

Southside Elementary School
2018-2019

Campus Improvement Plan

2018-2019 School Year

Campus Improvement Plan
Southside Elementary School 2018-2019

Committee Members - Planning and Decision Making

| Name | Title | Campus / District | Term Ends |
|------------------------|--------------------------|-----------------------------|-----------|
| Eiben, Suzanne | Assistant Superintendent | Palestine ISD | |
| Mancilla, Grace | Principal | Southside Elementary School | 6-2020 |
| Tunstall, Cody | Assistant Principal | Southside Elementary School | 6-2021 |
| Davis, Carmen | Teacher | Southside Elementary School | 6-2019 |
| Healey, Martha | Teacher | Southside Elementary School | 6-2019 |
| Cook, Marlena | Teacher | Southside Elementary School | 6-2019 |
| Boone, Michelle | Teacher | Southside Elementary School | 6-2019 |
| Everhart, Teresa | Teacher | Southside Elementary School | 6-2019 |
| Nichols, Angela | TACE | Southside Elementary School | 6-2021 |
| Moore-Serrade, Marilyn | Secretary | Southside Elementary School | 6-2019 |
| Freeman, Ellene | Community Representative | Southside Elementary School | 6-2019 |
| Garcia, Mario | Business Representative | Southside Elementary School | 6-2020 |
| Sheridan, Lauren | Parent | Southside Elementary School | 6-2020 |

Campus Improvement Plan
Southside Elementary School 2018-2019

Names of People Responsible For Implementation

| Name | Title | Campus / District |
|-----------------|----------------------------------|-----------------------------|
| Mancilla, Grace | Principal | Southside Elementary School |
| Tunstall, Cody | Assistant Principal | Southside Elementary School |
| Dietz, Dee | Special Education Director | Palestine ISD |
| Butler, Shannon | Counselor | Southside Elementary School |
| Lawson, Kelly | PEIMS Clerk | Southside Elementary School |
| Walding, Cheryl | Nurse | Southside Elementary School |
| Schoppe, Julia | Instructional Technology Teacher | Southside Elementary School |
| Herring, Carol | Homeless Liaison | Palestine ISD |

About Southside Elementary

Mission Statement:

At Southside Elementary our mission is to inspire, encourage, and equip students for a successful future. We will teach all children to draw on their strengths. We will teach them to be responsible and accountable through goal setting and tracking progress. We will connect with parents and the community to foster a lifelong love for learning.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Process
CNA was reviewed on 9/13/2017

Areas of Concern:

1. Demographics

a. Data Sources Reviewed: Attendance Committee meets every six weeks and other data is reviewed annually by principal and PEIMS clerk.

- * Enrollment
- * Daily attendance
- * Mobility/Stability
- * Special Program Participation
- * Socioeconomic status

b. Summary of Strengths:

- * The campus served 525 students: 248 2nd grade students and 277 3rd grade students. 79.3% of students are Economically Disadvantaged. Our Hispanics make up 45.2%, Black/AA – 33% and white – 17.2%.

c. Summary of Weaknesses/Needs:

- * ADA went down from 96.2% in 2016-2017 to 95.2% in 2017-2018
- * 2nd grade attendance is at 94.6%
- * 3rd grade attendance is at 95.6%

d. Prioritized list of Needs:

- * Improve school attendance in both 2nd grade and 3rd grade

e. Possible Actions:

- * Incentive for attendance – each Monday we announce the class with the highest attendance at each grade level. Then we give out rewards to the overall highest attendance at the school.

2. Parent and Community Involvement

a. Data Sources Reviewed: Annually by Principal and CAT committee.

- * Volunteering opportunities
- * Open house attendance
- * Involvement of parents and community in school decisions

b. Summary of Strengths:

- * All school-wide notes sent home to parents in English and Spanish to meet the needs of our largest group of students.

c. Summary of Weaknesses/Needs:

- * Increase the number of opportunities for parent and community to volunteer.

d. Prioritized list of Needs:

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- * More parent volunteers

e. Possible Actions:

- * Start a Volunteer Program where parents or community members can come and read to and with students in the library.

3. Curriculum, Instruction and Assessment

a. Data Sources Reviewed: Annually by SBDMC.

- * Academic performance – Report Card grades, Student work, Benchmarks, STAAR tests
- * Completion rates – Promotion/graduation rates, Retention rates
- * Instructional materials – Amount/quality of textbooks, Supplemental resources

b. Summary of Strengths:

- * 3rd grade Bilingual readers scores at 88% passing
- * Overall reading increased from 67% to 69%

c. Summary of Weaknesses/Needs:

- * 3rd Math STAAR dropped from 71% passing to 58% passing
- * All subgroups did not meet target in closing the gaps in Math

d. Prioritized list of Needs:

- * 3rd grade Math – overall
- * African Americans in Math

e. Possible Actions:

- * Staff development training in Guided Math
- * Onsite Training and Support from ESC Region 7
- * Purchased new materials for differentiation

4. Staff Quality, Professional Development, Recruitment and Retention

a. Data Sources Reviewed: Annually by the Site Based Decision Making Committee (SBDMC).

- * Qualified and highly effective status of personnel
- * Professional development opportunities and resources
- * Staff demographics
- * Recruitment and retention strategies

b. Summary of Strengths:

- * Staff received on-going professional development in PLCs training and Guided Math training, and purchased Fontas and Pinnel materials with the addition of Reading course.

c. Summary of Weaknesses/Needs:

- * Recruiting qualified and highly effective teachers to replace open positions. Currently have two 1st year teachers and 2nd alternative certified teachers. Campus was only able to replace one of 5 open positions with a teacher with experience.

d. Prioritized list of Needs:

- * Retention of staff

e. Possible Actions:

- * District incentive – Investment incentives and Performance Incentives.

5. School Context and Organization

a. Data Sources Reviewed: Bi-annually by SBDMC.

- * Average class size
- * School Climate
- * Discipline referrals, Suspensions, Attendance and Tardiness
- * Classroom management and organization
- * Extracurricular activities and clubs
- * Student, teacher, parents and community perceptions of the school – Surveys

b. Summary of Strengths:

- * 100% of staff want students to be successful and to reach their potential
- * 100% of staff have an opportunity to have input with campus leaders

c. Summary of Weaknesses/Needs:

- * Students missing instruction due to excessive tardiness

d. Prioritized list of Needs:

- * Decrease the number of tardies by student

e. Possible Actions:

- * Review and rewrite tardy policy
- * Parent phone calls, emails, and conferences for student with a certain number of tardies
- * Students cannot attend Incentive Party if they have more than 5 tardies in a six week period

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (12/10/15) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
 - c. Barriers for educators, students and parents.

