

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



# Mission Statement

**Angleton ISD**: Our mission is to educate and prepare each student academically and socially through supportive relationships to maintain our thriving community.

**Southside Elementary School**: Our mission is to provide a safe, loving, and inclusive environment with a commitment to ALL students learning at high levels.

## Vision

Angleton ISD

Achieving Excellence Because We're Wildcats

## Core Beliefs

**We believe:**

All students can learn

The learning environment must be positive, genuine, caring and safe for students and staff to reach their potential

In clearly defined goals that set high expectations for student success

In the value of parents and families as involved decision-makers

In viable curriculum and future-oriented programs

In developing and retaining staff who positively affect student achievement

Actively engaging the community results in development of our children

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Southside Elementary School is one of six elementary schools serving students in pre-kindergarten through 5th grade for the Angleton Independent School District located in Brazoria County in southeast Texas. Southside is comprised of 338 students: 30 pre-kindergarten students, 43 kindergarten students, 40 1st grade students, 55 2nd grade students, 52 3rd grade students, 61 4th grade students, and 57 5th grade students. Students involved in the gifted and talented program or bilingual program are serviced at another elementary school within the district. The ethnicity distribution for the campus is 8% African American, 51.2% Hispanic, 38.5% White, 0% American Indian, 0% Asian, and 2.4% two or more races. We are a Title I school with 87.6% of the student population identified as Economically Disadvantaged. This percentage is above district level (75.2%) and state level (60.7%). The population of identified At-Risk students at Southside is 56.2%, which is below district level (56.8%) but above the state level (53.5%). Southside's mobility rate is at 21.5%, which is higher than the district (20.1%) and the state (13.6%). The staff population (39.5) represented at Southside is 0% African-American, 8.8% Hispanic, 79.3% White, and 11.9% two or more races with 92% being female and 8% being male with an average of 8.5 years of teaching experience which is slightly higher than the district (8.3) and below the state average (11.1). The average attendance rate for students is 95.6%. There were 115 discipline referrals this year, which increased from 88 referrals last year. Last year, Southside served 12 (3.6%) in the bilingual program (ESL services), 3 (0.9%) students in the Gifted and Talented program, and 56 (16.6%) student in special education. The percentage of students in special education is higher than the district average (13.3%) and the state average (11.6%). The number of students provided dyslexia services is 29 (8.6%) which is above the district average (6.3%) and the state average (5.0%). The number of students in the foster care system are 5 (1.5%), this is higher than the district rate of (.3%) and the state level of (.3%). The number of students that are homeless 13 (3.8%) which is higher than the district (1.5%) and the state level of (1.1%). The student to teacher ratio is 13.5. The faculty and staff at Southside Elementary School embrace the diversity of the school's student population and consistently strive toward engaging every learner so that each student can reach their full potential.

### ATTENDANCE

#### Attendance Rate by Grade Level

Grade	1 Six Weeks	2 Six Weeks	3 Six Weeks	4 Six Weeks	5 Six Weeks	6 Six Weeks	TOTAL
PK	94.31	92.28	90.37	92.98	95.51	94.46	93.31
K	95.97	93.22	92.56	95.64	94.18	95.98	94.59
1	95.39	92.51	93.00	93.67	94.33	94.59	93.91
2	97.14	95.98	93.57	95.95	95.62	94.49	95.45
3	93.94	92.68	94.26	94.63	93.60	94.60	93.95
4	95.55	94.96	92.88	93.75	94.69	93.09	94.15
5	93.71	96.97	96.38	96.63	96.89	96.15	96.12
TOTAL	95.16	94.43	93.72	94.93	95.04	94.82	94.68

Our goal at Southside is 97% student attendance. We were 3.28% below our goal at mid-year with 93.72%. With an end of year attendance rate of 94.68%, we were 2.32% away from achieving our overall attendance goal of 97%. Parents are still reluctant to send students to school sick. Attendance incentives were provided to encourage positive attendance.

## DISCIPLINE SUMMARY

	1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks	TOTAL
Pre-K	0	0	0	0	0	0	0
Kinder	7	7	3	0	8	3	28
1st Grade	3	3	8	0	8	8	30
2nd Grade	1	0	1	1	0	0	3
3rd Grade	0	0	0	0	1	0	1
4th Grade	3	3	3	3	7	2	21
5th Grade	8	5	6	5	14	13	51
Total	22	18	21	9	38	28	136

### Referrals by Grade Level: 5 Year Overview

Grade Level	18-19	19-20 (Ending 3/3/20)	20-21	21-22	22-23
Pre-K			1	0	0
Kinder	8	6	3	14	28
1st Grade	2	4	3	1	30
2nd Grade	55	3	4	9	3
3rd Grade	11	15	5	7	1
4th Grade	28	33	46	29	21
5th Grade	72	11	20	21	51

### Referrals by Six Weeks: 5 Year Overview

Six Weeks	18-19	19-20	20-21	21-22	22-23	Six Weeks Average
1st	12	11	2	6	22	10.6
2nd	28	9	11	15	18	16.2
3rd	22	24	12	11	21	15

Six Weeks	18-19	19-20	20-21	21-22	22-23	Six Weeks Average
4th	37	22	18	13	9	16.5
5th	38	7 (Ending 3/6/2020)	21	14	38	19.66
6th	39	0	18	22	28	17.83
Total	176	73	82	81	136	91.33

Southside students received 136 discipline referrals in the 2022-2023 school year. There was an increase of 55 referrals from the previous school year. The first through third six weeks and 5th and 6th six weeks were higher than the previous school year. The fourth six weeks was the lowest six weeks of the year and significantly lower than it has been in previous school years. Fifth grade received the highest number of referrals while Pre-K, 2nd, and 3rd received the lowest. Character education initiatives, including Restorative Practices, Community Building Circles, and Kelso's Choice Conflict/Resolution Program will be used as proactive measures to decrease discipline referrals.

