4th Grade Math, we increased from x/x/x to x/x/x.
- In 5th Grade Reading we increased from x/x/x to x/x/x.
- In 5th Grade Math we increased from x/x/x to x/x/x.
- In 5th Grade Science we increased from x/x/x to x/x/x.

Our Accountability Rating for the 2022-2023 school year is as follows: Domain I: xx; Domain II: xx; Domain III: xx; Accountability Overall Rating: X = XX.

Science is a concern on the campus. A school wide effort will need to be created and monitored for students to be involved in having hands on experiences regularly along with targeted vocabulary instruction daily.

Our English Language Learners took the TELPAS assessment(s) and the students achieving Advance High results are as follows:

- Composite: 1st {X%} 2nd {X%} 3rd {xx%} 4th {xx%} 5th {xx%}
- Speaking Proficiency: 1st {x%} 2nd {x%} 3rd {xx%} 4th {xx%} 5th {xx%}
- Listening Proficiency: 1st {xx%} 2nd {xx%} 3rd {xx%} 4th {xx%} 5th {xx%}
- Writing Proficiency: 1st {xx%} 2nd {xx%} 3rd {xx%} 4th {xx%} 5th {xx%}
- Reading Proficiency: 1st {xx%} 2nd {xx%} 3rd {xx%} 4th {xx%} 5th {xx%}



Attendance Rate: xx% - We continue to struggle with students not coming to school for various reasons. Efforts will need to be made to ensure all stakeholders are accountable in raising the attendance rate to 97%. All staff members need not to allow a student to reach more than (3) absences without an intervention.

### Student Learning Strengths

- More than three-fourths of SSE students are on grade level or are consistently growing as evidenced by XX reading assessments, common math assessment scores, and other formative academic measures.
- When students in grades K - 5 are not showing growth, student progress is discussed within PLC (professional learning communities) throughout the year to identify strategies and resources for the classroom or intervention. Students needing additional intervention in academics or behavior are supported through the campus RtI (Response to Intervention) process.

### 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.

**Problem Statement 3 (Prioritized):** 2023 STAAR scores increased but did not meet the campus goal of a minimum increase of 10% at Meets and 5% at Masters in Math & Reading. **Root Cause:** Teachers need additional on-going training and professional development in curriculum internalization in both Reading and Math. The training should include questioning techniques that increase higher-order thinking skills and student engagement.

**Problem Statement 4:** Building relationships with various levels of teachers and students is a continual process. We all continue to implement mutual agreements and team norms. Using RtI referrals, various data points, and vertical alignment documentation, teachers identify needs and know where students left the last year and how they will continue to grow them academically. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at SSE may experience severe school behavior and socio-emotionally challenges due to trauma, pandemic, immigration, and cultural aspects. Poverty and instability in the home environment demands the need of

appropriate behavior strategies training for staff.

**Problem Statement 5:** Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers, and time. Due to zoning issues, distance may also be an obstacle for parent participation.

# School Processes & Programs

## School Processes & Programs Summary

Southside teachers are highly qualified professionals who model lifelong learning, 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. We believe in embedding opportunities for each student to receive interventions and/or extensions throughout the school day. The weekly schedule at SSE allows time for teacher collaboration and student enrichment regularly. Additionally, teachers have the opportunity for job-embedded professional development and professional instructional coaching.

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.

Southside Elementary school staff is 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, Safety, 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.
- SSE structures and schedules allow teachers and staff to work collaboratively to meet the various needs of our students.
- Staff assignments are reviewed each Spring. We seek input from our staff using surveys and one-on-one meetings that allow them to express their thoughts on systems and procedures from the current school year and what aspirations they have for the next academic year. Using teacher and student data, teachers are coached and placed appropriately in each grade level.
- Using data-driven strategies and collaboration through PLCs and with their instructional coaches, teachers have effectively created small groups and purposefully developed academic rotation stations, which include a teacher station for small group instruction, digital learning stations, and independent skills stations.

### **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 and state 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.