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements - Schoolwide Program Components

Southside Elementary conducts a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

- Goal #1: Campus Performance Objectives Strategy
- Goal #1: Foundation Program Strategy
- Goal #1: Accelerated Instruction Strategy

2. Prepare a comprehensive Schoolwide Plan (SWP CIP).

- Goal #1: Accelerated Instruction Strategy
- Goal #2: Professional Development Program
- Goal #2: Recruitment and Retention Initiatives
- Goal #3: Safe Schools Initiatives Strategy
- Goal #3: Counseling Responsive Services Strategy
- Goal #5: Career Guidance and Counseling Strategy

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs. (SWP SPFE)

- Goal #4: Parent and Family Engagement Strategy
- Goal #4: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #4: Building Capacity for Involvement Strategy



Targeted Improvement Plan

| | | |
|--|--|---|
| District Name: Palestine Independent School District | County District Number: 001-907 | Superintendent Name: Jason Marshall |
| Campus Name: Southside Elementary <small>(Paired Campuses: Northside Primary, Washington Early Childhood Center)</small> | Campus Number: Southside 001-907-107 (Northside 001-907-101, Washington 001-907-) | District Coordinator of School Improvement: Sharon Reed |
| PSP: Regina Davis and Leesa Green | Educational Service Center: Region 7 | School Principal: Southside - Grace Mancilla <small>(Northside - Barbara Dutton, Washington - Sheila Bradley)</small> |

Vision: At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens.

| | |
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| Problem Statement #1: 71% of 3rd grade students did not meet or master grade level on the 2018 STAAR Reading. | Annual Goal #1: We will reduce the percent of students who did not meet or master grade level on the 3rd grade STAAR Reading by at least 15%. |
| Root Cause #1: District and campus instructional leaders did not develop consistent, documented expectations for maximizing instructional time and delivering effective instruction. | Strategy #1: District and campus instructional staff will be trained in all components of Balanced Literacy and have a better understanding of how it should be delivered in a classroom setting. |

| Goal #1: | Activity <i>(Actions/Processes)</i> | Activities Timeline | Resources | Person(s) Responsible | Goal for this Activity | Results for this Activity | Status | Next Steps |
|--|--|---------------------|---|---|---|---------------------------|--------|------------|
| Short-Term: <i>(training, acquisition of new skills)</i> | Contract with Traci Skrovan, Consulting LLC, for training in Balanced Literacy | Aug 2018 | training costs, purchase materials, sign in sheets | Instructional Services will encumber funds for contracted services | Traci Skrovan will work with Northside and Southside twice a month to provide training for lead teachers and classroom observation and feedback. 100% of classroom teachers will be trained on Balanced Literacy components and will implement training in the classroom at least 90% of the time by October 2018. | | Select | |
| | Admin will create cycles of learning that include training, implementation, observation, and feedback. Schedules will be distributed to teachers to prevent scheduling other events over the training. | Aug 2018 | scheduling template provided by Traci Skrovan | Principals will create the cycle of learning and share with teachers. Lead teachers and classroom teachers will implement the training. Campus admin, DCSI, District admin, and Traci Skrovan will be in classrooms to monitor implementation. | District and campus leadership will attend the training, along with lead teachers at least 95% of the time. As part of the cycle, lead teachers will work with and visit classrooms at least twice during each cycle to provide feedback and model for classroom teachers. Campus admin will conduct at least 5 observations weekly and provide feedback within 48 hours 95% of the time. | | Select | |
| | District and campus instructional staff at Northside and Southside will be trained in Balanced Literacy and age appropriate literacy skills at Washington. | Aug 2018 - Oct 2018 | training costs, subs to cover classrooms, purchase of materials, sign in sheets | DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage and travel arrangements as needed. | Teachers will demonstrate implementation of learning at least 90% of the time as evidenced in the above mentioned observations. | | Select | |
| | | | | | | | Select | |

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| Vision: | | At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens. | | | | | | |
| Intermediate: (Implementation) | Continue cycles of learning for Balanced Literacy to continue to build teacher understanding and implementation of Guided Reading. | Oct 2018 - Apr 2019 | training costs, subs to cover classrooms, sign in sheets | DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage. | Campus admin will continue to do at least 5 observations weekly and provide feedback within 48 hours 95% of the time. Teachers will continue to demonstrate implementation of learning at least 90% of the time. | | Select | |
| | Campus Instructional leadership will collect teacher performance data from observations and student performance data from DMAC to track student learning. | Aug 2018 - Dec 2018 (3-6 week intervals) | aggregate observation data, student data from DMAC | District and campus admin will review data, along with classroom teachers | After each assessment, teachers will identify TEKS that show less than 70% of mastery, identify the students, and plan targeted intervention. Intervention will occur within 2 weeks of the initial assessment with students being reassessed to check for mastery. At least 90% of the students reassessed will show increased mastery. 100% of classroom teachers will reflect, to make connections between student success and the strategies they have implemented, after each assessment and use that information to improve Tier I instruction. | | Select | |
| | | | | | | | Select | |
| | | | | | | | Select | |
| Long-Term: (Results) | District and campus instructional staff will collect and track data on student progress. | Sept 2018 - May 2019 (3-6 week intervals) | student data from DMAC | District and campus instructional staff will review data | We will have 10% more students score at meets or masters on Benchmark 1 than in 2017. We will have 25% more students score at meets or masters on Benchmark 2 than in 2017. | | Select | |
| | District and campus leadership will develop effective system practices to continue growth of teacher expertise and to continue increasing student performance. | ongoing documentation, July 2019 | aggregate observation data, aggregate student data from DMAC, student achievement data from STAAR | District and campus leadership will review data and create the plan for 2019-20. | By August 2019, we will have a plan in place to review training for returning teachers and to train new teachers, resulting in 100% of our staff being trained in the concepts of Balanced Literacy learned in the 2018-19 school year. By the 3rd week of school, 90% of returning teachers and 70% of new teachers will be able to demonstrate mastery of the concepts learned. | | Select | |
| Vision Status | | | | | Vision Metrics | | | |
| End of Year Report | | | | | | | | |
| Did you meet the annual goal? Why or why not? | | | | | | | | |
| Is the root cause resolved? Why or why not? | | | | | | | | |

