

Wichita Falls Independent School District
Southern Hills Elementary
2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Recruit, retain, and support teachers and principals.	13
Goal 2: Build a foundation of literacy and numeracy.	16
Goal 3: Connect high school to career and college.	25
Goal 4: Improve low performing schools.	28
Comprehensive Support Strategies	34
State Compensatory	35
Personnel for Southern Hills Elementary:	35
Title I Schoolwide Elements	36
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	36
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	36
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	37
Title I Schoolwide Element Personnel	38
2018-2019 Site Based Decision Making Committee	39
Campus Funding Summary	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on available 2018-2019 data:

- Enrollment: 502
- Student Demographics:
 - Hispanic: 48%
 - African American: 12%
 - White: 32%
- Economically disadvantaged students: 382 (81%)
- Bilingual: 48 (10.04)
- ESL: 33 (6.90%)
- At-risk: (70.50%)
- SPED: 49 (10.3%)
- Class Size: 19

Demographics Strengths

Support is given to students by teachers, tutors, paraprofessionals, and administrators to assist the community of diverse learners. Tutors collaborate with teachers to prepare systematic approaches in targeting the diverse needs within the student population. Each teacher is accountable for posting and adhering to the English Language Proficiency Standards (ELPS), which target the required curriculum for each subject including proficiency standards and level descriptors. The special education team employs collaborative approaches to strengthen learning for special education students. Teachers encourage students to go beyond the textbook to study complex topics based on real-world issues.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Talented and Gifted (TAG) student population is at 1.67% which is a decrease from the previous year and is also below the district average of 5.1% . **Root Cause:** Teachers and parents are not as knowledgeable about the TAG program as other programs and therefore do not make GT Nominations when the windows open.

Problem Statement 2: Economically disadvantaged students make up 80.3% of campus demographics and continues to increase yearly. **Root Cause:** Turnover in 17-18 led to many experienced teachers transferring or leaving district. New teachers to campus may lack the knowledge and skills needed to meet the needs of our Hispanic population.

Problem Statement 3: Hispanic population continues to grow slightly each year increasing the need for highly effective teaching methods in the classroom. **Root Cause:** Turnover in 17-18 led to many experienced teachers transferring or leaving district. New teachers to campus may lack the knowledge and skills needed to meet the needs of our Hispanic population.

Student Academic Achievement

Student Academic Achievement Summary

Individual student needs are identified in a variety of ways. For example, teachers and administrators collect data from M-Class assessments, Texas Primary Reading Inventory (TPRI), iStation, district benchmarks, additional summative assessment and a variety of formative assessments. Specific services and interventions are then determined, implemented, monitored, adjusted, and evaluated through the RtI and SST processes.

KG EOY M: Approaches GL: 93% Masters GL: 45%

1st EOY M: Approaches GL: 77% Masters GL: 21%

2nd EOY M: Approaches GL: 76% Masters GL: 1%

STAAR Scores 2018

3rd R: Approaches GL: 63% Meets GL: 26% Masters GL: 17%

3rd M: Approaches GL: 67% Meets GL: 34% Masters GL: 11%

4th R: Approaches GL: 55% Meets GL: 14% Masters GL: 3%

4th M: Approaches GL: 57% Meets GL: 21% Masters GL: 10%

4th W: Approaches GL: N/A% Meets GL: N/A% Masters GL: N/A%

5th R: Approaches GL: 65% Meets GL: 44% Masters GL: 17%

5th M: Approaches GL: 80% Meets GL: 49% Masters GL: 29%

5th Sci: Approaches GL: 70% Meets GL: 25% Masters GL: 12%

Student Academic Achievement Strengths

Teachers are accountable for being aware of and adhering to the goals listed within the Individualized Education Plan (IEP) for students in special education. Teachers are committed to student learning. This is evident by the tutoring schedule that has been implemented. Logs are collected to track which students

are receiving support. Furthermore, Panther Time (RTI), is in place at the start of the day to ensure that ALL students on campus are receiving specific, appropriate interventions.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: On 2018 STAAR, 4th grade students scored 12% less than district in Math and Reading. **Root Cause:** The STAAR Prep tutoring schedule was not effective in 4th grade.

Problem Statement 2: Writing scores have continued to decline in recent years. **Root Cause:** In 2017-2018, SH was part of the Statewide Writing Pilot and did not receive scores that counted toward our accountability. In 2018, the teacher in 4th grade writing is BRAND new to education.

