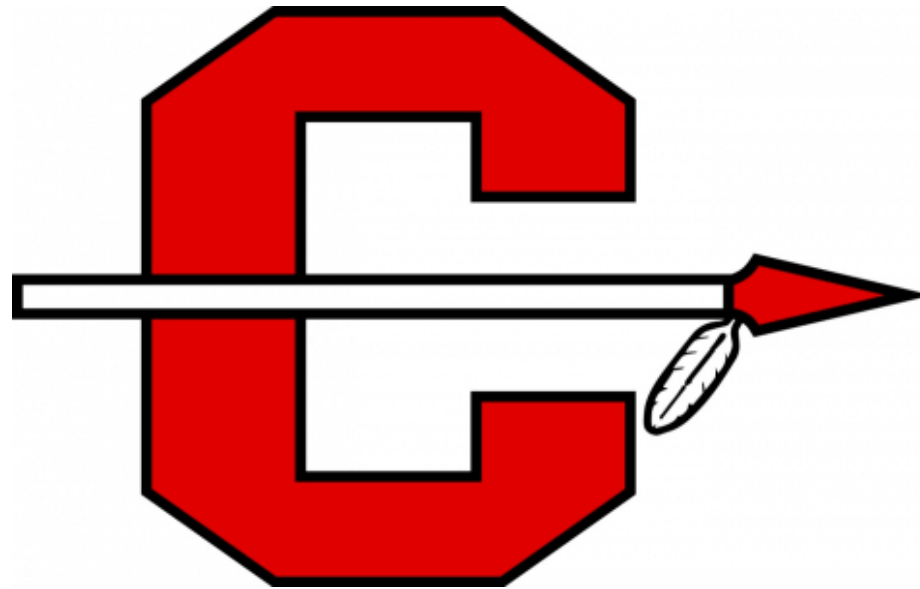


Cleveland Independent School District
Southside Elementary
2018-2019 Campus Improvement Plan



Mission Statement

At Southside Elementary School we recognize that we have the responsibility to make a difference for every child, every day. We are committed to our students and families, and will determine to help each child achieve their fullest potential in a safe and nurturing environment.

Vision

Southside Elementary School will increase rigorous and relevant learning experiences, ensuring that students learn and grow academically and socially, as we close achievement gaps.

Comprehensive Needs Assessment

Revised/Approved: October 02, 2018

Demographics

Demographics Summary

Demographic Summary as of May 31, 2018

Enrollment: 1,386 students

EE: 22

Kindergarten: 406

1st Grade: 451

2nd Grade: 466

According to the Texas School Accountability Dashboard posted for 2017-2018:

Percent Economically Disadvantaged: 84.8%

Percent English Learners: 45.8%

Mobility Rate: 20.0%

Percent receiving special education: 6.2%

Demographics Strengths

Southside Elementary School represents the community and the changing diversity of the population.

Southside Elementary School respects and celebrates various cultures.

A Dual Language model has been fully incorporated in grades K-5th.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Passing percentages for the Beginning of Year Common Assessments for Economically Disadvantaged students were: 2nd Grade Reading = 18.75%, Math = 42.27%, 3rd Grade Reading = 36.21%, Math = 33.16%, 4th Grade Reading = 72.64%, Math = 20.59%, Writing = 4.21%, 5th Grade Reading = 50.54%, Math = 52.11%, Science = 50%

Problem Statement 2: Passing percentages for the Beginning of Year Common Assessments for Special Education students were: 2nd Grade Reading = 0%, Math = 18.8%, 3rd Grade Reading = 33.33%, Math = 35.29%, 4th Grade Reading = 0%, Math = 0%, Writing = 40.85%, 5th Grade Reading = 50%, Math = 0%, Science = 0%

Problem Statement 3: Passing percentages for the Beginning of Year Common Assessments for African American students were: 2nd Grade Reading = 0%, Math = 50%, 3rd Grade Reading = 0%, Math = 0%, 4th Grade Reading = 100%, Math = 100%, Writing = ?, 5th Grade Reading = 66.67%, Math = 0%, Science = 33.33%

Student Academic Achievement

Student Academic Achievement Summary

Through the implementation of a variety of programs and evidence based instructional strategies, such as, but not limited to, The Fundamental 5, Guided Reading, Formative Loop, Accelerated Reader, Keystone, PBIS, and Dual Language and Inclusionary settings, students at Southside Elementary School continue to improve performance academically, behaviorally, and socially.