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|--|---|---|--|---|--|---|---------------|-------------------|
| Vision: | | At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens. | | | | | | |
| Problem Statement #2: | | 68% of 3rd grade students did not meet or master grade level on the 2018 STAAR Math. | | Annual Goal #2: | | We will reduce the percent of students who did not meet or master grade level on the STAAR Math by at least 14%. | | |
| Root Cause #2: | | District and campus instructional leaders did not create clear and consistent expectations for teachers to include components in their lesson plans that reflected best practices and how they would be implemented in the classroom to ensure student success. | | Strategy #2: | | District and campus instructional staff will be trained in the components of Guided Math, along with other best practices for mathematics instruction, and have a better understanding of how to deliver quality Tier I instruction in the classroom. | | |
| Goal #2: | Activity (Actions/Processes) | Activities Timeline | Resources | Person(s) Responsible | Goal for this Activity | Results for this Activity | Status | Next Steps |
| Short-Term: (training, acquisition of new skills) | District and campus instructional staff will be trained in Guided Math, which includes the following components: whole group instruction, small group instruction, and workstations | Aug 2018 - Oct 2018 | training costs, subs to cover classrooms, purchase resources, sign in sheets | DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage and travel arrangements as needed. | Teachers will demonstrate implementation of learning at least 90% of the time as evidenced through weekly observations. | | Select | |
| | District and campus instructional staff will be trained in research-based, best practices in Mathematics teaching such as, math journals, number talks, planning with the end in mind, and problem solving. | Sept 2018 - Oct 2018 | training costs, subs to cover classrooms, computer or device with internet to participate in online webinars, sign in sheets | DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage and travel arrangements as needed. Region 7 will provide the training. | District and campus leadership will attend the training, along with classroom teachers at least 95% of the time. Teachers will demonstrate implementation of learning at least 90% of the time as evidenced through weekly observations. | | Select | |
| | Admin will create cycles of learning that include training, implementation, observation, and feedback. Schedules will be distributed to teachers to prevent scheduling other events over the training. | Aug 2018 | scheduling template provided by Traci Skrovan (to be used a model), implementation guide | DCSI and principals will create the cycle of learning and will share with teachers. Classroom teachers will implement the training. DCSI, district admin, and campus admin will be in classrooms to monitor implementation. | As part of the cycle, lead teachers will work with and visit classrooms at least twice during each cycle to provide feedback and model for classroom teachers. Campus admin will conduct at least 5 observations weekly and provide feedback within 48 hours 95% of the time. | | Select | |
| Intermediate: (Implementation) | Continue cycles of learning for Guided Math to continue to build teacher understanding and implementation of Guided Math. | Oct 2018 - Apr 2019 | training costs, subs to cover classrooms, sign in sheets | DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage. | Campus admin will continue to do at least 5 observations weekly and provide feedback within 48 hours 95% of the time. Teachers will continue to demonstrate implementation of learning at least 90% of the time. | | Select | |
| | Continue cycles of learning for training delivered by Region 7 to continue to build teacher understanding and implementation of math journals, number talks, planning with the end in mind, and problem solving.. | Oct 2018 - Apr 2019 | training costs, subs to cover classrooms, sign in sheets | DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage. | Campus admin will continue to do at least 5 observations weekly and provide feedback within 48 hours 95% of the time. Teachers will continue to demonstrate implementation of learning at least 90% of the time. | | Select | |
| | Campus Instructional leadership will collect teacher performance data from observations and student performance data from DMAC to track student learning. | Aug 2018 - Dec 2018 (3-6 week intervals) | aggregate observaton data, student data from DMAC | District and campus admin will review data, along with classroom teachers | After each assessment, teachers will identify TEKS that show less than 70% of mastery, identify the students, and plan targeted intervention. Intervention will occur within 2 weeks of the initial assessment with students being reassessed to check for mastery. At least 90% of the students reassessed with show increased mastery. 100% of classroom teachers will reflect, to make connections between student success and the strategies they have implemented, after each assessment and use that information to improve Tier I instruction. | | Select | |
| | | | | | | | Select | |

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|---------------------------------|--|---|---|--|---|--|--------|
| Vision: | | At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens. | | | | | |
| Long-Term: (Results) | District and campus instructional staff will collect and track data on student progress. | Sept 2018 - May 2019 (3-6 week intervals) | student data from DMAC | District and campus instructional staff will review data | We will have 15% more students score at meets or masters on Benchmark 1 than in 2017. We will have 30% more students score at meets or masters on Benchmark 2 than in 2017. | | Select |
| | District and campus leadership will develop effective system practices to continue growth of teacher expertise and to continue increasing student performance. | ongoing documentation, July 2019 | aggregate observation data, aggregate student data from DMAC, student achievement data from STAAR | District and campus leadership will review data and create the plan for 2019-20. | By August 2019, we will have a plan in place to review training for returning teachers and to train new teachers, resulting in 100% of our staff being trained in the concepts of Guided Math, math journals, number talks, planning with the end in mind, and problem solving learned in the 2018-19 school year. By the 3rd week of school, 90% of returning teachers and 70% of new teachers will be able to demonstrate mastery of the concepts learned. | | Select |
| Vision Status | | | Vision Metrics | | | | |

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|---|
| End of Year Report |
| Did you meet the annual goal? Why or why not? |
| Is the root cause resolved? Why or why not? |

| | | | | | | | | |
|---|--|---|---|--|---|--|--------|--|
| Vision: | | At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens. | | | | | | |
| Intermediate: (Implementation) | Campus leadership and staff will conduct parent meetings to provide information on how to help students with homework, programs offered on the campus, STAAR requirements, and content specific nights such as a math themed night and a reading themed night. | Oct 2018 - Mar 2019 | presentation materials, invitations (paper, ink, postage), advertisement, translation costs | DCSI and campus admin will schedule, prepare for and advertise events Teachers will participate in events | Campus leadership and staff will hold one parent meeting every 4-6 weeks with at least 50% of parents/guardians attending at least one meeting during the course of the school year. Grades will show a 50% increase in homework being completed and turned in weekly. | | Select | |
| | Campus Instructional leadership will collect teacher performance data from observations and student performance data from DMAC to track student learning. Teachers will study the data by student groups: AA, H, W, Eco Dis, ELL, and SPED to identify needs and monitor progress for specific student groups that score below STAAR accountability targets for meets and masters proficiency levels in Reading and Math. | Aug 2018 - Dec 2018 (3-6 week intervals) | aggregate observaton data, student data from DMAC, STAAR accountability targets by student group | District and campus admin will review data, along with classroom teachers | After each assessment, teachers will identify TEKS that show less than 70% of mastery, identify the students, and plan targeted intervention. Intervention will occur within 2 weeks of the initial assessment with students being reassessed to check for mastery. At least 90% of the students reassessed will show increased mastery. | | Select | |
| | | | | | | | Select | |
| Long-Term: (Results) | District and campus admin will track data from assessments in Reading and Math by student group. | Aug 15, 2018 - May 24, 2019 (3-6 week intervals) | student data from DMAC | District and campus admin will review data; Lead Teachers and campus admin will lead data conversations | We will have 15% more Economically Disadvantaged students score at meets or masters on both the Reading and the Math Benchmark 1 than in 2017. We will have 30% more Economically Disadvantaged students score at meets or masters on both the Reading and the Math Benchmark 2 than in 2017. | | Select | |
| | District and campus admin, along with community organizations, will create and implement a plan to decrease summer retention in both reading and math by bringing learning to the students. | April 2019 - May 2019 | student performance data from DMAC, reports showing summer regression, summer school numbers and hours, schedule, buses for transportation, locations in the community to provide tutoring, feeding, and intervention | District admin will coordinate meetings and plans with campus admin and community organizations | During the months of June and July At least 75% of our Economically Disadvantaged students will be given an opportunity to participate in summer learning other than summer school. Students, when administered the Beginning of Year assessments, will show a decrease in summer regression evidenced with a gap between the End of Year assessment and Beginning of Year assessment being less than 10 points. | | Select | |
| Vision Status | | | | Vision Metrics | | | | |