School Processes & Programs

School Processes & Programs Summary

Each new staff member to Southern Hills is provided a teaching mentor, and is provided time to meet with this mentor as often as needed or at the monthly mentor meeting. Instructional coaches are available to assist with classroom teachers: with curriculum, instruction, technology, etc. Our district HR department works diligently to recruit needed staff members and make those candidates available to us through the Talent Ed recruiting software program. The professional development and resources needed are numerous and vary based on the services that educators provide. The needs are identified by conferencing personally with teachers.

The WFISD curriculum is aligned with the TEKS, ELPS and College Career Readiness Standards through the Scope and Sequence put into place by the curriculum specialists of each grade or subject level. The rigor and relevance of instruction align as is shown through the student success across the district on State Assessments. Curriculum based assessments (CBA), chapter tests and benchmarks are used to measure student achievement. Tests are made by curriculum specialists which are aligned with the TEKS that are being taught. The results are used to show areas (TEKS) that may need to be retaught and students that need extra help to achieve mastery. Local assessments are being designed by incorporating released STAAR questions and with questions from Lead Forward sources. The assessments are tightly aligned with the written and taught curriculum and they include higher order thinking and multi-step processing problems. We had two early release days in which time and resources were made available to analyze and collaborate strengths and weaknesses. Many teachers had their students graph the results of each CBA and benchmark. Each campus saw how their scores compared to the district average and how their results ranked among the various campuses. Demographic data, data of student population, and pre-tests are used for instructional planning. Planning is both by teams and individually. Differentiation and scaffolds are addressed through the use of research based strategies. These strategies include using hands on activities, manipulatives, small group instruction, etc. Professional development strategies are documented in lesson lessons that they are being implemented and monitored through classroom observations. Readiness, supporting and process are taught daily and are constantly being reviewed and practiced through reteaching, RTI and classroom instruction. Professional learning communities consist of grade level teachers, principal, assistant principal, counselor, and special education teacher. Vertical planning teams also meet monthly to discuss curriculum alignment and implementation. Student progress is reviewed and struggling learners are targeted. When students are not showing progress, interventions are put into place, parents are contacted, skills are analyzed and assessed in order to develop a plan of intervention. Both teachers and students participate in goal setting to increase student performance and students are encouraged to monitor their own academic progress. Content and language objectives are communicated through the We will and I can statements. Instructional and linguistic strategies are provided through rich vocabulary instruction, frayer models, word maps and other instructional practices. Practices seem to be effective.

School Processes & Programs Strengths

The curriculum adopted by the district is user friendly, especially for new teachers. Curriculum specialists at the district level are able to assist teachers in all content areas. In addition to campus administrators, our campus instructional reading and math coaches are available to assist daily with curriculum needs and questions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students assessments need to be aligned with proficiency scales according to campus and district instructions. **Root Cause:** New hires to campus need access to updated curriculum and support, specifically in assessment creation.

Problem Statement 2: Multiple district initiatives that should be implemented fluidly. **Root Cause:** Teacher support in understanding and implementing district initiatives.

Perceptions

Perceptions Summary

Some of the words used to describe our campus are safe, caring, fun, loving, exciting and welcoming. This is from students, parents, teachers and community members. There are support systems in place for students who are new to SOuthern Hills including grade level numbers on pods and maps in the classroom. We have a positive behavior program (PBIS) and character education to increase appropriate behavior and reduce the threat of bullying, as well as grade level discipline plans with set consequences for inappropriate behavior. Occasionally, disciplinary removals happen due to severe disruptions in the classroom and serious inappropriate interactions between students. To promote safety our campus regularly practices drills, all visitors and staff wear name badges, and outside doors are kept locked. Southern Hills has many activities for students to participate in including after school clubs, UIL, choir, and student council.

Perceptions Strengths

An effective character ed program is incorporated in each classroom. Students are taught meaningful lessons through the use of a Character education program. A specific trait will be displayed on the bulletin board that is viewed by the entire school community and learners will focus on the different character traits throughout the year. Southern Hills has transformed the school culture, reduced discipline referrals, increased academic achievement for all learners, helped students be productive citizens within the classroom. The implementation of a Panther Store provides students the opportunity to "spend" the PantherCash they collect for exhibiting desired, appropriate behaviors around campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Despite positive behavior supports in place, the number of discipline referrals remains constant for the past 2 years. **Root Cause:** Lack of inconsistency across grade levels and campus as a whole in addition to new staff who might be new to campus or education in general.