Student Academic Achievement Strengths

In Reading, 81% of our 2nd Grade students passed the end of year common assessment in English, while 87% tested passed the Spanish common assessment.

In Math, 85% of 1st Grade students passed the end of year common assessment, while 73% passed in 2nd grade.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 63% of 2nd Grade students testing in Spanish passed the end of year common assessment in math.

Problem Statement 2: In 1st Grade Reading, 69% of students testing in English passed the end of year common assessment, while 90% passed in Spanish.

School Processes & Programs

School Processes & Programs Summary

Additional Bilingual and ESL certified teachers have been added to create Dual Language Teams in Kindergarten-5th grades to meet the needs of the growing EL population.

An Adaptive Behavior program and Behavior RTI will continue to be utilized to support students who have severe behavioral concerns.

Instructiol Specialists are a continued need to observe and meet with teachers to improve instructional strategies and classroom practices.

An RTI Teacher monitors and provides interventions for students with academic struggles that interfere with learning.

The Fundamental 5 process will continue to be used in the classroom and will be monitored by the campus leadership team.

Campus Interventionist is needed to offer intervention services to at-risk students in both reading and math.

Both a certified music and art teacher are utilized so that students benefit from a more comprehensive fine arts program.

School Processes & Programs Strengths

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Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There continues to be a high turnover rate of teachers.

Problem Statement 2: With the growing EL population, recruitment of Bilingual and ESL certified teachers continues to be a concern.

Perceptions

Perceptions Summary

The school culture continues to support clearly defined high expectations for students and staff. A paired classroom setting will continue in 2nd - 5th grades as well as all Dual Language Teams in Kindergarten-5th Grades. An Inclusion model will continue to be used at Southside Elementary. The Keystone Curriculum will be used every day to increase and support social skills and building relationships in grade K-2nd. The Southside Elementary staff deeply cares for our students and wants them to be successful both academically and socially. The idea of being Exceptional and a "Champion" for our students and for our campus is the central theme.

Perceptions Strengths

Teachers and staff will participate in professional development on Guided Reading, Classroom Management, Building Relationships, The Fundamental 5, Power Teaching, PBIS, Building Champions, and Kagan Cooperative Learning.

Campus Leadership, including Instructional Specialists, work with teachers in planning and implementations of effective instructional strategies.

The counselors will conduct Guidance Lessons using Why Try, as well as a mentorship for newly enrolled students.

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

There is a focus on protecting instructional time.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While newly enrolled students are provided with academic support in an appropriate academic setting, meeting the social emotional needs of these students has not been a priority.

Problem Statement 2: With the increased number of new staff, continuous training on campus practices, as well as support and coaching, must be a priority.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals






Goal 1: By the end of the 2018-2019 school year, 85% of students will read on level as demonstrated through DRA, Istations, and Common Assessment Data.

Performance Objective 1: Use evidence based instructional programs and strategies to close the literacy gap and produce achievement necessary to read on level by the end of the 2018-2019 school year.

Evaluation Data Source(s) 1: Common Assessment data, Power Walks data, student success data, DRA, I-station, Progress reports/report cards

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>1) A. Continue to use an intervention plan for identified students in at-risk situations. (RTI)</p> <p>B. Use evidence based programs to implement RTI strategies including The Fundamental 5 process and Guided Reading for all students.</p> <p>C. Use evidence based programs such as Mentoring Minds for all students.</p> <p>D. Use evidence based programs such as GT and Higher Level Thinking Skills for enrichment.</p> <p>E. Use Evidence based programs such as Kagan, Blooms questioning for all students, DRA kits to address all students.</p> <p>F. Continue the use of the TEKS Resource System, Guided Reading to address the needs of all students, and Sheltered Instruction to address the needs of EL students.</p> <p>G. Utilize Instructional Specialists to monitor and assist with instruction strategies to support and assist all students.</p> <p>H. Increase the frequency of walkthroughs, Power Walks, providing effective feedback and coaching to teachers concerning best practices.</p> <p>I. Conduct regular data meetings and PLCs to monitor student progress in academics, behavior, and attendance.</p> <p>J. Certified teachers hired to consult as mentors/ tutors to assist at-risk and struggling students in reading and math.</p>	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Specialists Teachers	<p>Increased assessment scores for students</p> <p>Increased support for teachers</p>			