**Problem Statement 3:** Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. They need to be adjusted to address the socio-emotional needs of students. **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

**Problem Statement 4 (Prioritized):** Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance at Tier 2 & 3 levels. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

# 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 have a new the Mission, Vision, and Core values that were developed with staff input alongside current stakeholders so that all of the staff and community feel a sense of community around the journey forward for Southside Elementary. We will continue modeling these expectations to ensure that we have the buy-in, especially for new teachers and staff, and establishing ways to support and connect with our mission and vision.

SSE teachers and staff believe that student success stems from collaboration at all levels. By prioritizing our Professional Learning Communities, best practices are aligned and everyone is accountable for results. We understand that students and staff learn together and connect more efficiently through restorative practices, intentional socio-emotional learning, and experiences that support a collaborative culture. By intentionally focusing on strong campus-wide climate, culture, systems and initiatives, all our students can be academically successful.

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

## Perceptions Strengths

- Campus Leadership and Instructional Coaches will continue purposefully working 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 will collaborate to analyze data and the TEKS to plan lessons that are meaningful and delivered with the highest level of rigor for student success.
- Through mutual collaboration, teachers will continue to work in finding effective ways to connect and communicate with families throughout the year.
- SSE lead teachers serve and participate on leadership teams and campus committees that help us to monitor continuous improvement and gather community input.
- 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 mission and 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, will 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.

**Problem Statement 3:** Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 4 (Prioritized):** Building relationships with various levels of teachers and students is a continual process. We will continue using RtI referrals, various data points, and vertical alignment documents, so teachers can identify needs and know where students were academically last year, and what are the best educational strategies to implement to help them continue their academic growth. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with challenges due to trauma, academic loss due to the pandemic, new immigrant students, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate socio-emotional study and behavior strategies training for staff.

**Problem Statement 5 (Prioritized):** Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities where parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers, distance from school due to zoning, and time.

# Priority Problem Statements

**Problem Statement 1:** With the increased number of new staff, continuous training on campus practices, instructional best practices as well as support and coaching, will be a priority.

**Root Cause 1:** 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 1 Areas:** Perceptions

**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 2:** 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 2 Areas:** Student Learning

**Problem Statement 3:** Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance at Tier 2 & 3 levels.

**Root Cause 3:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** As a result of gaps in student learning in Math, students scored at or below the district average on State mandated assessments.

**Root Cause 4:** Delayed roll out of intervention and no use of data to progress monitor students.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** There is difficulty finding qualified Bilingual and ESL teachers for classes.

**Root Cause 5:** There is a national and state teacher shortage. The bilingual and ESL exams are harder to pass. Other districts closer to Houston offer more incentives for these certifications.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Southside Elementary has a mobility rate of 19.2%

**Root Cause 6:** We need more opportunities for parents to engage and connect with the school community. Furthermore, there is a need for the campus to be more aggressive in seeking out community partners that are near the school and serve our learning community. These community and family resources can positively impact both the academic and social emotional growth on the campus.

**Problem Statement 6 Areas:** Demographics

**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

**Problem Statement 8:** Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

**Root Cause 8:** There may be limited opportunities in activities where parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers, distance from school due to zoning, and time.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Building relationships with various levels of teachers and students is a continual process. We will continue using RtI referrals, various data points, and vertical alignment documents, so teachers can identify needs and know where students were academically last year, and what are the best educational strategies to implement to help them continue their academic growth.

**Root Cause 9:** Academic gaps exist due to lack of school experience for some students along with challenges due to trauma, academic loss due to the pandemic, new immigrant students, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate socio-emotional study and behavior strategies training for staff.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** As indicated in the Campus Survey, staff continues to feel like communication needs to be improved.

**Root Cause 10:** The communication format that was created in the previous school year is not utilized regularly among staff.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** 2023 STAAR scores increased but did not meet the campus goal of a minimum increase of 10% at Meets and 5% at Masters in Math & Reading.

**Root Cause 11:** Teachers need additional on-going training and professional development in curriculum internalization in both Reading and Math. The training should include questioning techniques that increase higher-order thinking skills and student engagement.