Problem Statement 2: Lack of P.I.E. Partners, Read to Learn volunteers, and volunteers in general. **Root Cause:** New teachers in charge of securing volunteers. Lack of recruitment acknowledgement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Behavior and Other Indicators

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

- Class size averages by grade and subject
- School safety data

Employee Data

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

Goals

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

Performance Objective 1: Maintain 85% of staff from 2018-2019 to 2019-2020.

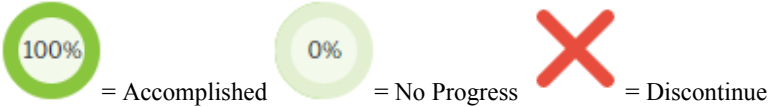
Evaluation Data Source(s) 1: HR Documents

Position Control Forms

Assignments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Each teacher new to our campus will be provided a peer mentor for a minimum of one year. The mentor will meet with the teacher a minimum of 10 times per school year.</p>	2.5	Principal Assistant Principal	<p>Expected result: Routine collaboration on: best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels, by the teacher mentored.</p>			
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: General - 0.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) 2) Two campus instructional coaches will be employed to work directly with classroom teachers to support teaching and learning in the classroom.</p>	2.5, 2.6	Principal Assistant Principal Instructional Coaches	<p>Expected result: Timely and effective feedback and support to teachers. Ongoing professional learning for teachers. Increased student achievement.</p>			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2 Funding Sources: SCE - 0.00, Title 1 Part A - 0.00</p>						
<p>Critical Success Factors CSF 3 CSF 7</p> <p>3) The T-TESS will be utilized as a growth model evaluation system to target specific feedback from administrators to teachers to support instruction.</p>	2.5	Principal Assistant Principal	<p>Expected result: Increased feedback from administrators to teachers regarding instruction. Routine self-reflection on teaching and instruction.</p>			
<p>Problem Statements: School Processes & Programs 1, 2 Funding Sources: Not Funded - 0.00</p>						

<p>Critical Success Factors CSF 6 CSF 7</p> <p>4) Teachers will be provided the opportunity to go on instructional rounds in peer classrooms to support teaching and learning.</p>	2.5	Principal Assistant Principal Instructional Reading Coach Instructional Math Coach	Expected result: Increased teacher quality and collaboration.			
	<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Not Funded - 0.00</p>					
<p>Critical Success Factors CSF 1</p> <p>5) The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p>	2.6	Principal	Expected result: Increased academic performance in all areas by highly qualified teachers.			
	<p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Not Funded - 0.00</p>					
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>6) Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners.</p>	2.5, 2.6	Principal Assistant Principal Instructional Coaches	Expected result: Increased collaboration among staff. Job embedded PD when possible. PD provided through PLCs. Improved student achievement.			
	<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 - Perceptions 1</p> <p>Funding Sources: Not Funded - 0.00</p>					
<p>Critical Success Factors CSF 1</p> <p>7) The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p>	2.4	Principal Superintendent	Expected result: Increased student achievement.			
	<p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Not Funded - 0.00</p>					
						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Southern Hills is able to recruit quality staff who need campus-specific training. Root Cause 1: Lack of qualified candidates applying to WFISD.
Student Academic Achievement
Problem Statement 1: On 2018 STAAR, 4th grade students scored 12% less than district in Math and Reading. Root Cause 1: The STAAR Prep tutoring schedule was not effective in 4th grade.

Problem Statement 2: Writing scores have continued to decline in recent years. **Root Cause 2:** In 2017-2018, SH was part of the Statewide Writing Pilot and did not receive scores that counted toward our accountability. In 2018, the teacher in 4th grade writing is BRAND new to education.

School Processes & Programs

Problem Statement 1: Students assessments need to be aligned with proficiency scales according to campus and district instructions. **Root Cause 1:** New hires to campus need access to updated curriculum and support, specifically in assessment creation.

Problem Statement 2: Multiple district initiatives that should be implemented fluidly. **Root Cause 2:** Teacher support in understanding and implementing district initiatives.

Perceptions

Problem Statement 1: Despite positive behavior supports in place, the number of discipline referrals remains constant for the past 2 years. **Root Cause 1:** Lack of inconsistency across grade levels and campus as a whole in addition to new staff who might be new to campus or education in general.

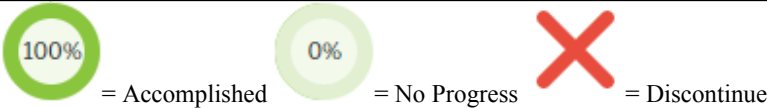
Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: By May 2019, 85% of K-5 students will read on or above grade level according to EOY reports.