### Demographics Strengths

1. The student to teacher ratio at Southside Elementary is low at 13.5:1.
2. The average number of years of teaching experience for Southside Elementary teachers is 8.5 years which is higher than the district's average at 8.3 years of experience.
3. The average number of years of the campus principal's experience for Southside Elementary is 12 years which is higher than the district's average at 9 years of experience and the state's average at 6.3 years of experience.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Lower attendance rates and an increased number of discipline referrals could be attributed to the unique needs of the special populations we serve at Southside Elementary. **Root Cause:** The student population at Southside Elementary consists of a higher percentage of students than the district or state level in the following categories: Economically Disadvantaged; Mobility Rate; Students Receiving Special Education Services; Students Receiving Dyslexia Services; Students in Foster Care; and Students Considered Homeless.

# Student Learning

## Student Learning Summary

See Addendum for 2023 MAP and 2023 STAAR results.

### MAP

From MOY to EOY, the percentage of students who met or exceeded growth on MAP Math increased in Kinder through 5th grade, with the exception of 3rd grade who declined by 1%.

From MOY to EOY the percentage of students that met or exceeded growth on MAP Reading remained the same or increased for 1st - 4th grade. Kindergarten declined by 3% and 5th grade declined by 14%.

### 2022 STAAR Results

Southside's accountability rating for the 2022 STAAR was a **91 A**. Southside earned all **6 distinction designations** in the following areas: ELAR, Math, Science, Comparative Academic Growth, Post Secondary Readiness, Comparative Closing the Gaps.

Analysis of the past 5 years of STAAR Performance indicated that the percentages of Approaches, Meets, and Masters were the highest in 2022 in all tested subject areas. Analysis of Southside's 40 School Comparison Group, indicated we were tied with the highest "% Approaches and Above"; we were highest in "% Meets and Above", and highest in "% Masters".

In 2022, upon analyzing our Closing the Gaps Report, 11 of 14 student groups achieved the "Meets" target for the Academic Achievement component. Data indicates that our special education student group, did not achieve the "Meets" target for ELA/Reading (9% - Target 19%) and Math (15% - Target 23%). Our white student group did not achieve the "Meets" target for Math (56% -Target 59%). All 10 student groups met the "Growth" target for ELA/Reading and Math. Seven of 8 student groups met the "Student Success" target. The special education student group missed meeting that target by 1 point.

### 2023 STAAR Results (Preliminary Analysis)

Domain 1 - Student Achievement results remained consistent from 2022 (83) to 2023 (82).

Domain 2A - Student Growth - Preliminary results indicate students did not perform as well in 2023 (76) as in 2022 (92). (The previous Reading STAAR assessed reading skills only. The current Reading Language Arts STAAR assesses reading and grammar/writing skills. Preliminary results indicate grammar/writing skills scored lower than reading skills assessed which hindered student growth.)

Domain 2B - Relative Performance - The score in this domain remained consistent from 2022 to 2023; however our rate of economically disadvantaged students decreased from 2022 to 2023. For this reason, our preliminary overall relative performance score decreased by 3 points.

Domain 3 - Closing Performance Gaps - Southside met all achievement targets for Math and RLA and met growth targets for Math. Southside did not meet growth targets for any

student group on the Reading Language Arts STAAR. (The previous Reading STAAR assessed reading skills only. The current Reading Language Arts STAAR assesses reading and grammar/writing skills. Preliminary results indicate grammar/writing skills scored lower than reading skills assessed which hindered student growth.)

### **Student Learning Strengths**

1. High rates of student growth in math and reading were evident in STAAR results for the 21 - 22 school year. Preliminary results for the 22 - 23 school year indicate this could be a continuing trend for math.
2. From MOY to EOY, the percentage of students who met or exceeded growth on MAP Math increased in Kinder through 2nd grade as well as in 4th and 5th grade.
3. From MOY to EOY the percentage of students that met or exceeded growth on MAP Reading remained the same or increased for 1st - 4th grade.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Preliminary results indicate students are not meeting the state's "Growth" target for STAAR performance on the Reading Language Arts STAAR. **Root Cause:** Instruction of grammar and writing skills has not been authentically incorporated during reading instruction, cross-curricularly, and consistently across grade levels.