**Problem Statement 11 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- 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
- Local benchmark or common assessments data

## **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent engagement rate

## **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 2023-2024 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			
<b>Strategy 1:</b> Administer assessments at BOY, MOY and EOY to gather and respond to data to determine students level of mastery for Math skills. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Coaches, Campus Testing Coordinator, and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 4 - Perceptions 1, 4 <b>Funding Sources:</b> - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Utilize walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentation. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2, 4 - Perceptions 1, 2, 4 <b>Funding Sources:</b> - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment		Formative			Summative
		Nov	Jan	Mar	May

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3 - School Processes & Programs 4 - Perceptions 1 <b>Funding Sources:</b> - 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.		Formative			Summative
		Nov	Jan	Mar	May
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Utilize electronic data sheets to monitor student growth and mastery of essential learning targets.  <b>Strategy's Expected Result/Impact:</b> Teachers and students will be able to track student learning and create appropriate interventions and extensions. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 3 - Perceptions 4 <b>Funding Sources:</b> - State: Compensatory Education, - Title I, Part A - Improving Basic Programs		Formative			Summative
		Nov	Jan	Mar	May

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Provide instructional materials that enhance student learning and allow opportunities for hands on experiences. <b>Strategy's Expected Result/Impact:</b> Increase from BOY to EOY math assessments in grades K-5. Marked increase in STAAR scores in grades 3-5. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 4 <b>Funding Sources:</b> Math Resources - State: Compensatory Education - \$5,000, - Title I, Part A - Improving Basic Programs		Formative			Summative
		Nov	Jan	Mar	May
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> As a result of gaps in student learning in Math, students scored at or below the district average on State mandated assessments. <b>Root Cause:</b> Delayed roll out of intervention and no use of data to progress monitor students. <b>Problem Statement 2:</b> Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level. <b>Root Cause:</b> 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. <b>Problem Statement 3:</b> 2023 STAAR scores increased but did not meet the campus goal of a minimum increase of 10% at Meets and 5% at Masters in Math & Reading. <b>Root Cause:</b> Teachers need additional on-going training and professional development in curriculum internalization in both Reading and Math. The training should include questioning techniques that increase higher-order thinking skills and student engagement.
School Processes & Programs
<b>Problem Statement 2:</b> As indicated in the Campus Survey, staff continues to feel like communication needs to be improved. <b>Root Cause:</b> The communication format that was created in the previous school year is not utilized regularly among staff. <b>Problem Statement 4:</b> Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance at Tier 2 & 3 levels. <b>Root Cause:</b> Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.
Perceptions
<b>Problem Statement 1:</b> With the increased number of new staff, continuous training on campus practices, instructional best practices as well as support and coaching, will be a priority. <b>Root Cause:</b> Adequate professional development was not provided to new teachers who lack experience with researched instructional strategies, student engagement, academic rigor, and effective classroom management.

## Perceptions

**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.

**Problem Statement 4:** Building relationships with various levels of teachers and students is a continual process. We will continue using RtI referrals, various data points, and vertical alignment documents, so teachers can identify needs and know where students were academically last year, and what are the best educational strategies to implement to help them continue their academic growth. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with challenges due to trauma, academic loss due to the pandemic, new immigrant students, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate socio-emotional study and behavior strategies training for staff.

**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 2023-2024 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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 4 - Perceptions 1, 4 <b>Funding Sources:</b> - State: Compensatory Education, - Title I, Part A - Improving Basic Programs		Formative			Summative
		Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Administer assessments at BOY, MOY and EOY to gather data to determine students level of mastery for Reading skills. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, Campus Testing Coordinator, and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3 - School Processes & Programs 4 - Perceptions 1, 4 <b>Funding Sources:</b> - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Utilize walkthroughs for discussions with teaching staff to determine areas of strengths and weaknesses as witnessed during observed lesson presentation. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, and Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2, 4 - Perceptions 1, 2, 4 <b>Funding Sources:</b> - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment		Formative			Summative
		Nov	Jan	Mar	May