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

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| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. (SWP CNA, CIP) [TEC §4.001(b)(3)(4)(7) Objective(s): | | | | | | |
|--|-----------------|------------------------------|---|--|---|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The Superintendent and Chair of the DPDMC will assist the Southside Elementary SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p> <p>After each benchmark (middle, and end of year), data will be analyzed and targeted intervention will begin. Intervention will be provided by special and general education teachers and highly qualified paraprofessionals.</p> <p>Southside Elementary will adopt performance objectives reflective of their students' unique needs.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Committee Members | Informal Assessment :Classroom Assessments-12/18: Increased academic achievement on Benchmarks. | The campus performance objectives will support the needs of the district and the immediate needs of the campus. | Informal Assessment :Classroom Assessments-05/19: 90% of students in grade 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests- 05/19: The percent of 3rd grade students who meet standard in Math and Reading will increase by 2%. |
| <p>Strategy:</p> <p>Federal and State Mandated Testing Program - Southside Elementary participates in the State-Developed Testing Program that is consistent with the regulations of Every Student Succeeds Act (ESSA).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading in grade 3.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p> | 1/2019 - 5/2019 | Principal - Grace Mancilla | Local Funds - Assessment Resources | Informal Assessment :Classroom Assessments-12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests- 05/19: The percent of 3rd grade students who meet standard in Math and Reading will increase by 2%. |

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| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. (SWP CNA, CIP) [TEC §4.001(b)(3)(4)(7) Objective(s): | | | | | | |
|---|-----------------|--|--|--|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Foundation Program (SWP CNA) - -Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance. | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Foundation Staff | Informal Assessment :Classroom Assessments- 12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Informal Assessment :Classroom Assessments - 05/19: 90% of students in grade 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - 05/19: The percent of 3rd grade students who meet standard in Math and Reading will increase by 2%. |
| Activity: Local Assessments Instruments (SWP CNA) - Students in 2nd and 3rd grade are given pre-assessments to determine if they are performing on grade level. These include the ITBS for 2nd graders and the STAR Reading for 2nd and 3rd grade students. Teacher generated tests are given to both grades with a performance level of 70% or above indicating on grade level. Throughout the year, formative assessments are given to students in both grades. These include Benchmark tests given twice a year and classroom assessments given twice every six weeks. | 8/2018 - 5/2019 | Principal - Grace Mancilla Counselor - Shannon Butler | Local Funds - Assessment Instruments and Testing Resources | Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/19: Increased academic achievement on Benchmarks. |

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| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. (SWP CNA, CIP) [TEC §4.001(b)(3)(4)(7) | | | | | | |
|--|-----------------|------------------------------|--|--|--------------------------------|---|
| Objective(s): | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Math activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Math.</p> <p>Motivation Math workbooks and associated on-line components are used for all students in 2nd and 3rd grade. Student progress is tracked through the I-station Math program. Small group math instruction will continue, along with workstations and M.A.T.H procedures. Math vocabulary will be vertically aligned into daily instruction, and a math word wall will be implemented.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Faculty and Staff | Informal Assessment :Classroom Assessments - -12/18: Student achievement will improve on SWYKs. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/19: An 80% passing rate on all Math SWYKs will be achieved by all students. |
| <p>Activity:</p> <p>Reading activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Reading.</p> <p>I-Station Reading will be used weekly with students in Tier III receiving 90 minutes of assistance, Tier II students receiving 60 minutes and Tier I students receiving 20 minutes. Small group reading instruction will be provided up to a minimum of 40 minutes a week. Campus wide strategies for developing comprehension and fluency will be used. Reading/Language Arts vocabulary lists will be vertically aligned into daily instruction.</p> <p>An interactive library/media center is available to support literacy and research.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Faculty and Staff | Informal Assessment :Classroom Assessments - -12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/19: 97% of students will meet promotion standards according to the Early Reading Standards. |

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| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. (SWP CNA, CIP) [TEC §4.001(b)(3)(4)(7) | | | | | | |
|---|-----------------|------------------------------|--|---|--------------------------------|---|
| Objective(s): | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Writing activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Writing.</p> <p>Art and Handwriting instruction will be used to facilitate developing fine motor skills. Journaling and prompt response will be done on a daily basis. The writing process will be followed through to the publishing stage.</p> <p>A UIL competition program will be developed and sustained for Creative Writing and Story Telling.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Faculty and Staff | Informal Assessment :Classroom Assessments - -12/18: Improvement on Writing Assessments and Published works. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/19: All students will display progress on formative writing assessments and publish products in the areas of Penmanship, Conventions and Voice. |
| <p>Activity:</p> <p>Science activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Science.</p> <p>Utilize vertically aligned science vocabulary into daily instruction and integrated curriculum through hands-on projects, internet-based information, and cross-curriculum units.</p> <p>Two labs/hands-on activities will be provided every six weeks in the instructional schedule.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Faculty and Staff | Informal Assessment :Classroom Assessments - -12/18: Increase academic achievement on lab evaluations and benchmarks. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/19: An 85% cumulative passing rate on all science grades will be achieved by all students in 2018-2019. |
| <p>Activity:</p> <p>Social Studies activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Science.</p> <p>My World textbooks and resources will be used for students, along with Newsela for non-fiction texts weekly. Project based activities will be incorporated into every six week period.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Faculty and Staff | Informal Assessment :Classroom Assessments - -12/18: Increase academic achievement on benchmarks. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/19: An 85% cumulative passing rate on all social studies will be achieved by all students in 2018-2019. |