# School Processes & Programs

## School Processes & Programs Summary

The organizational structure of Southside Elementary School has been established to provide systematic responses in providing academic interventions and enrichment opportunities. The administrative team on campus consists of the building principal, an assistant principal, and a school counselor who work collaboratively to support the seven grade levels, campus interventionists, Special Education Program, and electives. The Instructional Leadership Team (ILT), comprised of the principal, assistant principal, instructional coach, and behavior coach, provide guidance and coaching to campus teachers to improve student growth and achievement. Grade levels meet weekly during a common planning period to review data, plan instruction, discuss student performance (academic/behavioral), and other grade level issues/concerns. Grade level teachers work collaboratively within their grade level to generate ideas, strategies, and solutions. This level of collaboration has earned Southside the nationwide recognition of becoming a 2023 Solution Tree Model PLC at Work School. Students not improving/responding to grade level interventions are referred to the RtI Team for further assistance in identifying intervention strategies. Schoolwide decisions involving curriculum, instruction, and assessment are the responsibility of the Instructional Focus Team (IFT). Decisions are data-driven and focus on positively impacting student achievement. IFT members are grade level chairpersons and receive input from their grade levels to communicate with all IFT members. IFT members communicate schoolwide decisions to their respective grade levels. Decisions involving day-to-day operations of the school (procedures, duties, and schedules) are the responsibility of the Operational Focus Team (OFT). Decisions of the OFT are made to ensure a safe and orderly environment for Southside students. OFT members are grade level representatives who do not serve on the IFT. OFT members communicate decisions to their respective grade levels. This structure allows for optimal power equalization in the decision making process. Three committees will make decisions for the campus involving special focus areas: Safe and Supportive Schools Program Team (SSSPT), Organizational Health Improvement (OHI), and Character Counts Crew (CCC).

K - 3rd grade teachers and special education teachers participated in and completed the state's Reading Academy Training in 22 - 23. New staff will complete the Reading Academy in 23-24. Reading Academy modules are designed to help teachers better understand how students learn to read. Adjustments were made to reading instruction based on the progression outlined in the Science of Teaching Reading.

To address the varied needs of our students, Southside provides additional instruction through a Breakfast Club (before school), daily intervention period, individual teacher tutorials, after school tutorials, Saturday tutorials, and through a STAAR and Primary Reading tutorial program. Students struggling in reading are provided instruction utilizing the Leveled Literacy Intervention. Dyslexic students are provided instruction by a trained dyslexia interventionist who utilizes the Reading by Design dyslexia program. Sustained support is provided to special education students through in-class support or resource class. Technology is used to support reading and math instruction through the use of Lexia Core 5, Writeable, IXL, and ST Math.

At Southside, we strive to maintain a physically and emotionally safe environment conducive to learning and sustaining a positive school climate. Character education is reinforced in classroom and school routines daily. Students are consistently involved in Character Counts activities and have the opportunity to participate in student organizations such as the Character Counts Kids Crew, Student Council, PALs, Garden Club, STEAM Team, and Read, Deed, Run. In March of 2014, Southside was named a 2014 Texas State School of Character and in May of 2014 Southside received the distinction of being named a National School of Character. This is a distinction that spans five years. (2014-2019) In January of 2019, Southside was named a 2019 Texas State School of Character and in May of 2019 Southside received the distinction of being named a National School of Character for a second consecutive time. This distinction remains until 2023. Southside will reapply for recertification as a School of Character for a third consecutive time in the fall of 2023. Southside faculty and staff are committed to working with our students to help them realize a successful school experience that leads to a lifelong love of learning.

## School Processes & Programs Strengths

- Southside demonstrates Optimal Power Equalization by utilizing a Campus Advisory Council, Instructional Focus Team, and an Operational Focus Team in the decision-making process.
- Southside's ILT meets weekly to maintain the instructional focus.

- Southside's SSSPT meets monthly to maintain the safety of the campus.
- Southside utilizes an Instructional Leadership Team to provide guidance, coaching, and professional development for teachers in order to improve classroom instruction, intervention, and tutorials for increased student growth and achievement.
- Southside provides a differentiated approach to meeting the unique needs of all students through reinforcement of strong Tier 1 instruction in the classroom, a daily intervention period for remediation/intervention/enrichment, additional instructional support provided by two interventionists and three instructional assistants, tutorials, and various technology remediation/intervention/enrichment programs.
- Implementation of strategies learned through the Reading Academy modules contributed to increased student growth in reading.
- The RtI Team meets monthly to address the needs of students through the RtI process.
- Southside fosters an environment conducive to social growth in character through numerous character education initiatives integrated into daily classroom/school routines and procedures.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** End of year MAP data indicates more than 50% of Southside students are not reading on grade level according to the district Lexile level expectations. **Root Cause:** The focus of reading instruction in the primary grades (PK-2nd) has been on reading comprehension and not on phonemic awareness and phonics that the Science of Teaching Reading recommends is the foundation of learning to read.

# Perceptions

## Perceptions Summary

### PARENT SURVEY

A Southside Parent Survey was sent to students' families in May. Results from the surveys showed...

- 98% of parents feel that their child is receiving a quality education at Southside (#1).
- 97% of parents are satisfied with the quality of communication between home and school (#4).
- 96% of parents feel that Southside is a safe place for students to go to school (#13).
- 96% of parents feel welcomed when they come to Southside (#7).
- 95% of parents feel that parents and teachers respect each other and work in partnerships (#6).
- 92% of parents are aware of the discipline policies and procedures at Southside (#12).
- 91% of parents feel their opinions and concerns are handled in a timely manner. (#3)
- Areas of focus for the 2023 - 2024 school year will include:
- 7% of parents stated that teachers do not contact them when their child is doing well in school (#5)
- 5% of parents feel that school personnel does not address bullying concerns. (#14).

### STUDENT SURVEY

According to the student survey, 97% of students believe their teachers care about them and want students to do their best, 95% students agree that their teachers expect all students to work hard, 94% students stated that their teacher expects them to have good character, 91% of students stated they believe their teachers are people with good character.