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize electronic data sheets to monitor student growth and mastery of essential learning targets. <b>Strategy's Expected Result/Impact:</b> Teachers and students will be able to track student learning and create appropriate interventions and extensions. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Instructional Coaches, and Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3 - School Processes & Programs 4 - Perceptions 1 <b>Funding Sources:</b> - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Early Education Allotment	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Utilize digital resources such as but not limited to, Cambium (TFAR), Summit K12, Book Nook, myON, Eduphoria, Brain Pop, Lead4ward, Canvas materials to increase comprehension strategies for student in Grades 3-5. <b>Strategy's Expected Result/Impact:</b> Reading Scores for 3rd 4th and 5th Grade students will increase on STAAR. <b>Staff Responsible for Monitoring:</b> Instructional Coaches and Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 - Perceptions 4 <b>Funding Sources:</b> Digital Resources and Sirius Solutions - Title I, Part A - Improving Basic Programs - \$29,219, - State: Compensatory Education, - State: Early Education Allotment	Formative			Summative
	Nov	Jan	Mar	May

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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.  <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3 - School Processes & Programs 4 - Perceptions 1 <b>Funding Sources:</b> - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide instructional materials that enhance student learning and allow opportunities for authentic, diverse reading and writing experiences for students including, but not limited to at-risk, emergent bilinguals, and special education students.  <b>Strategy's Expected Result/Impact:</b> Increase from BOY to EOY reading assessments in grades 3-5. Marked increase in STAAR scores in grades 3-5 <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Student Learning 2, 3 - School Processes & Programs 4 <b>Funding Sources:</b> - State: Compensatory Education, - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## 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.

**Problem Statement 3:** 2023 STAAR scores increased but did not meet the campus goal of a minimum increase of 10% at Meets and 5% at Masters in Math & Reading. **Root Cause:** Teachers need additional on-going training and professional development in curriculum internalization in both Reading and Math. The training should include questioning techniques that increase higher-order thinking skills and student engagement.

### 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.

**Problem Statement 4:** Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance at Tier 2 & 3 levels. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

### 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, will 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.

**Problem Statement 4:** Building relationships with various levels of teachers and students is a continual process. We will continue using RtI referrals, various data points, and vertical alignment documents, so teachers can identify needs and know where students were academically last year, and what are the best educational strategies to implement to help them continue their academic growth. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with challenges due to trauma, academic loss due to the pandemic, new immigrant students, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate socio-emotional study and behavior strategies training for staff.

**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 2023-2024 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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> District Bilingual Director, Principal, Assistant Principal, Instructional Coaches, and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1, 4 - Perceptions 1, 2, 4</p> <p><b>Funding Sources:</b> Registration and Travel - State: Bilingual Education Allotment (BEA) - \$20,000, - Title III, Part A - English Language Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Parents will be able to assist their child with mastering the essential learning objectives established at school. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Instructional Coaches, and Teachers  <b>Title I:</b> 2.6, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Perceptions 2, 5 <b>Funding Sources:</b> - Title I, Part A - Improving Basic Programs, - Local Funds, - State: Bilingual Education Allotment (BEA)		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Purchase programs, materials, resources that directly impact the language acquisition of Emergent Bilingual. <b>Strategy's Expected Result/Impact:</b> Increased language acquisition of Emergent Bilinguals <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coaches  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> Research based programs, materials, resources for EBs - State: Bilingual Education Allotment (BEA) - \$25,000, - Title III, Part A - English Language Acquisition		Formative			Summative
		Nov	Jan	Mar	May

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who are reading on or near grade level. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 3 - School Processes & Programs 1, 4 - Perceptions 1, 2, 4 <b>Funding Sources:</b> - Title III, Part A - English Language Acquisition, - State: Bilingual Education Allotment (BEA)		Formative			Summative
		Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Southside Elementary has a mobility rate of 19.2% <b>Root Cause:</b> We need more opportunities for parents to engage and connect with the school community. Furthermore, there is a need for for the campus to be more aggressive in seeking out community partners that are near the school and serve our learning community. These community and family resources can positively impact both the academic and social emotional growth on the campus.
Student Learning
<b>Problem Statement 2:</b> Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level. <b>Root Cause:</b> 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. <b>Problem Statement 3:</b> 2023 STAAR scores increased but did not meet the campus goal of a minimum increase of 10% at Meets and 5% at Masters in Math & Reading. <b>Root Cause:</b> Teachers need additional on-going training and professional development in curriculum internalization in both Reading and Math. The training should include questioning techniques that increase higher-order thinking skills and student engagement.
School Processes & Programs
<b>Problem Statement 1:</b> There is difficulty finding qualified Bilingual and ESL teachers for classes. <b>Root Cause:</b> There is a national and state teacher shortage. The bilingual and ESL exams are harder to pass. Other districts closer to Houston offer more incentives for these certifications. <b>Problem Statement 4:</b> Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance at Tier 2 & 3 levels. <b>Root Cause:</b> Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