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principals Instruction Specialists Teachers</p>	<p>Increased assessment scores for students Increased supports for students and teachers</p>			
<p>2) 1) A. Continue to use an intervention plan for identified students in at-risk situations. (RTI) B. Use evidence Based programs to implement RTI strategies including The Fundamental 5 processes and Guided Reading for all students. C. Use evidence based programs such as Mentoring Minds, Kagan Strategies, Blooms Questioning for all students. D. Use evidence based programs such as GT and Higher Level Thinking Skills for enrichment.</p> <p>2) A. Continue the use of TEKS Resource System, Guided Reading to address the needs of all students, and Sheltered Instruction to address the needs of ELL students. B. Utilize Instruction Specialists to monitor and assist with instruction strategies that support and assist all students. C. Increase the frequency of walkthroughs and Power Walks, providing effective feedback and coaching to teachers concerning best practices. D. Conduct regular data meetings and PLCs to monitor student progress in academics, behavior, and attendance. E. Certified teachers hired to consult as mentors/tutors to assist at-risk and struggling students in reading and math.</p>	<p>Funding Sources: Instructional Materials Allotment - 0.00, Title I Part A-Improving Basic Programs - 2960.00, Title IIA-Principal and Teacher Improvement - 0.00, State: Compensatory Education - 0.00, Title III-Bilingual/ESL - 0.00</p>					
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 1: By the end of the 2018-2019 school year, 85% of students will read on level as demonstrated through DRA, Istations, and Common Assessment Data.

Performance Objective 2: Increase the level of rigor of instructional strategies, requiring students to problem solve and think critically.

Evaluation Data Source(s) 2: Common Assessment data, Student progress data, AR data, Progress reports/ report cards

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) A. Implementation of Guided Reading across campus. B. Implementation of the Fundamental 5 process. C. STAR Testing and Accelerated Reader. D. Consistency in grade level planning, professional development, and PLCs. E. Campus New Teacher Academy and Rookie Rally. F. Utilize Instructional Specialists to monitor and assist with instructional strategies. G. Utilize Campus Interventionist to intervene with at-risk students and offer support to the curriculum. H. Music Teacher will offer a more extensive fine arts program and utilize evidence based supplemental resources.	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Specialists Teachers	Increased reading comprehension Teacher support			

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) 1) A. Implementation of STAR testing and Accelerated Reading time across the campus. B. Continued use of Guided Reading strategies. C. Continued use of The Fundamental 5 process with coaching and feedback. D. Consistency in grade level planning, professional development, and PLCs. E. Campus New Teacher Academy and New Teacher Rookie Rally.</p> <p>2) A. Utilize Instruction Specialists to monitor and assist with instruction strategies. B. Utilize Campus Interventionist to intervene with at-risk students and offer support to the curriculum. C. Music and Art teachers will offer a more extensive fine arts program and utilize evidence based supplemental resources that increase literacy and brain stimulation necessary for reading and critical thinking.</p>	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Specialists Teachers	Increased reading comprehension Increased supports for students and teachers			
<p>Funding Sources: Title I Part A-Improving Basic Programs - 19799.00, Title III-Bilingual/ESL - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: By the end of the 2018-2019 school year, 85% of students will read on level as demonstrated through DRA, Istations, and Common Assessment Data.

Performance Objective 3: Students will increase reading levels on DRA and Istations, and comprehension skills on Common Assessments.