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|---|-----------------|------------------------------|--|---|--------------------------------|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - Palestine ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2013 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Targeted Assistance programs serve only those students identified as having the greatest need for assistance. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p> <p>Activity:</p> <p>Supplemental STAAR Classes - Southside Elementary will provide Supplemental STAAR support classes in Reading and Math for 3rd grade. These classes will meet daily for an hour and provide individualized instruction to students who are experiencing difficulty and need supplemental assistance prior to the administration of the STAAR tests.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Staff Federal - Title I, Part A - Assessment Resources \$8,093.00 | | Increased student achievement. | Documents :School Records- 5/19: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented. |
| | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Reading/Math Staff | Informal Assessment :Classroom Assessments - - 12/18: Increase academic achievement in Reading and Math on benchmarks. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - - 05/19: We will reduce the percent of students who did not meet or master grade level on the 3rd grade STAAR Reading by at least 15%. We will reduce the percent of students who did not meet or master grade level on the STAAR Math by at least 14%. |

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|---|-----------------|------------------------------|--|--|--------------------------------|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: Individualized Instruction - The elementary paraprofessionals will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aides will assist students with subject mastery in Reading, Math, Science or Social Studies. | 8/2018 - 5/2019 | Principal - Grace Mancilla | Federal - Title I, Part A - Time Contribution of Aides FTE: 2.00 <p style="text-align: right;">\$42,466.42</p> Federal - Title I, Part A - Supplemental Instructional Resources <p style="text-align: right;">\$22,732.00</p> | Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/19: 90% of students in grade 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 05/19: The percent of 3rd grade students who meet standard in Math and Reading will increase by 2%. |
| Activity: Tutorials - A Tutorial program is available to students in grades 2-3 who met the State-adopted "at-risk" criteria to increase academic achievement and reduce drop-out rates. Tutorials are available to students in Reading and Math for 1 hour after school as needed. | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Tutorial Staff | Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/19: 90% of students in grade 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 05/19: The percent of 3rd grade students who meet standard in Math and Reading will increase by 2%. |
| Activity: Summer Program - The school staff will provide additional instructional time to students in Reading and Math participating in a six week Summer School. Individualized instructional assistance will be provided to students, making every effort to ensure that students fulfill requirements for advancement to the next grade level. The staff will use re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction. | 6/2019 - 7/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Summer School Staff | | Increased student achievement. | Informal Assessment :Classroom Assessments - - 07/19: 100% of students will be promoted to the next grade. |

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Objective(s):

| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
|--|------------------------|---|--|---|--|---|
| <p>Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).</p> | <p>8/2018 - 5/2019</p> | <p>Special Education Director - Dee Dietz</p> | <p>Local Funds - Time Contributions of Special Education Staff</p> | <p>Informal Assessment :Classroom Assessments-12/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p> | <p>Students with disabilities have every opportunity to meet their full educational potential.</p> | <p>Informal Assessment :Classroom Assessments-05/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.</p> |

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|---|-----------------|--|--------------------------------------|-----------------------------|--------------------------------|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation. | 8/2018 - 5/2019 | Special Education Director - Dee Dietz | Local Funds - Assessment Instruments | | Increased Student Achievement. | Documents :School Records -- 05/19: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules. |

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| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Special Education Modifications - Palestine ISD provides a range of educational programs and different instructional arrangements for students with disabilities. The appropriate instructional setting will be determined for each student by ARD committees. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration. Students receiving Special Education services in grade 3 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate. | 8/2018 - 5/2019 | Special Education Director - Dee Dietz | Local Funds - Time Contributions of Special Education Staff | Documents :Student Records - - 12/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs. | Increased Student Achievement. | Documents :Student Records - - 05/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year. |

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|--|-----------------|--|---|-----------------------------|--------------------------------|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, and Counseling. | 8/2018 - 5/2019 | Special Education Director - Dee Dietz Counselor - Shannon Butler | Local Funds - Time Contributions of Related Services Personnel | | Increased student achievement. | Documents :Student Records - - 05/19: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs. |
| Strategy: Bilingual Program - Southside Elementary offers both an ESL program and a Bilingual program whose goal is to enable English Language Learners (ELLs) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable English Language Learners to participate equitably in school. | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Bilingual/ESL Staff | - See Activities Below. | Increased student achievement. | - See Activities Below. |

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|--|-----------------|--|--------------------------------------|---|--------------------------------|---|
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| <p>Activity:</p> <p>ELL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of ELLs. These include the STAR Reading and the Woodcock Language Survey.</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to ELLs in grades 2 – 3. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an ELL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla Counselor - Shannon Butler | Local Funds - Assessment Instruments | Informal Assessment :Classroom Assessments -- 12/18: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined. | Increased student achievement. | Informal Assessment :Classroom Assessments -- 05/19: Increased number of students of students passing formal and informal assessment instruments. |

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|---|-----------------|------------------------------|---|---|---|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Modifications for ELLS - Bilingual classrooms are supported by a full-time bilingual paraprofessional. ESL support is also available in the regular classrooms from a certified ESL teacher who will facilitate classes. English Language Proficiency Standards (ELPS) are incorporated in lesson planning to increase student understanding and performance. Intervention support is available to students identified as struggling through inclusion support by specials teachers, tutoring, research-based strategies,, differentiated instruction, and enrichment programs. The LPAC prescribes the academic achievement test that will be administered to each student: * STAAR * STAAR Spanish * STAAR Alternate 2. | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Bilingual/ESL staff Federal - Title III, Part A ELA - Supplemental Instructional Resources <p style="text-align: right;">\$2,639.00</p> | Informal Assessment :Classroom Assessments - - 12/18: Increased student achievement. | Students exiting ELL designation by LPAC. | Criterion-Referenced Test :STAAR Tests - - 05/19: 80% of all students will pass all subject-area STAAR tests. |

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|---|-----------------|------------------------------|--|---|---|---|
| Objective(s): | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Exit from Program Exit criteria are applicable to students in grades 2 – 3 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from a bilingual program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. Assessment Instruments used include TELPAS Writing with a performance level of Advanced High; passing score on STAAR Reading; and Proficient performance level on Woodcock Language Survey.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Bilingual/ESL Staff | Informal Assessment :Classroom Assessments - - 12/18: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test. | Students exiting ELL designation by LPAC. | Criterion-Referenced Test :STAAR Reading Test - - 05/19: 80% of students will pass the STAAR Reading tests in English and/or Spanish. |

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|--|-----------------|------------------------------|---|-----------------------------|--------------------------------|-----------------------------|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. Strategy: Dyslexia Program - Palestine ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed. | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Staff | - See Activities Below | Increased student achievement. | - See Activities Below. |