Focus areas for next year will include:

The school is clean (26% responded "No")

I can use Kelso's Choice to help me solve problems. (15% responded "No")

Students in the classroom respect and care about each other. (40% said "No" or "Unsure")

### **Perceptions Strengths**

- Southside parents believe school is a safe place and that their child is receiving a quality education.
- Southside students and teachers mutually agree acting with good character is important, and they see that displayed at school.
- Southside students feel teachers care about them and want them to be successful at school.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** A significant percentage (35%) of students do not feel that peers in the classroom respect and care about each other. **Root Cause:** Students lack the skills necessary to interact and respond appropriately to others that are different from them.

# Priority Problem Statements

# Goals

**Goal 1:** The percent of third grade students that score meets grade level or above on STAAR Reading will increase from 40% to 60% by June 2025.




**Performance Objective 1:** Southside students will improve in growth and achievement in Reading. In Pre K - 2nd grade, the Grade-Level Norms Projected RIT Growth will be at or above the Expected Growth on the End of Year MAP Reading assessment. In 3rd - 5th grade, student performance on the Reading STAAR "All Tests" group will improve in each performance category in order to maintain the school's overall accountability letter grade of A.










- Approaches - From 88% to 90%
- Meets - From 58% to 60%
- Masters - From 28% to 30%










**Evaluation Data Sources:** Gold Results (Pre-K)  
MAP Assessment Results (K - 5th grade)  
Common Formative Assessment Results (K - 5th grade)  
District STAAR-Formatted Assessment Results (3rd - 5th grade)  
STAAR Release Results (3rd - 5th grade)

**Summative Evaluation:** Met Objective










**Next Year's Recommendation:** We will continue with this goal with some adjustments due to changes in staffing and instructional programs.










Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Weekly planning PLC meetings in PreK - 5th grade, including teachers and administrators, will be conducted and will include an agenda designed to guide teachers through discussion of data analysis, learning standards, assessing student learning, as well as reteach and enrichment plans.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR  <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			










Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> District grade level cohorts as a PLC will meet quarterly to develop common, formative assessments, review student results, and discuss instructional practices. <b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Detailed lesson plans will be submitted weekly by PreK - 5th grade teachers and will include the daily learning target and assessment of learning. <b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Classroom teachers will conduct guided reading groups during reading instruction and intervention times using curriculum resources including Jolly Phonics, Saxon Phonics, West Virginia Phonics, Fountas and Pinnell, and the Leveled Literacy Intervention program to meet individual academic needs of all students. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP data <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
			













Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Classroom teachers will provide daily phonics instruction utilizing Jolly Phonics (PreK), Saxon Phonics (K - 2nd), West Virginia Phonics (3rd - 5th), and the Heggerty's Phonemic Awareness Program (K - 2nd). <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Classroom Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Classroom teachers in 3rd - 5th grade will conduct common formative assessments, district STAAR-formatted assessments, and released tests at scheduled intervals; track results; and use the data to inform instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Classroom teachers in 2nd - 5th grade will conduct goal-setting and data-tracking with students at a minimum of once per quarter. <b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR <b>Staff Responsible for Monitoring:</b> Administrators Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			



Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> An intervention period will be incorporated into the daily school schedule in order for each grade level to address students' specific needs as identified from MAP results, common formative assessment data, accelerated instruction, and HB 1416 tutoring. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results <b>Staff Responsible for Monitoring:</b> Administrators Counselor Teachers Interventionists Instructional Assistants  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Dyslexia instruction will be provided to identified dyslexic students by a teacher trained in the Reading by Design dyslexia program. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results / STAAR assessment results <b>Staff Responsible for Monitoring:</b> Administrators Counselor Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Students will have access to supplemental web-based programs, such as Lexia Core 5, IXL, and Writable, for instructional practice, remediation, and enrichment. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results <b>Staff Responsible for Monitoring:</b> Administrators, Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
			

Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> PreK - 5th grade classroom teacher observations conducted by administrators and coaches will include a more targeted focus on the use of instructional materials at the appropriate level of rigor (for STAAR in 3rd - 5th) and the accommodated/modified use of those materials to support struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Students in general ed, including students who receive 504, EB, or special ed services, will be administered common formative assessments in order for classroom and special ed teachers to identify students' needs, determine interventions, and provide reteaching. (Specific analysis will be conducted for economically disadvantaged, special ed, and EB student groups to identify students' needs, determine interventions, and provide reteaching.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results / STAAR assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Special Ed Teachers, General Ed Teachers, Interventionists</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Quarterly vertical team meetings will be conducted, including administrators and teachers, and will include an agenda that will guide teachers through discussion of data analysis, student misconceptions, effective teaching strategies, instructional adjustments needed to support struggling learners, and reteaching plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			

Strategy 14 Details	Formative Reviews		
<b>Strategy 14:</b> The Response to Intervention team (RtI) will work through the RtI process to discuss struggling students, determine interventions, monitor student progress, and consider referral for 504/Special Education services if documented and determined there are no less restrictive measures to implement. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results / STAAR assessment results <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 15 Details	Formative Reviews		
<b>Strategy 15:</b> Supplemental full time assistants will be used to provide small group and individualized instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Funding Sources:</b> Estela Jefferson - Title I - 211.11.6129.00.103.4.30.000 - \$26,136	Formative		
	Nov	Feb	May
			