Evaluation Data Source(s) 3: Reading logs, DRA, Istations, Common Assessments
AR data

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) A. Implementation of Guided Reading across campus. B. Reading log sent home each week for an increase in reading practice for all students. C. Increased use of Accelerated Reader for all students. D. Continued use of Mentoring Minds- Motivation Reading for 1st and 2nd Grades for all students. E. Sights words will be reviewed consistently in PE.	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Specialists Teachers Support staff	Reading time and comprehension will increase Increase word fluency			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> 2) 1) A. Continued use of Guided Reading and Accelerated Reader B. Reading Log sent home each week for an increase in reading practice for all students. C. Continued use of Mentoring Minds (Motivation Reading) for 1st-5th grades for all students. D. Sight words will be reviewed consistently in P.E.	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Specialists Teachers Support Staff	Increases in reading fluency, comprehension, and endurance.			
Funding Sources: Title I Part A-Improving Basic Programs - 19799.00						

Goal 1: By the end of the 2018-2019 school year, 85% of students will read on level as demonstrated through DRA, Istations, and Common Assessment Data.

Performance Objective 4: Programs and processes to address the needs of students in at risk situations will be enhanced to increase student performance.

Evaluation Data Source(s) 4: Sign in sheets, Program usage data, Progress reports/report cards, T-TESS and Power Walks

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) A. Implement an evidence based intervention plan for identified students in at-risk situations. (RTI) B. Continue use evidence based programs and support to all students to enhance academic success. C. Increase opportunities for parent and family engagement including family literacy nights.	2.4, 2.5, 2.6, 3.1	Principal Assistant Principals Instruction Specialists Teachers	Increased parent/family engagement Support for at-risk students			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 2) 1) A. Implement evidence based intervention plan for identified students in at-risk situations. (RTI) B. Continue to use evidence based programs that support all students and enhance academic success. C. Increase opportunities for parent and family engagement including family literacy nights.	2.4, 2.5, 2.6, 3.1	Principal Assistant Principals Instruction Specialists Teachers	Support for at-risk students Increased parent/family engagement			
Funding Sources: State: Compensatory Education - 0.00, Title III-Bilingual/ESL - 0.00						
						

Goal 2: By the end of the 2018-2019 school year, 85% of students will show mastery in computation skills and math fluency as measured by Common Assessment data.

Performance Objective 1: Use evidence based instructional programs and strategies to increase achievement in math computation, problems solving, and math fluency.

Evaluation Data Source(s) 1: Common Assessment data, Program usage data, Progress reports/report cards

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) A. Increased practice of math facts and vocabulary for all students. B. Implementation of problem solving strategies for all students. C. Continued use of Mentoring Minds and Formative Loop in 1st and 2nd grades for all students. D. Use of interventions, small group instruction, and RTI processes to meet the needs of struggling students.	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Specialists Teachers Support staff	Increased vocabulary comprehension Increased math computation skills			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 2) 1) A. Increased practice of math facts and vocabulary for all students. B. Implementation of consistent and campus wide problem solving strategies for all students. C. Continued use of Mentoring Minds (Motivation Math) and Formative Loop in 1st - 5th grades for all students. D. Use of interventions, small group instruction, and RTI processes to meet the needs of struggling students. E. Music and Art teachers will offer a more extensive fine arts program and utilize evidence based supplemental resources that increase literacy and brain stimulation necessary for reading and critical thinking.	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Specialists Teachers Support Staff	Increased math fluency, computation, and problem solving skills			
Funding Sources: Title I Part A-Improving Basic Programs - 0.00, Title III-Bilingual/ESL - 0.00						
						

Goal 2: By the end of the 2018-2019 school year, 85% of students will show mastery in computation skills and math fluency as measured by Common Assessment data.

Performance Objective 2: Programs and processes to address the needs of students in at risk situations will be enhanced to increase student performance.