Evaluation Data Source(s) 1: Running records data
Campus data spreadsheet

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Grade level teachers will set goals with every student for individualized learning in reading.</p>	2.4, 2.6	Principal Assistant Principal Classroom teacher	Expected result: Increased student achievement. Increased student self reflection. Increased teacher-student collaboration.			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Each K-5 reading teacher will utilize a balanced literacy approach to teaching students reading.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Reading Coach Classroom Teachers	Expected result: Increased student achievement in reading.			
<p>Headphones with microphones will be purchased for students to utilize with Scientific Learning products and balanced literacy technology integrated activities.</p> <p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 Funding Sources: Title 1 Part A - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>3) A leveled library will be available to all teachers to support reading instruction for kindergarten students reading at each student's individual reading level.</p>	2.5, 2.6	Principal Assistant Principal Instructional Reading Coach	Expected result: Increased student achievement in reading.			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2 Funding Sources: Not Funded - 0.00</p>						

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 4) A reading instructional coach will be provided to all reading teachers as a resource for modeling lessons, listening, providing feedback, and providing resources to support reading teaching and learning. In addition, the coach will assist the campus with RTI.	2.5, 2.6	Principal Assistant Principal	Expected result: Increased student achievement. Increased teacher quality.			
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2 Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 1 5) All kindergarten teachers will utilize the Fundamental 5 approach when providing reading instruction.	2.5	Principal	Expected result: Increased student achievement			
	Problem Statements: School Processes & Programs 1, 2 Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 5 6) Implement a kindergarten fall literacy event to support parents with literacy strategies that can be incorporated at home to extend student learning.	3.1, 3.2	Principal Assistant Principal Counselor Kindergarten Teachers	Expected result: Increased home-school connection. Increased parental involvement. Increased reading practice at home.			
	Problem Statements: Parent and Community Engagement 1 - Perceptions 2 Funding Sources: Title 1 Part A - 0.00					
Critical Success Factors CSF 1 CSF 4 7) Encourage parents and families to send students to Pre-k and Kinder by sending home information about Pre-K and Kinder roundup when it is available in the Spring.	3.1	Principal				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: Not Funded - 0.00					
						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents are not aware of ways to help their students be more successful academically and socially. Root Cause 1: Specific feedback, coaching, and assistance is not being offered/provided to parents to bridge the gap between school and home.
Student Academic Achievement
Problem Statement 1: On 2018 STAAR, 4th grade students scored 12% less than district in Math and Reading. Root Cause 1: The STAAR Prep tutoring schedule was not effective in 4th grade.
Problem Statement 2: Writing scores have continued to decline in recent years. Root Cause 2: In 2017-2018, SH was part of the Statewide Writing Pilot and did not receive scores that counted toward our accountability. In 2018, the teacher in 4th grade writing is BRAND new to education.
School Processes & Programs

Problem Statement 1: Students assessments need to be aligned with proficiency scales according to campus and district instructions. **Root Cause 1:** New hires to campus need access to updated curriculum and support, specifically in assessment creation.

Problem Statement 2: Multiple district initiatives that should be implemented fluidly. **Root Cause 2:** Teacher support in understanding and implementing district initiatives.

Perceptions

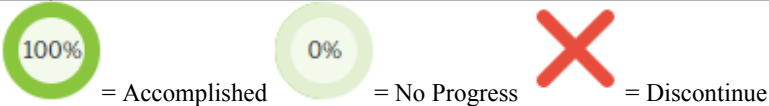
Problem Statement 2: Lack of P.I.E. Partners, Read to Learn volunteers, and volunteers in general. **Root Cause 2:** New teachers in charge of securing volunteers. Lack of recruitment acknowledgement.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Improve the percentage of K-2 students scoring Mastered on the EOY Report Card in 14 of 16 math categories listed on the standards based report card to 85% in May 2019.

Evaluation Data Source(s) 2: Kindergarten standards based report card.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1</p> <p>1) Each K-2 teacher will set goals with every their student for individualized learning in math.</p>	2.5, 2.6	Principal Assistant Principal Classroom Teachers	Expected result: Increased student achievement. Increased student self reflection. Increased teacher-student collaboration.			
<p>Problem Statements: School Processes & Programs 1 Funding Sources: Not Funded - 0.00</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) A math instructional coach will be provided to all math teachers as a resource for modeling lessons, listening, providing feedback, and providing resources to support math teaching and learning. In addition, the coach will work with students during RTI.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Expected result: Increased student achievement. Increased teacher quality.			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 2 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Our campus math instructional coach will provide high-quality, ready made math centers available for check-out to all classroom math teachers.</p>	2.5	Principal Assistant Principal Math Instructional Coach	Expected result: Increased student achievement. Decreased teacher prep time. Increased teacher instructional resources.			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2 Funding Sources: Not Funded - 0.00</p>						
						

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: On 2018 STAAR, 4th grade students scored 12% less than district in Math and Reading. **Root Cause 1:** The STAAR Prep tutoring schedule was not effective in 4th grade.