Strategy 16 Details	Formative Reviews		
<b>Strategy 16:</b> Struggling students, with a focus on the needs of each student group, will have supplemental small group instruction with retired teacher tutors. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results / STAAR assessment results <b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers  <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Funding Sources:</b> Debbie Roberts, Primary Reading Tutor - Title I - 211.11.6129.00.103.4.11.001 - \$2,265.98, Katie Clegg, STAAR Reading Tutor - Title I - 211.11.6129.00.103.4.11.001 - \$4,154.27	Formative		
	Nov	Feb	May
			

Strategy 17 Details	Formative Reviews		
<b>Strategy 17:</b> Supplemental, instructional resources for reading will be purchased in order to provide students and teachers with additional materials that will support growth and achievement in reading. <b>Strategy's Expected Result/Impact:</b> Increased student achievement / report card grades / MAP results <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> Library Reading Materials - Follett - Title I - 211.12.6329.00.103.4.99.000 - \$136	Formative		
	Nov	Feb	May
	N/A		
Strategy 18 Details	Formative Reviews		
<b>Strategy 18:</b> K - 3rd grade reading teachers and special education teachers will participate in the Texas Reading Academies training to learn the science of teaching reading. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results / STAAR assessment results <b>Staff Responsible for Monitoring:</b> Principal K - 3rd Teachers Special Education Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 19 Details	Formative Reviews		
<b>Strategy 19:</b> Students in 2nd - 5th grade, based on identified academic needs, will have the opportunity to participate in after school or Saturday tutorials. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results / STAAR assessment results <b>Staff Responsible for Monitoring:</b> Principal Counselor Instructional Coach Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 2:** The percent of third grade students that score meets grade level or above on STAAR Math will increase from 40% to 60% by June 2025.




**Performance Objective 1:** Southside students will improve in growth and achievement in Math. InPre K - 2nd grade, the Grade-Level Norms Projected RIT Growth will be at or above the Expected Growth on the End of Year MAP Math assessment. In 3rd - 5th grade, student performance on the Math STAAR "All Tests" group will maintain in each performance category in order to improve the school's overall accountability letter grade, of A.










- Approaches - From 87% to 90%
- Meets - From 62% to 60%
- Masters - From 20% to 30%










**Evaluation Data Sources:** Gold Results (Pre-K)  
MAP Assessment Results (K - 5th grade)  
Common Formative Assessment Results (3rd - 5th grade)  
District STAAR-Formatted Assessment Results (3rd - 5th grade)  
STAAR Release Results (3rd - 5th grade)










**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** We will continue with this goal but make adjustments due to changes in staffing and instructional programs.










Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Weekly planning PLC meetings in PreK - 5th grade, including teachers and administrators, will be conducted and will include an agenda designed to guide teachers through discussion of data analysis, learning standards, assessing student learning, as well as reteach and enrichment plans.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR  <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			









Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> District grade level cohorts as a PLC will meet quarterly to develop common, formative assessments, review student results, and discuss instructional practices. <b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Classroom teachers and interventionists will provide small group math instruction, using Eureka Math in K-3, to meet the individual academic needs of all students. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results <b>Staff Responsible for Monitoring:</b> Administrators Classroom Teachers Interventionists  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Classroom teachers in 3rd - 5th grade will conduct common formative assessments, district STAAR-formatted assessments, and release tests at scheduled intervals; track results; and use the data to inform instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Classroom teachers in 2nd - 5th grade will conduct goal-setting and data-tracking with students at a minimum of once per quarter. <b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR <b>Staff Responsible for Monitoring:</b> Administrators Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> An intervention period will be incorporated into the daily school schedule in order for each grade level to address students' specific needs as identified from MAP results, common formative assessment data, accelerated instruction, and HB 1416 tutoring. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results <b>Staff Responsible for Monitoring:</b> Administrators Counselor Teachers Interventionists Instructional Assistants  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Students will have access to supplemental web-based programs, such as ST Math and IXL, for instructional practice, remediation, and enrichment. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results / STAAR assessment results <b>Staff Responsible for Monitoring:</b> Administrators, Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> PreK - 5th grade classroom teacher observations conducted by administrators and coaches will include a more targeted focus on the use of instructional materials at the appropriate level of rigor (for STAAR in 3rd - 5th) and the accommodated/modified use of those materials to support struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Students in general ed, including students who receive 504, EB, or special ed services, will be administered benchmark tests in order for classroom and special ed teachers to identify students' needs, determine interventions, and provide remediation. (Specific analysis will be conducted for economically disadvantaged, special ed, and EB student groups to identify students' needs, determine interventions, and provide remediation.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results / STAAR assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Special Ed Teachers, General Ed Teachers, Interventionists</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Quarterly vertical team meetings will be conducted, including administrators and teachers, and will include an agenda that will guide teachers through discussion of data analysis, student misconceptions, effective teaching strategies, instructional adjustments needed to support struggling learners, and reteaching plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement / Increased percentage of students scoring at "Meets Grade Level" on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
			



Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> The Response to Intervention team (RtI) will work through the RtI process to discuss struggling students, determine interventions, monitor student progress, and consider referral for 504/Special Education services if documented and determined there are no less restrictive measures to implement. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results / STAAR assessment results <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Supplemental full time assistants will be used to provide small group and individualized instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Funding Sources:</b> Marjorie Smith - Title I - 211.11.6129.00.103.4.30.000 - \$28,882	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Struggling students, with a focus on the needs of each student group, will have supplemental small group instruction with retired teacher tutors. <b>Strategy's Expected Result/Impact:</b> Increased student achievement - report card grades / MAP results / STAAR assessment results <b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers  <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Funding Sources:</b> Connie Hattaway, Primary Math Tutor - Title I - 211.11.6129.00.103.4.11.001 - \$2,854.40, Jeanette Sciba, STAAR Math Tutor - Title I - 211.11.6129.00.103.4.11.001 - \$3,877.72	Formative		
	Nov	Feb	May
			