Evaluation Data Source(s) 2: Power Walk data, Progress reports and report cards, TEMI, Common assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) A. Implement an evidence based intervention plan for identified students in at-risk situations. (RTI) B. Utilize Instructional Specialists to monitor and assist with instruction and strategies for all students. C. Increase opportunities for parent involvement including Math Rodeo.	2.4, 2.5, 2.6, 3.1	Principal Assistant Principals Instruction Specialists Teachers Support staff	Increased math computation skills			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5</p> 2) 1) A. Implement an evidence based intervention plan for identified students in at-risk situations. (RTI) B. Utilize Instruction Specialists to monitor and assist with instruction, strategies, and programming for all students. C. Increase opportunities for parent involvement including Math Rodeo. D. Continued practice of monthly data meetins, weekly grade level planning and PLCs.	2.4, 2.5, 2.6, 3.1	Principal Assistant Principals Instruction Specialists Teachers Support Staff	Increased math fluency, computational, and problem solving skills			
Funding Sources: Title I Part A-Improving Basic Programs - 0.00, Title III-Bilingual/ESL - 0.00						
						






Goal 3: Teachers and staff will participate in professional development opportunities that promote professional growth, resulting in a positive effect on our campus climate and student progress.

Performance Objective 1: Professional development will be provided to meet the needs of students and staff at Southside Elementary.

Evaluation Data Source(s) 1: Training sign-in sheets, Evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>1) A. All teachers will receive training and on-going coaching in the effective implementation of Guided Reading and the Fundamental 5.</p> <p>B. Teachers will receive on-going training in classroom management strategies, including PBIS to address needs of all students.</p> <p>C. Teachers will receive training in PASS to address and support the needs of those special program students identified with needs for PASS.</p> <p>D. Teachers will participate in professional development on evidence based instructional strategies such as the Fundamental 5, Kagan, Guided Reading, Bloom's, PBIS during staff development days, "Training Camp," and PLCs.</p> <p>E. Peer observations will be completed monthly.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Counselors Instructional Coaches Teachers	<p>Increased support to students in positive behavior initiatives</p> <p>Increased support to identified students</p> <p>Increased capacity to staff</p>			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) 1)</p> <p>A. All teachers will receive training and on-going coaching in the effective implementation of The Fundamental 5, Kagan strategies, Guided Reading, vocabulary strategies, Bloom's questioning during professional development days, PLCs, and faculty meetings.</p> <p>B. All teachers will receive on-going training in classroom management strategies, including PBIS to address the needs of all students.</p> <p>C. Peer observations and self-video reflections will be completed by all TTESS evaluated staff.</p>	2.4, 2.5, 2.6	Principal Assistant Principals Counselors Instruction Specialists Teachers	<p>Increased support for students identified at-risk and in RTI</p> <p>Behavior initiatives that increase student support in social skills</p> <p>Increased skills and strategies of staff to work effectively with all students academically and socially</p>			
<p>Funding Sources: Title IIA-Principal and Teacher Improvement - 0.00</p>						


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: Teachers and staff will participate in professional development opportunities that promote professional growth, resulting in a positive effect on our campus climate and student progress.

Performance Objective 2: 100% of teachers and support staff will be highly effective teachers during the 2018-2019 school year.

Evaluation Data Source(s) 2: Job fair sign-in sheets, T-TESS data

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) A. Continuous opportunities for professional growth is offered to all staff. B. Job fairs attended to recruit highly effective teachers. C. Consistent monitoring of applicants to verify that they are highly effective teachers. D. Offer ESL Supplemental training for teachers to prepare for the ESL Certification.	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Specialists Assistant Superintendent of Curriculum and Instruction Deputy Superintendent	Increased staff capacity			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) 1) A. Continuous opportunities for professional growth is offered to all staff. B. Job fairs attended to recruit highly effective teachers. C. Consistent monitoring of applicants to verify that they are highly effective teachers. D. Offer ESL Supplemental training for teachers to prepare for the ESL exam and certification.	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Specialists Assistant Superintendent of Curriculum and Instruction Deputy Superintendent	Increased staff skills and practices Increased number of staff with ESL certifications Increased highly effective teachers			
Funding Sources: Title IIA-Principal and Teacher Improvement - 0.00, Title I Part A-Improving Basic Programs - 0.00						
						

Goal 3: Teachers and staff will participate in professional development opportunities that promote professional growth, resulting in a positive effect on our campus climate and student progress.

Performance Objective 3: Effective monitoring and feedback will be consistent with all staff, resulting in increased student progress.