Problem Statement 2: Writing scores have continued to decline in recent years. **Root Cause 2:** In 2017-2018, SH was part of the Statewide Writing Pilot and did not receive scores that counted toward our accountability. In 2018, the teacher in 4th grade writing is BRAND new to education.

School Processes & Programs

Problem Statement 1: Students assessments need to be aligned with proficiency scales according to campus and district instructions. **Root Cause 1:** New hires to campus need access to updated curriculum and support, specifically in assessment creation.

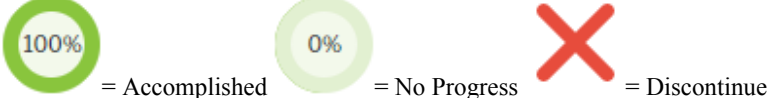
Problem Statement 2: Multiple district initiatives that should be implemented fluidly. **Root Cause 2:** Teacher support in understanding and implementing district initiatives.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: Increase the number of advanced TELPAS rating scores to 18 in May of 2019.

Evaluation Data Source(s) 3: TELPAS results by student and campus.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>1) *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p>	2.4, 2.6	Principal LPAC Administrator	Expected result: Increased student achievement.			
<p>Problem Statements: Demographics 2, 3 - School Processes & Programs 1, 2 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p>	2.4, 2.5, 2.6	Principal LPAC Administrator	Expected result: Increased student achievement.			
<p>Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00</p>						
						

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Economically disadvantaged students make up 80.3% of campus demographics and continues to increase yearly. Root Cause 2: Turnover in 17-18 led to many experienced teachers transferring or leaving district. New teachers to campus may lack the knowledge and skills needed to meet the needs of our Hispanic population.</p>
<p>Problem Statement 3: Hispanic population continues to grow slightly each year increasing the need for highly effective teaching methods in the classroom. Root Cause 3: Turnover in 17-18 led to many experienced teachers transferring or leaving district. New teachers to campus may lack the knowledge and skills needed to meet the needs of our Hispanic population.</p>
Student Academic Achievement

Problem Statement 1: On 2018 STAAR, 4th grade students scored 12% less than district in Math and Reading. **Root Cause 1:** The STAAR Prep tutoring schedule was not effective in 4th grade.

Problem Statement 2: Writing scores have continued to decline in recent years. **Root Cause 2:** In 2017-2018, SH was part of the Statewide Writing Pilot and did not receive scores that counted toward our accountability. In 2018, the teacher in 4th grade writing is BRAND new to education.

School Processes & Programs

Problem Statement 1: Students assessments need to be aligned with proficiency scales according to campus and district instructions. **Root Cause 1:** New hires to campus need access to updated curriculum and support, specifically in assessment creation.

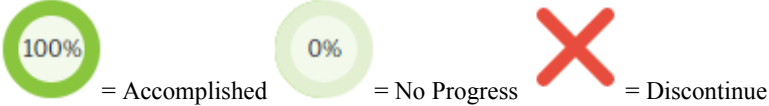
Problem Statement 2: Multiple district initiatives that should be implemented fluidly. **Root Cause 2:** Teacher support in understanding and implementing district initiatives.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: 82% of Southern Hills students will show growth, according to Domain 2a, on their STAAR tests. 75% of students will score approaches on their STAAR tests.

Evaluation Data Source(s) 4: STAAR results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Panther Time (RTI) will be implemented to provide intensive interventions for students in need based on BOY screener and previous year STAAR scores, when applicable.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaches Classroom Teachers	CBA data Benchmark data Interim Assessment results STAAR results			
Targeted Support Strategy Critical Success Factors CSF 1 2) The campus will monitor students who are identified at-risk. Support for these students may be provided through counseling and accelerated instruction.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor	SST Meeting info.			
Targeted Support Strategy Critical Success Factors CSF 1 3) Education Galaxy will be purchased to aid in students acquiring the knowledge and skills contained in the TEKS and to meet state performance standards.	2.4, 2.5, 2.6	Principal All Staff	Increase in students meeting approaches in Domain 1 of the accountability system. Increase in students showing year to year growth as outlined in Domain 2 of the accountability system.			
						