## 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, will 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.

**Problem Statement 4:** Building relationships with various levels of teachers and students is a continual process. We will continue using RtI referrals, various data points, and vertical alignment documents, so teachers can identify needs and know where students were academically last year, and what are the best educational strategies to implement to help them continue their academic growth. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with challenges due to trauma, academic loss due to the pandemic, new immigrant students, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate socio-emotional study and behavior strategies training for staff.

**Problem Statement 5:** Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities where parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers, distance from school due to zoning, and time.

**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 2023-2024 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			
<b>Strategy 1:</b> Create a master file for all students served in special education by grade level to chart and progress monitor their academic and behavior performance.  <b>Strategy's Expected Result/Impact:</b> This data will give an understanding for better decision making regarding interventions; improved academic results. <b>Staff Responsible for Monitoring:</b> Diagnostician, Principal, Assistant Principals, Instructional Coaches, Campus Testing Coordinator, and Teachers, ABU Teacher  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 4 - Perceptions 1, 4 <b>Funding Sources:</b> Supplies and Materials - Title I, Part A - Improving Basic Programs - \$2,000		Formative			Summative
		Nov	Jan	Mar	May



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide Professional Development opportunities to ensure strong instruction by Inclusion Teachers, Life Skills, and Classroom Teachers <b>Strategy's Expected Result/Impact:</b> Teachers will have strong instructional strategies to ensure all students are learning at high levels. <b>Staff Responsible for Monitoring:</b> Inclusion Teachers, Life Skills Teachers, and Classroom Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 4 - Perceptions 1, 4 <b>Funding Sources:</b> - State: Compensatory Education, - Title I, Part A - Improving Basic Programs, - State: Special Education		Formative			Summative
		Nov	Jan	Mar	May
		 No Progress  Accomplished  Continue/Modify  Discontinue			

#### Performance Objective 4 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> As a result of gaps in student learning in Math, students scored at or below the district average on State mandated assessments. <b>Root Cause:</b> Delayed roll out of intervention and no use of data to progress monitor students.
<b>Problem Statement 2:</b> Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level. <b>Root Cause:</b> 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.
<b>Problem Statement 3:</b> 2023 STAAR scores increased but did not meet the campus goal of a minimum increase of 10% at Meets and 5% at Masters in Math & Reading. <b>Root Cause:</b> Teachers need additional on-going training and professional development in curriculum internalization in both Reading and Math. The training should include questioning techniques that increase higher-order thinking skills and student engagement.
School Processes & Programs
<b>Problem Statement 4:</b> Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance at Tier 2 & 3 levels. <b>Root Cause:</b> Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.
Perceptions
<b>Problem Statement 1:</b> With the increased number of new staff, continuous training on campus practices, instructional best practices as well as support and coaching, will be a priority. <b>Root Cause:</b> Adequate professional development was not provided to new teachers who lack experience with researched instructional strategies, student engagement, academic rigor, and effective classroom management.

## Perceptions





**Problem Statement 4:** Building relationships with various levels of teachers and students is a continual process. We will continue using RtI referrals, various data points, and vertical alignment documents, so teachers can identify needs and know where students were academically last year, and what are the best educational strategies to implement to help them continue their academic growth. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with challenges due to trauma, academic loss due to the pandemic, new immigrant students, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate socio-emotional study and behavior strategies training for staff.