Evaluation Data Source(s) 3: Powerwalk data, Individual coaching data

Summative Evaluation 3:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) A. Regular and consistent Power Walks and walk throughs conducted by campus and district administration. B. Constructive feedback and coaching will be given to teachers in a timely manner. C. Student and staff successes will be celebrated. D. Teacher mentors	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Coaches Counselors	Increased teacher performance			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) 1) A. Regular and consistent Power Walks and walk-throughs conducted by campus and district administration. B. Constructive feedback and coaching will be given to teachers in a timely manner. C. Student and staff successes will be celebrated. D. Teacher mentors assigned to all first year teachers.	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Specialists Counselors	Increased effective teacher performance, resulting in increased student performance			
Funding Sources: Title I Part A-Improving Basic Programs - 2960.00						
						

Goal 4: The Southside Elementary campus attendance rate will meet or exceed the district goal of 97% during the 2018-2019 school year.

Performance Objective 1: Student attendance incentives will increase and good attendance will be celebrated.

Evaluation Data Source(s) 1: Student attendance, Campus attendance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>1) A. Students with perfect attendance each week will be recognized during Celebration.</p> <p>B. Classes who meet or exceed the attendance goal of 97% will be recognized during Celebration.</p> <p>C. Teachers will incorporate attendance incentives in the classroom and across the grade level.</p> <p>D. Perfect attendance for the 2017-2018 school year will be recognized and awarded at the end of year awards ceremonies.</p> <p>E. Consistent communication will take place with families of students with chronic attendance problems.</p>	2.4, 2.5, 2.6, 3.1	Principal Assistant Principal Teachers	Increased attendance rate percentages			
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) 1)</p> <p>A. Classes who meet or exceed the attendance goal of 97% will be recognized at Celebration.</p> <p>B. Teachers will incorporate attendance incentives in the classroom and across the grade level.</p> <p>C. A drawing will be held each grading period for one boy and one girl per grade level, for a bicycle or tablet.</p> <p>D. Perfect attendance for the 2018-2019 school year will be recognized and awarded at the end of year awards ceremonies.</p> <p>E. Consistent communication will take place with families of students with chronic attendance problems.</p>	2.5	Principal Assistant Principals Teachers Attendance Secretary	Increased attendance rate percentages			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 5: Parent and family engagement opportunities will increase resulting in support for students and staff.

Performance Objective 1: Campus activities will increase opportunities for parent, family, and community engagement that promotes high standards for all stakeholders.

Evaluation Data Source(s) 1: Sign-in sheets for activities, On-going monitoring

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) A. WATCHDOGS program. B. Publicize events on the campus website, marquee, and letters sent home. C. Parent/grandparent special events. D. Parent informational events such as Reading and Math Rodeos. E. Monthly calendar of events posted on the campus website. F. Consistency in parental communication concerning academics, behavior, and other information. G. All information publicized in both English and Spanish. H. CNA/CIP will be available and widely displayed in the following locations in both English and Spanish: District website Front Office District office Made available at Meet the Teacher night on August 24, 2017 I. Meet with campus Parent & Family Engagement Team to review campus Parent & Family Engagement Policy and the policy will be available in both English and Spanish to all parents in the following locations: District website Front office District office Made available at Meet the Teacher night on August 24, 2017 and made available at each Parent/Family Engagement meeting.	2.5, 2.6, 3.1, 3.2	Principal Assistant Principals Counselors Instruction Specialists Teachers Support Staff	Increased parent and family engagement as documented by sign in sheets Increased attendance in Parent/Family workshop to Build Capacity. Increase parent's understanding of campus goals by attendance at school functions.			


<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>2) 1) A. WATCHDOGS Program B. Publicize events on the campus website, marquee, and letters sent home. C. Parent/grandparent special events. D. Parent informational events such as Reading Rodeo and Parent Information Night. E. Monthly calendar of events posted on the campus website. F. Consistency in parental communication concerning academics, behavior, and other information. G. All information publicized in both English and Spanish. H. CNA/CIP will be available and widely displayed in the following locations in both English and Spanish: District Website Front Office District Office Made available at Meet the Teacher Night 8/23/18. I. Met with campus Parent and Family Engagement Team to review campus and parent and family engagement policy. The engagement policy will be available in both English and Spanish in the following locations: District Website Front Office District Office</p>	<p>2.5, 2.6, 3.1, 3.2</p>	<p>Principal Assistant Principals Instruction Specialists Counselors Support Staff</p>	<p>Increased parent and family engagement as documented by sign-in sheets. Increased attendance in parent/family workshops to build capacity and increase parent understanding of campus goals through attendance at school functions.</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: All students and staff will have a healthy, safe, and orderly environment that promotes high standards and equitable opportunities.