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|--|-----------------|------------------------------|--------------------------------------|--|--------------------------------|---|
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| Activity: Dyslexia Assessment - The district Dyslexia Coordinator coordinates the identification of students with dyslexia with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend. | 8/2018 - 5/2019 | Counselor - Shannon Butler | Local Funds - Assessment Instruments | Informal Assessment :Classroom Assessments - - 12/18: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports. | Increased student achievement. | Criterion-Referenced Test :STAAR Tests - - 05/19: 80% of all students will pass the STAAR Reading tests. |

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|---|-----------------|------------------------------|--|---|--------------------------------|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: Modifications for Dyslexia - At Southside Elementary, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed. The program that is used is the Multisensory Teaching Approach (MTA). It is a sequential program designed specifically for student to develop their language skills. Identified students in grades two and three participate in a daily 45 minute Pullout Program. | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Staff | Informal Assessment :Classroom Assessments - - 12/18: Students will demonstrate improved reading and comprehension skills. | Increased student achievement. | Criterion-Referenced Test :STAAR Reading Test - - 05/19: 80% of students will pass the STAAR Reading test. |

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|--|-----------------|------------------------------|---|-----------------------------|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, supplemental aides, oral/signed administration, and extra time..</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation.</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Knowledge and Skills.</p> | 8/2018 - 5/2019 | Counselor - Shannon Butler | Local Funds - Time Contributions of Staff | | Increased student achievement. | Documents :School Records- 05/19: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records. |

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|---|------------------------|-----------------------------------|--|--|---------------------------------------|--|
| Objective(s): | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Gifted and Talented Program - Palestine ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.</p> <p>Activity:</p> <p>G/T Assessment - Students may be identified either in the fall or spring. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Criteria include portfolios, teacher recommendations, parent nominations and standardized tests.</p> <p>Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served by an Honors Launch class.</p> | <p>8/2018 - 5/2019</p> | <p>Counselor - Shannon Butler</p> | <p>Local Funds - Time Contributions of Staff</p> | <p>Documents :Counseling Records- 12/18: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records.</p> | <p>Increased student achievement.</p> | <p>Documents :Student Records- 05/19: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.</p> |
| <p>G/T Assessment - Students may be identified either in the fall or spring. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Criteria include portfolios, teacher recommendations, parent nominations and standardized tests.</p> <p>Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served by an Honors Launch class.</p> | <p>8/2018 - 5/2019</p> | <p>Counselor - Shannon Butler</p> | <p>Local Funds - Assessment Instruments</p> | | <p>Increased student achievement.</p> | <p>Documents :School Records - - 05/19: 100% of students nominated for gifted and talented have been screened and if identified, receive services commensurate with their abilities.</p> |

Campus Improvement Plan
Southside Elementary School 2018-2019

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. (SWP CNA, CIP) [TEC §4.001(b)(3)(4)(7)
Objective(s):

| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
|--|------------------------|---|---|--|---------------------------------------|---|
| <p>Strategy:</p> <p>Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>Palestine ISD will be in compliance with federal Homeless regulations.</p> | <p>8/2018 - 5/2019</p> | <p>Homeless Liaison - Carol Herring</p> | <p>Federal - Title I, Part A - Homeless Resources \$500.00</p> | <p>Documents :School Records- 12/18: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.</p> | <p>Increased student achievement.</p> | <p>Documents :Student Records- 05/19: 100% of the homeless students identified received appropriate services based on their needs assessment.</p> |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s): 2nd-3rd Southside Elementary will recruit and retain qualified and highly effective staff as defined by State standards and 100% of staff members support the campus mission, employ campus expectations and participate in professional development, then student achievement will increase. | | | | | | |
|--|-----------------|------------------------------|---|---|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Professional Development Program [SWP CNA, CIP] - Through the SBDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that:</p> <ul style="list-style-type: none"> * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * are tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, students with disabilities, Gifted and Talented (G/T), etc. and * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. <p>Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> * Math training for campus staff through in-service, conferences and ESC training * Balanced Literacy training for all teachers through in-service, and conferences | 8/2018 - 5/2019 | Principal - Grace Mancilla | Federal - Title I, Part A - Professional Development Travel for Staff and Administrators <p style="text-align: right;">\$1,109.19</p> | Documents :Agenda, Minutes, Sign-In Sheets- 08/18: The SBDMC will have designed a PD program that meets the needs of the Southside Elementary faculty and is coordinated with the Palestine ISD PD program. | Increase in student performance as professional development activities focus on weaknesses in the educational system—faculty, students and resources. | Documents :PD Records- 04/19: The Principal and SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs. |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s): 2nd-3rd Southside Elementary will recruit and retain qualified and highly effective staff as defined by State standards and 100% of staff members support the campus mission, employ campus expectations and participate in professional development, then student achievement will increase. | | | | | | |
|---|-----------------|------------------------------|--|---|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Professional development programs - To facilitate and enhance the professional development training, activities include: * Use of Teambuilding activities during professional development throughout the year * Professional Learning communities will be sustained for each grade level * Create common planning time for pods/teams with each grade level. * Instructional Coaches will be utilized for new teachers * New/New to Campus orientations is provided for programs specific to this campus * Utilize the campus Technology Instructional Coach for training on all technology and applications. The Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement. | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Staff | Informal Assessment :Classroom Assessments - -12/18: There will be an increase in student achievement on assessments. | Increase in student performance as professional development activities focus on weaknesses in the educational system—faculty, students and resources. | Documents :PD Records - - 04/19: The Principal and SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs. |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] | | | | | | |
|--|-----------------|------------------------------|--|-----------------------------|--|--|
| Objective(s): 2nd-3rd Southside Elementary will recruit and retain qualified and highly effective staff as defined by State standards and 100% of staff members support the campus mission, employ campus expectations and participate in professional development, then student achievement will increase. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Recruitment and Retention Initiatives (SWP CIP) - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Administrators representing Palestine ISD will attend university job fairs to ensure that a diverse pool of applicants are being actively recruited. An interview committee will be used to select candidates who best fit the needs of the campus. Recruiting activities will ensure that Southside Elementary has 100% fully certified faculty in each teaching position, as defined by ESSA.</p> <p>District investment plan and performance incentives are needed to retain qualified staff and recruit experienced teachers for open positions.</p> <p>Southside Elementary ensures professional development opportunities are available for staff to be able to maintain and enhance their fully certified status and reimbursement for Teacher Certification fees are provided. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Southside Elementary.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Federal - Title II, Part A - Supporting Effective Instruction - Certification Expenses \$2,729.00 | | 100% Fully certified and highly effective staff. | Documents :School Records - 05/19: 100% Qualified and Highly Effective Faculty. |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(8)] Objective(s): 2nd-3rd Southside Elementary staff will provide a safe, orderly, and nurturing environment by establishing and sustaining standards of behavior for all stakeholders. | | | | | | |
|---|-----------------|--|--|--|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Weekly rewards are given to class with the highest attendance.</p> <p>Parents will be contacted through conferences, phone calls, emails and home visits for both excessive absences and tardies. Truant officers will be contacted when necessary and Saturday School will be used to make up unexcused absences.</p> <p>Because some students have been missing instruction due to excessive tardiness, the campus is taking steps to decrease the number of tardies by student. Staff will review and rewrite the policy, students with more than 5 tardies in a six week period cannot attend Incentive parties.</p> <p>The Principal will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla PEIMS Clerk - Kelly Lawson | Local Funds - Time Contributions of Staff | <p>Documents :Parent Contact Log- 08/18: All Parents will be provided with attendance requirements.</p> <p>Documents :Parent Contact Log - 12/18: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p> | Increased student achievement. | Documents :School Records - 05/19: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates. |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(8)] Objective(s): 2nd-3rd Southside Elementary staff will provide a safe, orderly, and nurturing environment by establishing and sustaining standards of behavior for all stakeholders. | | | | | | |
|--|-----------------|------------------------------|---|--|--|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health. | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Staff | Documents :Student Records-12/18: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments. | Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. | Documents :Discipline Referrals- 05/19: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health. |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(8)] Objective(s): 2nd-3rd Southside Elementary staff will provide a safe, orderly, and nurturing environment by establishing and sustaining standards of behavior for all stakeholders. | | | | | | |
|---|-----------------|--|---|-----------------------------|---------------------------------------|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Safe Schools Initiatives (SWP CIP) - In an effort to promote "Safe Schools", Southside Elementary School will promote special initiatives and activities that support the Safe School environment. Activities may include: * Campus Safety Rules, Dress code and Discipline code. * Medical services are provided through a clinic that adequately meets health and emergency needs * The campus has cameras, alarms and will continue the use of the Raptor safety system for visitor check-ins/badges. | 8/2018 - 5/2019 | Principal - Grace Mancilla Nurse - Cheryl Walding | Local Funds - Time contributions of Faculty and Staff | | Safe, orderly, nurturing environment. | Documents :Student Records- 05/19: Campus percentage of discipline referrals will decrease to 10%. |
| Strategy: Drug Use, Violence Prevention and/or Intervention Programs and Activities [SWP CIP] - The staff of Southside Elementary utilizes the Campus Action Team as the primary hub for procedural/logistical decision-making through data-driven analysis and reciprocal dialogue between all stakeholders. Activities include, but are not limited to: * The Southside Way – procedures for behavior, classroom/campus-wide logistics, and disciplinary action/response * Classroom counseling once a semester * Behavior Incentive Reward Program to encourage and reward student behavior * Bus Behavior Incentive Program * Character building program * Volunteer mentor program for at-risk students | 8/2018 - 5/2019 | Principal - Grace Mancilla Counselor - Shannon Butler | Local Funds - Time Contributions of Committee and Staff | | Safe, orderly, nurturing environment | Documents :Student Records - 05/19: Campus percentage of discipline referrals will decrease to 10% |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(8)] Objective(s): 2nd-3rd Southside Elementary staff will provide a safe, orderly, and nurturing environment by establishing and sustaining standards of behavior for all stakeholders. | | | | | | |
|--|-----------------|------------------------------|---|--|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior | 8/2018 - 5/2019 | Counselor - Shannon Butler | State - State Compensatory Education (SCE) - Time Contribution of Counselor FTE: 0.50 <b style="text-align: right;">\$29,578.88 | Documents :Counseling Records- 12/18: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention. | Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. | Documents :Counseling Records- 05/19: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year. |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)] | | | | | | |
|---|-----------------|----------------------------------|--|-----------------------------|---|---|
| Objective(s): 2nd-3rd Southside Elementary staff will sustain positive relationships between all stakeholders through timely, respectful, and reciprocal communication. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Palestine ISD will jointly develop with, and distribute to, parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The Parent and Family Engagement Policy will be available on the campus, on the website, in the Student Handbook, and at parent meetings. It is distributed in English and Spanish.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs. The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Parents, Community and Staff | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documents :Parent Involvement Records- 05/19: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students. |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)] | | | | | | |
|--|-----------------|----------------------------------|--|-----------------------------|---|---|
| Objective(s): 2nd-3rd Southside Elementary staff will sustain positive relationships between all stakeholders through timely, respectful, and reciprocal communication. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (SEC 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand. The compact is discussed, at least annually, at Parent-Teacher conferences. | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Parents and Staff | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documents :Parent Involvement Records- 06/19: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact. |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)] | | | | | | |
|--|-----------------|----------------------------------|--|-----------------------------|---|---|
| Objective(s): 2nd-3rd Southside Elementary staff will sustain positive relationships between all stakeholders through timely, respectful, and reciprocal communication. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>Events, Programs and Committees - The campus communicates with parents and the community through the website, postings on the marquee, newsletters, Monday folders sent home with student, and Facebook. Both emails and phone calls are used to contact parents.</p> <p>The campus provides incentives to parents and community members to attend campus events such as translators, childcare, transportation assistance, door prizes and refreshments.</p> <p>Various events are held throughout the year to encourage attendance by parents and community members. These may include: * Open house, Conferences, PTO meeting, Award Assemblies and Student programs.</p> <p>Volunteer opportunities are also available to assist with Book Fairs, Teacher Appreciation Week activities, Red Ribbon Week activities and classroom activities.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Staff and Volunteers | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documents :Parent Involvement Records - - 05/19: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year. |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)] | | | | | | |
|---|-----------------|----------------------------------|---|-----------------------------|---|--|
| Objective(s): 2nd-3rd Southside Elementary staff will sustain positive relationships between all stakeholders through timely, respectful, and reciprocal communication. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and the campuses will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement - literacy training <p>Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, * School Choice Options. | 8/2018 - 5/2019 | Principal - Grace Mancilla | <p>Local Funds - Time Contributions of Staff and Family Members</p> <p>Federal - Title I, Part A - Parent and Family Engagement Resources</p> <p style="text-align: right;">\$1,505.00</p> | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documents :Parent Involvement Records- 05/19: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year. |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)] | | | | | | |
|---|-----------------|----------------------------------|---|--|---|--|
| Objective(s): 2nd-3rd Southside Elementary staff will sustain positive relationships between all stakeholders through timely, respectful, and reciprocal communication. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Site Based Decision Making Committee (SBDMC) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The SBDMC will play an integral role in the planning, development and evaluation of the educational system of Southside Elementary. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Palestine ISD.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Time Contributions of Committee Members | Documents :Agenda, Minutes, Sign-In Sheets- 12/18: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed. | The SBDMC will play an integral role in the planning, development and evaluation of the educational system of Southside Elementary. | Documents :Agenda, Minutes, Sign-In Sheets- 05/19: A current CIP has been approved by the Palestine ISD Board of Trustees. |