**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 2024.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold a Career Day event which includes multiple attendees to introduce students to College, Career and Military opportunities. <b>Strategy's Expected Result/Impact:</b> Allow students to learn the many opportunities for them after High School graduation. <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 4 <b>Funding Sources:</b> supplies and materials - Local Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hold Careers on Wheels for students to showcase the vehicles associated with a variety of careers in the workforce. <b>Strategy's Expected Result/Impact:</b> Introduce students to multiple career opportunities available to them after graduation from High School. <b>Staff Responsible for Monitoring:</b> Counselors  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 4 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Have college or military shirt day once per month to introduce different colleges and branches of the military to students. <b>Strategy's Expected Result/Impact:</b> Students will have a knowledge of choices for college or military after graduation from high school . <b>Staff Responsible for Monitoring:</b> Principal, Counselors, and Teachers  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 4 <b>Funding Sources:</b> - Local Funds		Formative			Summative
		Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

### Performance Objective 5 Problem Statements:





Perceptions
<b>Problem Statement 4:</b> Building relationships with various levels of teachers and students is a continual process. We will continue using RtI referrals, various data points, and vertical alignment documents, so teachers can identify needs and know where students were academically last year, and what are the best educational strategies to implement tp help them continue their academic growth. <b>Root Cause:</b> Academic gaps exist due to lack of school experience for some students along with challenges due to trauma, academic loss due to the pandemic, new immigrant students, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate socio-emotional study and behavior strategies training for staff.

**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 10% reduction in student discipline referrals from the previous year.

**Evaluation Data Sources:** Discipline Data Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize curriculum including but not limited to Second Step to provide monthly guidance lessons to build knowledge of character traits. <b>Strategy's Expected Result/Impact:</b> Students will learn character traits and how they can use them to be a positive member of our school. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Counselors, Behavior Specialists, and Teachers  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1, 2 <b>Funding Sources:</b> - Title IV, Part A, Subpart 1 - St Supp & Ac. Enrich, - Title I, Part A - Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





**Performance Objective 6 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> With the increased number of new staff, continuous training on campus practices, instructional best practices as well as support and coaching, will be a priority. <b>Root Cause:</b> Adequate professional development was not provided to new teachers who lack experience with researched instructional strategies, student engagement, academic rigor, and effective classroom management.
<b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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 7:** By the end of the 2023-2024 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			
<b>Strategy 1:</b> Purchase programs, materials, and resources that directly impacts student achievement. <b>Strategy's Expected Result/Impact:</b> Student performance on the Science STAAR will increase. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional Coaches, Administrators (Campus and District)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 4 - Perceptions 4 <b>Funding Sources:</b> Research based programs, materials, and resources - Title I, Part A - Improving Basic Programs, - State: Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 7 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level. <b>Root Cause:</b> 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
<b>Problem Statement 4:</b> Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance at Tier 2 & 3 levels. <b>Root Cause:</b> Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

## Perceptions

**Problem Statement 4:** Building relationships with various levels of teachers and students is a continual process. We will continue using RtI referrals, various data points, and vertical alignment documents, so teachers can identify needs and know where students were academically last year, and what are the best educational strategies to implement to help them continue their academic growth. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with challenges due to trauma, academic loss due to the pandemic, new immigrant students, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate socio-emotional study and behavior strategies training for staff.





**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:** 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			
<b>Strategy 1:</b> Dedicated EIT meetings every nine weeks for analyzing data obtained by content area teachers to identify students in need of Tiered academic and behavior support. <b>Strategy's Expected Result/Impact:</b> Increased academic achievement. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 4 - Perceptions 1, 4 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 8 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Tier 1 instruction is not strong enough to meet the diverse needs of students and results in many students performing academically below grade level. <b>Root Cause:</b> 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
<b>Problem Statement 4:</b> Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance at Tier 2 & 3 levels. <b>Root Cause:</b> Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.



## 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, will 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 4:** Building relationships with various levels of teachers and students is a continual process. We will continue using RtI referrals, various data points, and vertical alignment documents, so teachers can identify needs and know where students were academically last year, and what are the best educational strategies to implement to help them continue their academic growth. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with challenges due to trauma, academic loss due to the pandemic, new immigrant students, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate socio-emotional study and behavior strategies training for staff.

**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:** By the end of the 2023-24 school year, our PreK-2 students will demonstrate a years worth of growth as measured by our state assessments: CLI Engage, Texas KEA, TPRI and TEJAS LEE.