Strategy 14 Details	Formative Reviews		
<b>Strategy 14:</b> Supplemental, instructional resources for math will be purchased in order to provide students and teachers with additional materials that will support growth and achievement in math. <b>Strategy's Expected Result/Impact:</b> Increased student achievement / report card grades / MAP results <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Funding Sources:</b> Multiplication Flash Cards - 3rd & 4th Grades / School Specialty - Title I - 211.11.6399.00.103.4.11.002 - \$959.85	Formative		
	Nov	Feb	May
	N/A	N/A	
Strategy 15 Details	Formative Reviews		
<b>Strategy 15:</b> Develop a Eureka Focus Team to research and study schools with successful implementation to learn best practices for planning Eureka Math lessons in 1st through 3rd grade. <b>Strategy's Expected Result/Impact:</b> Increased student achievement / report card grades / MAP results <b>Staff Responsible for Monitoring:</b> Principal Aspiring Administrator Instructional Coach 1st and 3rd Grade Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





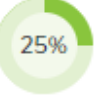





**Goal 3:** The percentage of students with 5 or more discipline referrals will be reduced by 20% from 2019 to August 2025, as measured by district PEIMS data, and will be accomplished through ensuring physical safety / well-being; addressing social-emotional needs; and through implementation of character development initiatives.

**Performance Objective 1:** Southside will communicate the importance of safe attendance in relation to academic achievement and help students to develop good attendance habits that will increase our students' success in high school, post-secondary education or military, and in the workforce.

(When school attendance is a priority, students get better grades, develop healthy life habits, avoid dangerous behavior and have a better chance of graduating from high school. ~absencesaddup.org )

- Evaluation Data Sources:** PEIMS Attendance Reports
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** We will continue the strategies listed for Performance Objective 1, Goal 3 in the 2024-2025 school year.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Southside will communicate with parents through various methods (in English and Spanish), Including: notes home , marquee, website, DoJo, Remind, Facebook, and Twitter, and Campus Improvement Plan (available on the campus website and in the school office), in order to increase meaningful parent involvement in areas such as attendance, academics, and student behavior.  <b>Strategy's Expected Result/Impact:</b> 80% or higher of positive responses on parent survey results (Item #2 - I receive information regarding the school in a timely manner. / Item #4 - I am satisfied with the quality of communication between home and school).  Increased awareness of good attendance in relation to student achievement / Increased student attendance / Improved student achievement / Decreased disciplinary referrals <b>Staff Responsible for Monitoring:</b> Administrators Attendance Clerk Counselor Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Funding Sources:</b> Family Readers - Express Book Sellers - Title I - 211.11.6329.00.103.4.11.000 - \$296.65	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Fifth grade students will visit with Angleton Junior High School elective teachers and sponsors to learn more about elective options. <b>Strategy's Expected Result/Impact:</b> Informed selection of electives / Increased participation in elective programs <b>Staff Responsible for Monitoring:</b> Administrators, 5th grade teachers, AJH sponsors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Parents will be provided with information to prepare students for junior high school. <b>Strategy's Expected Result/Impact:</b> Increased parent awareness of junior high expectations / Ease transition for students and parents from elementary to junior high <b>Staff Responsible for Monitoring:</b> Administrators, 5th grade teachers, AJH counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
	N/A		
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students will participate in activities to raise awareness of the importance and availability of post-secondary education, career endorsement and certification programs, and military options. <b>Strategy's Expected Result/Impact:</b> Increased student knowledge of post-secondary education opportunities, career endorsement and certification programs, and military options <b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> All students in grades 3-5 will participate in the Fitnessgram assessment. <b>Strategy's Expected Result/Impact:</b> Improved student health / Improved student achievement <b>Staff Responsible for Monitoring:</b> PE teachers Assistant  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue




**Goal 3:** The percentage of students with 5 or more discipline referrals will be reduced by 20% from 2019 to August 2025, as measured by district PEIMS data, and will be accomplished through ensuring physical safety / well-being; addressing social-emotional needs; and through implementation of character development initiatives.










**Performance Objective 2:** All Southside students will have access to resources, programs, and supports to address social-emotional needs and the opportunity to participate in restorative practices and character development initiatives in order to increase student engagement and decrease disciplinary issues.










- Evaluation Data Sources:** Counselor Character Traits "Book Chats" Schedule  
Mentoring Program Rosters: Southside Cheerleaders / AHS PALs / AISD REACH Program  
Counselors and Social Worker Small Group Rosters / Schedule  
SEL Lesson Cycles  
Student Participation Rosters: Student Council; PALs; Character Counts Crew Kids, Garden Club, STEAM Team, Read/Deed/Run  
Classroom Social Contracts  
Participation in Restorative Circles  
School/Parent Communication  
Conflict Resolution Lesson Schedule  
Core Essential Values Lesson Schedule: "Big Idea of the Month"  
Student / Parent Survey Results

**Summative Evaluation:** Significant progress made toward meeting Objective










**Next Year's Recommendation:** In 2024-2025 we will be more precise in our strategy and more intentional with our wording to make it specific to our goal and what we want to accomplish.