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 1: On 2018 STAAR, 4th grade students scored 12% less than district in Math and Reading. **Root Cause 1:** The STAAR Prep tutoring schedule was not effective in 4th grade.

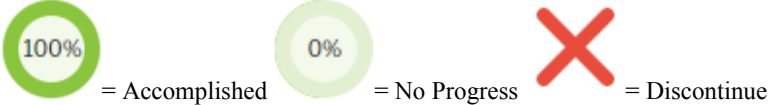
Problem Statement 2: Writing scores have continued to decline in recent years. **Root Cause 2:** In 2017-2018, SH was part of the Statewide Writing Pilot and did not receive scores that counted toward our accountability. In 2018, the teacher in 4th grade writing is BRAND new to education.

Goal 3: Connect high school to career and college.

Performance Objective 1: Maintain the current promotion rate of students promoted to 99% of students promoted in grades 1-5 by May 2019.

Evaluation Data Source(s) 1: Campus retention report 2018 - 2019

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will work on skill specific data tracking to determine the need for tiered intervention services through RTI.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Expected result: Increased student achievement Increased data disaggregation to drive instruction.			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>2) *The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p>	2.4, 2.5, 2.6	At-Risk Coordinator Principal	Expected result: Increased student achievement.			
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 4 CSF 5</p> <p>3) *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p>	2.5, 2.6	Principal Homeless Liaison	Expected result: Increased resources made available for students who need them.			
<p>Problem Statements: Parent and Community Engagement 1 - Student Academic Achievement 1, 2 Funding Sources: Not Funded - 0.00</p>						
						

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Parents are not aware of ways to help their students be more successful academically and socially. **Root Cause 1:** Specific feedback, coaching, and assistance is not being offered/provided to parents to bridge the gap between school and home.

Student Academic Achievement

Problem Statement 1: On 2018 STAAR, 4th grade students scored 12% less than district in Math and Reading. **Root Cause 1:** The STAAR Prep tutoring schedule was not effective in 4th grade.

Problem Statement 2: Writing scores have continued to decline in recent years. **Root Cause 2:** In 2017-2018, SH was part of the Statewide Writing Pilot and did not receive scores that counted toward our accountability. In 2018, the teacher in 4th grade writing is BRAND new to education.

School Processes & Programs

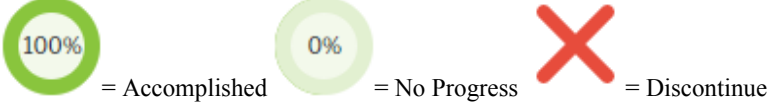
Problem Statement 1: Students assessments need to be aligned with proficiency scales according to campus and district instructions. **Root Cause 1:** New hires to campus need access to updated curriculum and support, specifically in assessment creation.

Goal 3: Connect high school to career and college.

Performance Objective 2: In grades PK-5, 100% of students will participate in higher education preparatory learning days by the spring of 2018, rather than 75% in 2017.

Evaluation Data Source(s) 2: Teacher lesson plans in each grade, campus wide activities' agendas and audience

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) 5th grade students will be provided interest inventories and job related discussions at various points throughout the school year.	2.5	Counselor 5th Grade Teachers	Expected result: Increased knowledge for students about higher education and post high school options.			
Problem Statements: School Processes & Programs 2 Funding Sources: Not Funded - 0.00						
						

Performance Objective 2 Problem Statements:

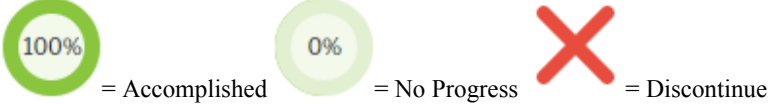
School Processes & Programs
Problem Statement 2: Multiple district initiatives that should be implemented fluidly. Root Cause 2: Teacher support in understanding and implementing district initiatives.

Goal 4: Improve low performing schools.

Performance Objective 1: Increase school provided family engagement activities from 4 times per year in 2018 to 6 times per year by May of 2019.

Evaluation Data Source(s) 1: Family engagement activities, calendar, agendas, and audience.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 5 1) *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.	3.1	Principal	Expected result: Increase family and community engagement.			
Problem Statements: Parent and Community Engagement 1 Funding Sources: Not Funded - 0.00						
						

Performance Objective 1 Problem Statements:

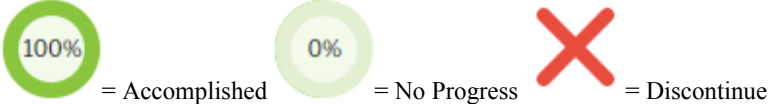
Parent and Community Engagement
Problem Statement 1: Parents are not aware of ways to help their students be more successful academically and socially. Root Cause 1: Specific feedback, coaching, and assistance is not being offered/provided to parents to bridge the gap between school and home.