**High Priority**

**Evaluation Data Sources:** CLI Engage, TPRI, Tejas Lee, Texas KEA

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Tier I instructional learning opportunities for teachers that support one year of growth in PreK-2. <b>Staff Responsible for Monitoring:</b> Teachers Coaches Admin  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 4 - Perceptions 1, 4	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will provide a quality learning environment that fosters positive social, emotional, cognitive, physical, and language development by utilizing classroom materials, and curriculum resources for our PreK-2 students.  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 4 - Perceptions 1, 2, 4	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 9 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 4:** Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance at Tier 2 & 3 levels. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage application of learning.

### 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, will 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.

**Problem Statement 4:** Building relationships with various levels of teachers and students is a continual process. We will continue using RtI referrals, various data points, and vertical alignment documents, so teachers can identify needs and know where students were academically last year, and what are the best educational strategies to implement to help them continue their academic growth. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with challenges due to trauma, academic loss due to the pandemic, new immigrant students, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate socio-emotional study and behavior strategies training for staff.

**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 well rounded learning opportunities for students through the fine art curriculums, including, but not limited to Art, Music and P.E. that will increase students opportunity to participate in engaging, student centered learning.

**Evaluation Data Sources:** Rodeo Art, Fitness Gram, Running Club, Jump Rope for Heart

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Purchase of materials for the Fine Arts classes to enhance students understanding and knowledge in the areas of music, P.E. and Art. <b>Strategy's Expected Result/Impact:</b> Students exposed to the Fine Arts opportunities that will result in a well rounded student experiences. <b>Staff Responsible for Monitoring:</b> Administration Fine Arts Team  <b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> - State: Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

### Performance Objective 10 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> With the increased number of new staff, continuous training on campus practices, instructional best practices as well as support and coaching, will be a priority. <b>Root Cause:</b> 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 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			
<b>Strategy 1:</b> Use weekly communication to inform teachers of expectations, required trainings, celebrations and important upcoming dates. <b>Strategy's Expected Result/Impact:</b> Teachers will be informed in a timely manner of upcoming events and will have an opportunity to celebrate outstanding performance of peers. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and administer a survey at least 2 times during the 2023-2024 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. <b>Strategy's Expected Result/Impact:</b> Teachers will have the training necessary to be successful in the classroom. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, and Instructional Coaches  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> - Title I, Part A - Improving Basic Programs, - Title II, Part A - Supporting Effective Instruc.	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create and administer a survey which will measure climate of staff at least 2 times during the 2023-2024 school year. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal and Asst. Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Hold a morale boosting activity once per month to build staff morale. <b>Strategy's Expected Result/Impact:</b> High morale among all staff; improved feedback on climate surveys <b>Staff Responsible for Monitoring:</b> Principal and Asst. Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Morale boosting activities - Local Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Administrative Staff will attend Professional Development to obtain strategies to grow the skill level of teachers. <b>Strategy's Expected Result/Impact:</b> Retain quality teachers at the end of the school year <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 1, 2 <b>Funding Sources:</b> Registration and Travel - Title I, Part A - Improving Basic Programs - \$2,500	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





## Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> As indicated in the Campus Survey, staff continues to feel like communication needs to be improved. <b>Root Cause:</b> The communication format that was created in the previous school year is not utilized regularly among staff.
Perceptions
<b>Problem Statement 1:</b> With the increased number of new staff, continuous training on campus practices, instructional best practices as well as support and coaching, will be a priority. <b>Root Cause:</b> Adequate professional development was not provided to new teachers who lack experience with researched instructional strategies, student engagement, academic rigor, and effective classroom management. <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> A lack of processes and procedures in place for recognizing needs of newcomer students and providing supports.

**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 90% and student attendance to 93% by the end of the 2023-2024 school year.