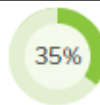





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will have the opportunity to participate in clubs and organizations such as Student Council, PALs, Character Counts Kids Crew, Gardening Club, Safety Patrol, STEAM Team, Stix and Strummers, Lunchables and Read/Deed/Run. <b>Strategy's Expected Result/Impact:</b> Improved student achievement and decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Organization sponsors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			










Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Staff will implement Capturing Kids' Hearts / restorative practices procedures including developing a Social Contract with the class, reinforcing a weekly class goal based on the Social Contract, and conducting weekly classroom circles. <b>Strategy's Expected Result/Impact:</b> Improved student achievement and decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Classroom teachers will continue to implement positive behavioral initiatives and communicate students' behavior to parents/guardians weekly through the use of PAW folders / conduct sheets. <b>Strategy's Expected Result/Impact:</b> Improved student achievement and decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Principal Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The Kelso Conflict Resolution program will be used to teach students in PreK - 5th grade conflict resolution skills. <b>Strategy's Expected Result/Impact:</b> Improved student achievement and decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Counselor Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			










Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The Core Essential Values Curriculum, which includes monthly character traits and values identified as the "Big Idea of the Month", will be reinforced daily in order to promote character building. <b>Strategy's Expected Result/Impact:</b> Positive School Climate Decreased Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal CC Crew  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> The WATCH D.O.G.S. & M.O.M.S. program will be implemented as a family and community engagement educational initiative to provide positive male role models and provide additional supervision to enhance school security and reduce bullying. <b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement Increased School Safety Decreased Discipline Referrals <b>Staff Responsible for Monitoring:</b> Administrators Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Violence prevention activities will be conducted to build awareness and tolerance among our students. <b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Principal Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			










Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> A comprehensive bullying program will continue to address student concerns to foster a safe learning environment for students. <b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Principal Counselor OFT Character Counts Crew  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Identified at-risk students will have the opportunity to participate in the high school PALs mentoring program. <b>Strategy's Expected Result/Impact:</b> Improved student achievement and decreased discipline referrals <b>Staff Responsible for Monitoring:</b> AHS PALs sponsor Counselor Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> The school counselor, CIS counselor, behavior coach, social worker, and licensed professional counselor (LPC) will address the mental health needs of students in order to foster emotional well-being and increase students' success in school. <b>Strategy's Expected Result/Impact:</b> Decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			

Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Southside staff will participate in Capturing Hearts professional development and implement strategies that promote social-emotional wellbeing, relationship-driven campus culture, and student connectedness. <b>Strategy's Expected Result/Impact:</b> Improve teacher/student relationships and decrease discipline referrals. <b>Staff Responsible for Monitoring:</b> Principals Counselors Behavior Coach Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Southside's students will participate in activities for celebration weeks including: Red Ribbon Week, Great Kindness Challenge, Random Acts of Kindness Week, Young Readers, and Read Across America Week. <b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals <b>Staff Responsible for Monitoring:</b> Principal Counselors Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Growth Mindset strategies will be taught to students in order to build students' self-sufficiency, intrinsic motivation, and problem-solving skills. <b>Strategy's Expected Result/Impact:</b> Safe Environment for Risk Taking / Decrease Academic Frustration / Increase Willingness to Attempt and Persist when Learning New Skills / Improve Student Achievement / Decrease Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Classroom Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			

Strategy 14 Details	Formative Reviews		
<b>Strategy 14:</b> The Character Counts Crew will meet monthly to discuss and plan activities geared toward the character education of all students based on the 11 Principles Framework from Character.Org. <b>Strategy's Expected Result/Impact:</b> Improve Student Achievement / Decrease Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Classroom Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 15 Details	Formative Reviews		
<b>Strategy 15:</b> Students from each grade level will participate in designated school responsibilities that reinforce character education initiatives and help instill pride and sense of belonging as a member of the school community. <b>Strategy's Expected Result/Impact:</b> Improve Student Achievement / Decrease Discipline Referrals <b>Staff Responsible for Monitoring:</b> Character Counts Crew  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 16 Details	Formative Reviews		
<b>Strategy 16:</b> Procedures will be implemented in the cafeteria to maintain a clean, safe, and orderly environment based on each grade level's collectively established social contract specific to cafeteria expectations. <b>Strategy's Expected Result/Impact:</b> Positive School Climate Decreased Discipline Referrals <b>Staff Responsible for Monitoring:</b> Duty Personnel Assistant Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			

Strategy 17 Details	Formative Reviews		
<b>Strategy 17:</b> Each Friday, the "Golden Awards" will be presented during morning announcements in order to promote the core values of responsibility and respect. 1. Golden Plunger - cleanest restrooms 2. Golden Fork - cafeteria expectations 3. Golden A - best attendance for the week  <b>Strategy's Expected Result/Impact:</b> Build students' pride in their school and promote appropriate behaviors, responsibilities, and good citizenship. Foster responsibility for maintaining a clean school and respect for shared spaces Increase Student Attendance / Decrease Discipline Referrals  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal 2nd Grade CC Crew Representative Cafeteria duty personnel  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 18 Details	Formative Reviews		
<b>Strategy 18:</b> Staff will implement Capturing Kids' Heart's strategies and collectively establish classroom social contracts to reduce the number of discipline referrals for all students.  <b>Strategy's Expected Result/Impact:</b> Improved student achievement and decreased discipline referrals. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Behavior Coach Counselor Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 19 Details	Formative Reviews		
<b>Strategy 19:</b> Students in each grade level will participate in service learning projects in order to provide opportunities for moral action.  <b>Strategy's Expected Result/Impact:</b> Increased Student Attendance / Decreased Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal Character Counts Crew Representatives Classroom Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			