Performance Objective 1: Teachers and students will be trained in safety procedures.

Evaluation Data Source(s) 1: Safety training sign-in and attendance sheets, Program monitoring

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) A. Teachers and students will receive on-going training on safety precautions and drills. B. CPI trainings will take place for the campus crisis team. C. Fire drills will be conducted and documented monthly. D. One lockdown, shelter, lockout, will be conducted each semester. E. PBIS will continue in all areas of the campus. F. PASS will be used as a program to support students with significant behavioral concerns.	2.4, 2.5, 2.6	Principal Assistant Principal Nurses Counselors	Increased safety on campus			
Critical Success Factors CSF 6 2) 1) A. Teachers and students will receive on-going training on safety precautions and drills. B. CPI trainings will take place for the campus crisis team. C. Fire drills will be conducted and documented monthly. D. One lockdown, shelter (lock in), lock out will be conducted each semester. E. PBIS strategies will continue in all areas of the campus. F. Adaptive Behavior will be used as a program to support students with significant behavioral concerns. G. A behavior RTI teacher will be used to work with students and staff on behavioral strategies and documentation to increase appropriate student behaviors.	2.4, 2.5	Principal Assistant Principals Nurses Counselors Behavior RTI Teacher Adaptive Behavior Teacher	Increased safety measures on campus Increased appropriate student behavior,			
						






Goal 6: All students and staff will have a healthy, safe, and orderly environment that promotes high standards and equitable opportunities.

Performance Objective 2: Practices and expectations will ensure equitable learning opportunities for all students.

Evaluation Data Source(s) 2: Sign in sheets, Campus survey, Campus discipline reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) A. Professional development opportunities for staff will include strategies on how to work with and meet the educational needs of students of poverty and low-socio economic status. B. Professional Development opportunities for staff will include strategies on how to work with and meet the educational needs of EL students. C. Southside Primary staff members will mentor newly enrolled students to ensure smooth transition and supports. (CHAMPS) D. Keystone curriculum will be utilized to teach character education. E. Implementation of a student leadership academy program.	2.4, 2.5, 2.6	Principal Assistant Principals Instruction Specialists Teachers Support Staff	Increased campus safety			

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) 1)</p> <p>A. Professional development opportunities for staff will include strategies on how to work with and meet the educational needs of students in poverty and low- socio-economic status.</p> <p>B. Professional development opportunities for staff will include strategies on how to work with and meet the needs of ELL students.</p> <p>C. Southside Elementary staff members will mentor newly enrolled students to ensure smooth transition and supports.</p> <p>D. Keystone Curriculum will be utilized to teach character education in grades K-2.</p> <p>E. Implementation of a Student Council and Public Achievement to increase capacity in student leaders on campus.</p> <p>F. Utilize Music and Art classes to increase critical thinking and excellence in fine arts education.</p> <p>G. Increase in collaborative efforts and relationship building among staff- as the campus culture has changed with the transition to PreK-5th grade.</p> <p>H. Guidance Lessons with counselors.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principals Instruction Specialists Counselors Teachers Support Staff</p>	<p>Increased campus safety Increased positive environment conducive to student success</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 7: By the end of the 2018-2019 school year, 75% of 4th grade students will perform writing skills on level as demonstrated through Common Assessments, Benchmarks, and STAAR data.

Performance Objective 1: Use evidence based instructional programs and strategies to close the literacy gap and produce achievement necessary to master writing skills on level by the end of the 2018-2019 school year.