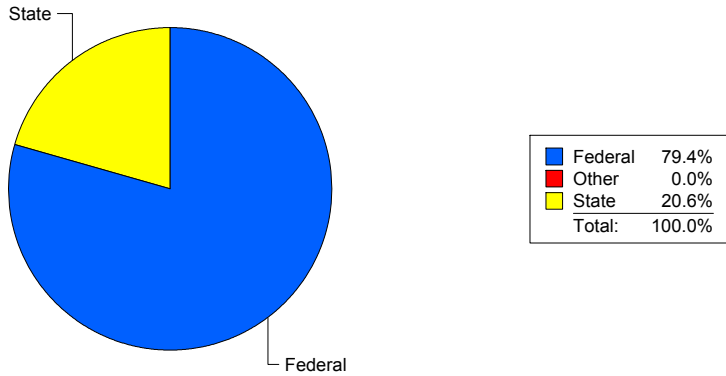
Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s): 2nd-3rd Southside teachers and staff will work together to build a strong foundation for learning that will prepare students for future STEAM education, College and CTE certifications. | | | | | | |
|--|-----------------|--|--|---|---|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Technology Integrated Curriculum - Southside Elementary classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Activities include:</p> <p>1) Continuing activities and strategies in Launch classes that enrich learning to prepare students for STEAM classes in the upper grades.</p> <p>2) Change the way information is organized and presented in the classroom in conjunction with the College and Career Readiness standards imbedded in our Math and Science curriculum</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla Instructional Technology Teacher - Julia Schoppe | Federal - Title I, Part A - Time Contribution of Instructional Technology Teacher FTE: 0.50 \$27,420.42 Federal - Title I, Part A - Supplemental Technology Resources \$4,467.00 | Documents :Teacher Lesson Plans- 12/18: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week. | Increased student achievement. | Informal Assessment :Classroom Assessments- 05/19: Increase in the percentage of high performing students in 2nd and 3rd grade. |
| <p>Strategy:</p> <p>Technology Acceptable Use Policy - Every Southside Elementary faculty member, student and parent having access to Palestine ISD computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Southside Elementary is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Southside Elementary has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Palestine ISD School Board Policy CQ (Local).</p> | 8/2018 - 5/2019 | Principal - Grace Mancilla | Local Funds - Accetable Use Policy | Documents :School Records- 08/18: 100% of the faculty, students and parents at Southside Elementary that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP. Students' AUP will be signed by the student and a parent or legal guardian, as well as a Parent Permission Form | Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement. | Documents :Professional Growth Plan- 05/19 No incidents of students, faculty or parents breaking the Acceptable Use Policy. |

Campus Improvement Plan
Southside Elementary School 2018-2019

| Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s): 2nd-3rd Southside teachers and staff will work together to build a strong foundation for learning that will prepare students for future STEAM education, College and CTE certifications. | | | | | | |
|--|-----------------|------------------------------|--|-----------------------------|--------------------------------|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. "College and Career Wednesdays" will continue to increase student awareness and promote conversations about institutions of higher learning, Technical schools etc. not only at school, but at home. | 8/2018 - 5/2019 | Counselor - Shannon Butler | Local Funds - Time Contributions of Staff | | Increased student achievement. | Informal Assessment :Classroom Assessments-05/19: Increase in the percentage of high performing students in 2nd and 3rd grade. |

Funding Values By Program



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Funding Values By Program

| Federal | <u>FTE</u> | <u>DollarValue</u> |
|--|------------|--------------------|
| Title I, Part A | | |
| Parent and Family Engagement Resources | 0.00 | \$1505.00 |
| Professional Development Travel for Staff and Administrators | 0.00 | \$1109.19 |
| Time Contribution of Instructional Technology Teacher | 0.50 | \$27420.42 |
| Supplemental Technology Resources | 0.00 | \$4467.00 |
| Assessment Resources | 0.00 | \$8093.00 |
| Homeless Resources | 0.00 | \$500.00 |
| Time Contribution of Aides | 2.00 | \$42466.42 |
| Supplemental Instructional Resources | 0.00 | \$22732.00 |
| Title II, Part A - Supporting Effective Instruction | | |
| Certification Expenses | 0.00 | \$2729.00 |
| Title III, Part A ELA | | |

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Funding Values By Program

| Federal | <u>FTE</u> | <u>DollarValue</u> |
|--|-------------------|---------------------------|
| Title III, Part A ELA | | |
| Supplemental Instructional Resources | 0.00 | \$2639.00 |
| | | \$113,661.03 |
| | | |
| Other | <u>FTE</u> | <u>DollarValue</u> |
| Local Funds | | |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Committee and Staff | 0.00 | \$0.00 |
| Time Contributions of Committee Members | 0.00 | \$0.00 |
| Time Contributions of Parents, Community and Staff | 0.00 | \$0.00 |
| Time Contributions of Parents and Staff | 0.00 | \$0.00 |
| Time Contributions of Staff and Family Members | 0.00 | \$0.00 |
| Accetable Use Policy | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Committee Members | 0.00 | \$0.00 |
| Assessment Resources | 0.00 | \$0.00 |
| Time Contributions of Foundation Staff | 0.00 | \$0.00 |
| Time Contributions of Special Education Staff | 0.00 | \$0.00 |
| Time Contributions of Bilingual/ESL Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff and Volunteers | 0.00 | \$0.00 |

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Funding Values By Program

| Other | <u>FTE</u> | <u>DollarValue</u> |
|--|-------------------|--------------------------------|
| Local Funds | | |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Assessment Instruments and Testing Resources | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Special Education Staff | 0.00 | \$0.00 |
| Time Contributions of Related Services Personnel | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Bilingual/ESL staff | 0.00 | \$0.00 |
| Time Contributions of Bilingual/ESL Staff | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Reading/Math Staff | 0.00 | \$0.00 |
| Time Contributions of Tutorial Staff | 0.00 | \$0.00 |
| Time Contributions of Summer School Staff | 0.00 | \$0.00 |
| | | <hr/> \$0.00 <hr/> |
| State | <u>FTE</u> | <u>DollarValue</u> |
| State Compensatory Education (SCE) | | |
| Time Contribution of Counselor | 0.50 | \$29578.88 |
| | | <hr/> \$29,578.88 <hr/> |

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Funding Values By Program

Grand Total: \$143,239.91