Strategy 20 Details	Formative Reviews		
<b>Strategy 20:</b> During Friday Announcements, students who have received O.S.C.A.R. cards will be publicly recognized for their responsible actions in order to promote the core value of responsibility. O.S.C.A.R. = Our Students Can Act Responsibly <b>Strategy's Expected Result/Impact:</b> Decreased Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# State Compensatory

## Budget for Southside Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

## Personnel for Southside Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kandi Doherty	Instructional Assistant	1
Kelley Wise	Instructional Assistant (PreK)	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Estela Jefferson	Instructional Assistant	Intervention / Small Group Instruction	1
Marjorie Smith	Instructional Assistant	Intervention / Small Group Instruction	1

# Campus Advisory Council

Committee Role	Name	Position
Community Representative	Sharon Messec	Community Representative
Community Representative	Debbie Roberts	Community Representative
Business Representative	Scott Johnson	Business Representative
Business Representative	Mona Lampe	Business Representative
Parent	Heather Clark	Parent
Parent	Clarissa Noble	Parent
District-level Professional	Christina Cortinas	District Licensed Professional Counselor
Non-classroom Professional	Breanna Nieto	Librarian
Non-classroom Professional	Windy Winters	Instructional Coach
Classroom Teacher	Myra Jones	Classroom Teacher
Classroom Teacher	Darci Kisel	Classroom Teacher
Classroom Teacher	Patricia Cross	Classroom Teacher
Classroom Teacher	Denise Johnson	Classroom Teacher
Administrator	Sarah Bernshausen	Assistant Principal
Administrator	Jerri Lynn McNeill	Principal



# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Estela Jefferson	211.11.6129.00.103.4.30.000	\$26,136.00
1	1	16	Debbie Roberts, Primary Reading Tutor	211.11.6129.00.103.4.11.001	\$2,265.98
1	1	16	Katie Clegg, STAAR Reading Tutor	211.11.6129.00.103.4.11.001	\$4,154.27
1	1	17	Library Reading Materials - Follett	211.12.6329.00.103.4.99.000	\$136.00
2	1	12	Marjorie Smith	211.11.6129.00.103.4.30.000	\$28,882.00
2	1	13	Jeanette Sciba, STAAR Math Tutor	211.11.6129.00.103.4.11.001	\$3,877.72
2	1	13	Connie Hattaway, Primary Math Tutor	211.11.6129.00.103.4.11.001	\$2,854.40
2	1	14	Multiplication Flash Cards - 3rd & 4th Grades / School Specialty	211.11.6399.00.103.4.11.002	\$959.85
3	1	1	Family Readers - Express Book Sellers	211.11.6329.00.103.4.11.000	\$296.65
Sub-Total					\$69,562.87

# Addendums



# SS MAP

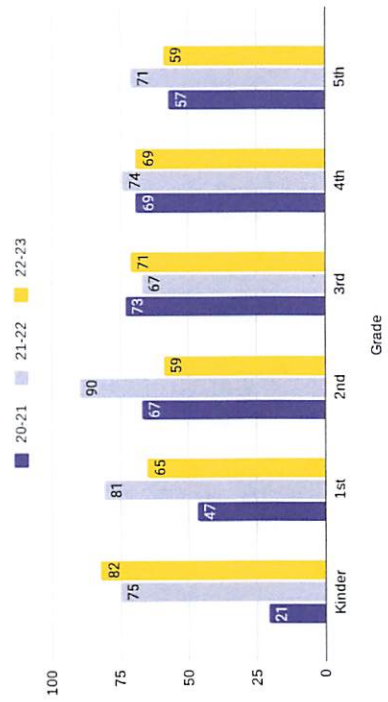
MATH- % Growth

Grade	20-21	21-22	22-23
Kinder		21	82
1st	47	81	65
2nd	67	90	59
3rd	73	67	71
4th	69	74	69
5th	57	71	59

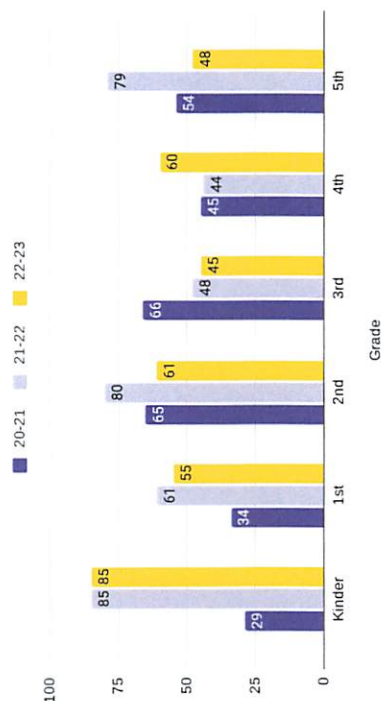
READING- % Growth

Grade	20-21	21-22	22-23
Kinder		29	85
1st	34	61	55
2nd	65	80	61
3rd	66	48	45
4th	45	44	60
5th	54	79	48

MATH GROWTH



READING GROWTH



## STAAR Performance Trends SOUTHSIDE EL || ANGLETON ISD (020902103)

■ Approaches or Above ■ Meets or Above ■ Masters

### All Grades by Subjects