**Evaluation Data Sources:** Attendance reports  
Frontline reports for staff

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to utilize the reward system for students with good attendance and for classrooms with 100% attendance. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance per day. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Teachers, and Attendance Clerks  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Perceptions 5 <b>Funding Sources:</b> Awards for students and classrooms - Local Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The use of our Prime Real Estate reward system for teachers who have perfect attendance every two weeks. <b>Strategy's Expected Result/Impact:</b> Increase teacher attendance each day; increase in student achievement; improved feedback on climate surveys <b>Staff Responsible for Monitoring:</b> Principal and Asst. Principals  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Teacher Incentives - Local Funds - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Southside Elementary has a mobility rate of 19.2% <b>Root Cause:</b> We need more opportunities for parents to engage and connect with the school community. Furthermore, there is a need for for the campus to be more aggressive in seeking out community partners that are near the school and serve our learning community. These community and family resources can positively impact both the academic and social emotional growth on the campus.
Perceptions
<b>Problem Statement 1:</b> With the increased number of new staff, continuous training on campus practices, instructional best practices as well as support and coaching, will be a priority. <b>Root Cause:</b> Adequate professional development was not provided to new teachers who lack experience with researched instructional strategies, student engagement, academic rigor, and effective classroom management. <b>Problem Statement 5:</b> Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. <b>Root Cause:</b> There may be limited opportunities in activities where parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers, distance from school due to zoning, and time.

**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.

Increased number of parent and community engagement events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Scheduled meetings will be provided to inform parents about the learning of their child and what they will be expected to master.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals, Instructional Coaches, and Classroom Teachers</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 2, 5</p> <p><b>Funding Sources:</b> 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</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a monthly calendar to be distributed to parents on a monthly basis that will be sent home in Thursday folders, Class Dojo and school website. <b>Strategy's Expected Result/Impact:</b> Parents will be informed of events which are held on campus or virtually. Increased parent participation at events and activities. <b>Staff Responsible for Monitoring:</b> Principal Principal Designee  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Perceptions 5 <b>Funding Sources:</b> - Title I, Part A - Improving Basic Programs, - Local Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Attend professional development to increase knowledge for staff to enhance communication and create engaging parental involvement activities. <b>Strategy's Expected Result/Impact:</b> Better communication and more parents involved in school activities; increase in student achievement; increase in student attendance <b>Staff Responsible for Monitoring:</b> Leadership Team  <b>Title I:</b> 4.1 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Perceptions 1, 2, 5 <b>Funding Sources:</b> Region 4 - Title I, Part A - Improving Basic Programs - \$300	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Southside Elementary has a mobility rate of 19.2% **Root Cause:** We need more opportunities for parents to engage and connect with the school community. Furthermore, there is a need for the campus to be more aggressive in seeking out community partners that are near the school and serve our learning community. These community and family resources can positively impact both the academic and social emotional growth on the campus.

### 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, will 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.

**Problem Statement 5:** Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities where parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers, distance from school due to zoning, and time.

# 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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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

## 1.1: 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 determine 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.

## 2.1: 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 or 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.

## 3.1: 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.

## **4.1: 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.

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

Not Applicable

# Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Timmy Thongdynalay	Kinder Teacher - Team Leader
Paraprofessional	Brenda Rios	Paraprofessional
AL Coach	Calee O'Connell	ALC Coach
Administrator	Dennis Jamison	AP
Administrator	Bobby Durst	AP
Administrator	William Prats	AP
Classroom Teacher	Doyna Johnston	2nd Grade Teacher
Classroom Teacher	Penny Hicks	PreK Teacher
Non-classroom Professional	Margie Luna	Inclusion Teacher
Instructional Coach	Maria Garcia	Instructional Coach
Non-classroom Professional	Melissa Garcia Fonseca	Dyslexia Teacher
Classroom Teacher	Consuella Celestine	5th Grade Teacher
Community Representative	Diane Crawford	Community Member
Administrator	Kelli Blankenship	Principal
Non-classroom Professional	Dianne Teafatiller	Counselor
Non-classroom Professional	Y'Kita Jones	Counselor
Parent	Yesenia Lopez	Parent
Classroom Teacher	Shannon Channel	4th Grade Teacher
Classroom Teacher	Raquel Hernandez	1st Grade Teacher
Classroom Teacher	Rebecca Ashley	3rd Grade Teacher
Classroom Teacher	Debra Davis	2nd Grade Teacher
Classroom Teacher	Sharon Spurgeon	Music Teacher
Classroom Teacher	D'Wana Bryant	3rd Grade Teacher