Evaluation Data Source(s) 1: Common Assessment data, Power Walks data, student success data, DRA, I-station, Progress reports/report cards, Benchmarks, STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) 2) 1)</p> <p>A. Continue to use an intervention plan for identified students in at-risk situations. (RTI)</p> <p>B. Use evidence Based programs to implement RTI strategies including The Fundamental 5 processes for all students.</p> <p>C. Use evidence based programs such as Mentoring Minds, Kagan Strategies, Blooms Questioning, DLI, Writing Academy, STAAR Masters for all students.</p> <p>D. Use evidence based programs such as GT and Higher Level Thinking Skills for enrichment.</p> <p>2)</p> <p>A. Continue the use of TEKS Resource System, to address the needs of all students, and Sheltered Instruction to address the needs of ELL students.</p> <p>B. Utilize Instruction Specialists to monitor and assist with instruction strategies that support and assist all students.</p> <p>C. Increase the frequency of walkthroughs and Power Walks, providing effective feedback and coaching to teachers concerning best practices.</p> <p>D. Conduct regular data meetings and PLCs to monitor student progress in academics, behavior, and attendance.</p> <p>E. Certified teachers hired to consult as mentors/tutors to assist at-risk and struggling students in reading and</p> <p>F. Students will be provided opportunities to write in all subject areas and at all grade levels, including PreK.</p>	2.4, 2.5, 2.6	Principals Assistant Principals Instruction Specialists Teachers	Increased assessment scores for students Increased supports for students and teachers			
<p>Funding Sources: Title I Part A-Improving Basic Programs - 0.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Improvement Team

Committee Role	Name	Position
Administrator	Janie Snyder	Principal
Administrator	Alyson Wilkins	Assistant Principal
Administrator	Dennis Jamison	Assistant Principal
Administrator	Shele Coburn	Assistant Principal
Classroom Teacher	Jasmine Pulliam	Teacher
Classroom Teacher	Brandi Taff-Armstrong	Teacher
Classroom Teacher	Misty McPhee	Teacher
Classroom Teacher	Lorenzo Mooser	Teacher
Classroom Teacher	Kimber Brown	Teacher
Parent	Bethany Porter	Parent Representative

District Funding Summary

Title I Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Mentoring Minds-Motivation Reading		\$0.00
1	1	2	Lead Your School Power Walks		\$2,960.00
1	1	2	Instruction Specialists- English		\$0.00
1	2	2	Access to Accelerated Reader, Leveled Readers,		\$19,799.00
1	2	2	Instruction Specialists- English		\$0.00
1	2	2	Music and Art Teachers		\$0.00
1	3	2	Accelerated Reader		\$19,799.00
1	3	2	Motivation Reading		\$0.00
2	1	2	RTI Teachers		\$0.00
2	1	2	Music and Art Teachers		\$0.00
2	1	2	Mentoring Minds (Motivatin Math)		\$0.00
2	1	2	Formative Loop Program		\$0.00
2	2	2	Instruction Specialists- English		\$0.00
2	2	2	RTI Teachers		\$0.00
3	2	2	Professional Development Opportunities		\$0.00
3	3	2	Power Walks System		\$2,960.00
7	1	1	Mentoring Minds		\$0.00
7	1	1	Writing Academy		\$0.00
Sub-Total					\$45,518.00
Title IIA-Principal and Teacher Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Kagan Training		\$0.00
3	1	2	Kagan Training		\$0.00
3	2	2	Job Fairs		\$0.00

					Sub-Total	\$0.00
Title III-Bilingual/ESL						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	2	Instruction Specialist- Bilingual			\$0.00
1	1	2	Bilingual RTI teacher			\$0.00
1	2	2	Instruction Specialist- Bilingual			\$0.00
1	4	2	Bilingual RTI teacher			\$0.00
2	1	2	Bilingual RTI			\$0.00
2	2	2	Instruction Specialist- Bilingual			\$0.00
2	2	2	Bilingual RTI			\$0.00
					Sub-Total	\$0.00
State: Compensatory Education						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	2	RTI Teachers			\$0.00
1	4	2	RTI teachers			\$0.00
					Sub-Total	\$0.00
Instructional Materials Allotment						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	2	Novel Sets and leveled readers			\$0.00
					Sub-Total	\$0.00
					Grand Total	\$45,518.00