Goal 4: Improve low performing schools.

Performance Objective 2: Increase overall campus attendance rate from 95.77% from 2017-2018 to 97.25% by May 2018.

Evaluation Data Source(s) 2: Monthly and yearly campus and district attendance data reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 4</p> <p>1) *The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p>	2.4, 2.5, 2.6	Attendance Clerk Principal Assistant Principal	Expected result: More student learning time for all students.			
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 4</p> <p>2) Monthly attendance drawing/incentives will be provided during a semester celebration twice this year.</p>	2.5	Principal Assistant Principal	Expected result: Increased learning time for students.			
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: Not Funded - 0.00</p>						
						

Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Parents are not aware of ways to help their students be more successful academically and socially. Root Cause 1: Specific feedback, coaching, and assistance is not being offered/provided to parents to bridge the gap between school and home.</p>




Goal 4: Improve low performing schools.

Performance Objective 3: Reduce the number of yearly discipline referrals from 182 in May 2018 to 127 by May 2019.

Evaluation Data Source(s) 3: Monthly and yearly campus discipline reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) *Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.	2.5	Principal Counselor	Expected result: Prevention and reporting			
Problem Statements: School Processes & Programs 2 Funding Sources: Not Funded - 0.00						
2) *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.	2.4, 2.6	Principal Assistant Principal Counselor	Expected result: Students will remain on grade level while assigned to DAEP or other placements.			
Problem Statements: School Processes & Programs 2 - Perceptions 1 Funding Sources: Not Funded - 0.00						
Critical Success Factors CSF 1	2.5	Principal Assistant Principal	Expected result: Increased positive student behavior. Increased academic achievement.			
3) All students in grades K-5 will be provided the opportunity to learn in flexible seating spaces.	Problem Statements: School Processes & Programs 2 Funding Sources: Title 1 Part A - 2000.00					
Critical Success Factors CSF 6	2.5	Principal	Expected result: Increased student leadership activities Increased positive behavior.			
4) Students in grades 4 and 5 will be eligible to be selected for our campus student ambassador program for campus leadership responsibilities.	Problem Statements: Perceptions 2 Funding Sources: Not Funded - 0.00					

<p align="center">Critical Success Factors CSF 4 CSF 6</p> <p>5) A new campus wide PBIS system that utilizes Panther Cash will be implemented to reward/reinforce desired behaviors.</p>	2.5	Principal ALL Staff	Decrease in office referrals by 30%.			
<p>Problem Statements: Perceptions 1 Funding Sources: Title 1 Part A - 0.00</p>						
<p align="center">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

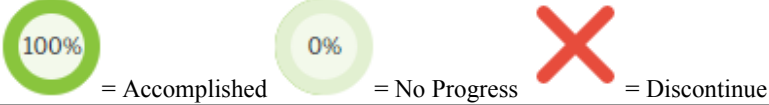
<p>School Processes & Programs</p>
<p>Problem Statement 2: Multiple district initiatives that should be implemented fluidly. Root Cause 2: Teacher support in understanding and implementing district initiatives.</p>
<p>Perceptions</p>
<p>Problem Statement 1: Despite positive behavior supports in place, the number of discipline referrals remains constant for the past 2 years. Root Cause 1: Lack of inconsistency across grade levels and campus as a whole in addition to new staff who might be new to campus or education in general.</p>
<p>Problem Statement 2: Lack of P.I.E. Partners, Read to Learn volunteers, and volunteers in general. Root Cause 2: New teachers in charge of securing volunteers. Lack of recruitment acknowledgement.</p>

Goal 4: Improve low performing schools.

Performance Objective 4: Increase the percentage of economically disadvantaged students passing the STAAR test from 64% in 2018 to 75% in 2019.

Evaluation Data Source(s) 4: STAAR results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) Additional teachers and/or paraprofessionals will push in the classes to support student learning.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaches				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Processes & Programs 2 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>2) Provide a tutor to support students in class through inclusion tutoring for the spring semester.</p>	2.4, 2.5, 2.6	Principal	Expected result: Increased student achievement in science.			
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Title 1 Part A - 22000.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Title funds will be used to purchase Education Galaxy to enhance instructional programs currently in place.</p>	2.4, 2.5, 2.6	Principal ALL Staff	Increase in Math and Reading fluency which will increase overall STAAR achievement (passing) and growth.			
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Title 1 Part A - 0.00</p>						
						

Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Southern Hills is able to recruit quality staff who need campus-specific training. Root Cause 1: Lack of qualified candidates applying to WFISD.
Student Academic Achievement
Problem Statement 1: On 2018 STAAR, 4th grade students scored 12% less than district in Math and Reading. Root Cause 1: The STAAR Prep tutoring schedule was not effective in 4th grade.
Problem Statement 2: Writing scores have continued to decline in recent years. Root Cause 2: In 2017-2018, SH was part of the Statewide Writing Pilot and did not receive scores that counted toward our accountability. In 2018, the teacher in 4th grade writing is BRAND new to education.

School Processes & Programs

Problem Statement 2: Multiple district initiatives that should be implemented fluidly. **Root Cause 2:** Teacher support in understanding and implementing district initiatives.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	2) Two campus instructional coaches will be employed to work directly with classroom teachers to support teaching and learning in the classroom.
2	1	4	A reading instructional coach will be provided to all reading teachers as a resource for modeling lessons, listening, providing feedback, and providing resources to support reading teaching and learning. In addition, the coach will assist the campus with RTI.
2	2	2	A math instructional coach will be provided to all math teachers as a resource for modeling lessons, listening, providing feedback, and providing resources to support math teaching and learning. In addition, the coach will work with students during RTI.
4	4	1	Additional teachers and/or paraprofessionals will push in the classes to support student learning.

State Compensatory

Personnel for Southern Hills Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arriaga, Maribel	Aide	School Wide	.90
Boone, Michelle	Instructional Coach	School Wide	.60
Burton, Angela	PK Teacher	School Wide	.50
Carrillo, Maria	Teacher	School Wide	.50
Estevez, Jessica	Teacher	School Wide	.50
Golden, Patti	Instructional Coach	School Wide	.60
Jacquez-Serrano, Elma	Aide	School Wide	.90
Martin, Aureliana	PK Aide	School Wide	.50
Merasco, Vicki	PK Aide	School Wide	.50
Nihof, Berta Alisa	Teacher	School Wide	.50
Rowe, Betty	Aide	School Wide	.90
Zug, Dolores	PK Teacher	School Wide	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

How was CNA conducted??

sub committees

developed problem statements

then root causes

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

these performance objectives would meet needs using strategies in cip

2.2: Regular monitoring and revision

sbdm meets nov, feb, may

2.3: Available to parents and community in an understandable format and language

document how its available to public

-website

2.4: Opportunities for all children to meet State standards

strategies for this to happen

2.5: Increased learning time and well-rounded education

supplemental curriculum programs used by tutors

2.6: Address needs of all students, particularly at-risk

13 at risk criteria

how do we address each criteria that is applicable

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.2: Offer flexible number of parent involvement meetings

how do we offer additional times to parents other than those we schedule?

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Boone, Michelle	Instructional Coach	School Wide	.40
Golden, Patti	Instructional Coach	School Wide	.40

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jeremy Lopez	Principal
Administrator	Danielle Taylor	Assistant Principal
Non-classroom Professional	Patricia Golden	Instructional Coach
Classroom Teacher	Megan Scroggins	1st Grade Teacher
Classroom Teacher	Dolores Zug	Pre-K Teacher
Classroom Teacher	Michelle Wallace	Kindergarten Teacher
Classroom Teacher	Cheri West	3rd Grade Teacher
Classroom Teacher	Sherri Syptak	5th Grade Teacher
Classroom Teacher	Alvina Smith	2nd Grade Teacher
Parent	Lisette Chapa	Parent Representative
Classroom Teacher	Jessica Sons	1st Grade Teacher
Classroom Teacher	Jim Dooley	PE Coach
District-level Professional	Amanda Gonzales	Bilingual Coordinator

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1.2 FTE		\$0.00
2	1	2	Headphones		\$0.00
2	1	6	Parent Involvement Supplies		\$0.00
2	1	6	Parent Involvement Food		\$0.00
2	4	1			\$0.00
2	4	3			\$4,249.00
4	3	3	Flexible Seating		\$2,000.00
4	3	5			\$0.00
4	4	2			\$22,000.00
4	4	3		4249.00	\$0.00
Sub-Total					\$28,249.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	.28 FTE		\$0.00
Sub-Total					\$0.00
General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Mentor Teachers		\$0.00
Sub-Total					\$0.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00

1	1	6			\$0.00
1	1	7			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	7			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	4			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$28,249.00