

**Southside Independent School District**  
**Southside High School**  
**2023-2024 Campus Improvement Plan**



# **Mission Statement**

**Southside ISD seeks to be the choice when it comes to providing a quality public education by upholding the highest standards of our core values.**

# **Vision**

**Southside ISD will lead educational excellence by providing innovative programs.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Southside High School is the lone high school of Southside ISD. Each of the past 4 years campus enrollment has continued to increase, we currently have 1750 students enrolled. The race/ethnicity breakdown includes 90% of our students being Hispanic, followed by 5.9% white and nearly 1% African American. We are a Title I campus where 100% of Southside students receive free breakfast, lunch, and supper services. Southside High School is about 84% economically disadvantaged, 13% of the students receive Special Education services and about 18% of our students are Emergent Bilingual students.

With several housing subdivisions rising within Southside community, we expect a tremendous amount of growth within the next 3-5 years. This growth will ultimately lead to the increase of business and revenue. This school year, we have become an Open Enrollment district to allow the registration of students who reside outside of the district.

We offer various programs for our students, largely in the area of Career and Technology. Students who participate in the CTE program earn Industry Based certifications and also have opportunities to earn Dual course credit. In addition to the traditional high school, we also have an Early College High School utilizing the school within a school model. Each year, we accept a new cohort of no more than 125 students into the Early College. ECHS sits at 425 for 9th-12th grade students. We partner with Palo Alto College for our Dual Credit courses and are fortunate enough to have Dual Credit teachers in English, Math, History, and Music on campus.

Southside High School has various supports for social emotional learning and overall support of student mental health. Many of our behavioral challenges are significantly decreased when we focus on the "why" of the behavior. In certain times of the year, there are increased numbers of teacher referrals, the 9th grade class typically have the most referrals in comparison to the 10th-12th grade cohorts.

While the pride of the Southside community is evident at various extracurricular events, we continue to be faced with the need to increase support for the academic initiatives and lessen some of the identified educational gaps.

### Demographics Strengths

Southside has encouraged the growth and upgrade of many of our district programs. In the past 3 years, the Fine Arts facility has been renovated to include the addition of a new Band Hall and Mariachi room. In addition, we have a recently built Ag facility on campus. A great amount of emphasis has been placed on students becoming College and Career Ready and being able to graduate with certifications if they choose to enter the workforce directly after graduation.

There is strong support for our students who participate in our Early College High School program and have the opportunity to earn Associates degrees while working toward a high school diploma. ECHS students are able to take advantage of the free tuition and books for the Dual Credit courses because the district supports funding for the program. The Senior class 2023 has over 60 students earn their Associates Degree.

Southside ISD has also made adjustments to not only attract staff but retain staff members who are of great benefit to the development of our students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** At times, transportation hinders students' ability to take advantage of extended day opportunities which are made available to reinforce learning. **Root**

**Cause:** Several families within our community do not have the transportation means to attend meetings o campus and there is also a lack of public transportation offered frequently throughout the day.

**Problem Statement 2 (Prioritized):** There is a trend for low performance from the Emergent Bilingual students. **Root Cause:** Lack of training for Emergent Bilingual instruction needs to be provided for teachers and implemented by the district and/or campus.

**Problem Statement 3 (Prioritized):** With emphasis in ELA, our students who receive special education services are consistently performing below general education students at 31% in ELA II and 19% in ELA I approaching grade level. **Root Cause:** Student academic gaps continue to grow as students progress through grade levels. There is a need to align curriculum and continue to provide appropriate interventions during the school day which also award state credits toward graduation.

# Student Learning

## Student Learning Summary

### CCMR Rate

2022 final CCMR rate was 70%. 2023 preliminary CCMR rate is 88%.

### Graduation Rate

#### Class of 2020

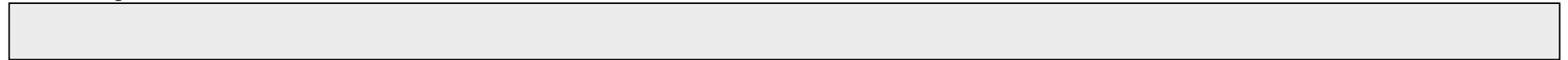
- Our graduation rate is 94.3%
- This is up .5% percentage points from last year. (93.8%)

#### Class of 2021

- Our graduation rate is 93.7%
- This is up 4.9% percentage points from last year. (88.5%)

#### Class of 2022

- Our graduation rate is 90.7%



## Student Learning Strengths

### 2022-2023 SHS accomplishments:

- Over 8 million dollars in scholarships- most ever
- 62 students graduated with an Associates Degree- most ever
- 88% of our Seniors received a CCMR point- most ever
- ELA I and II EOC scores showed continued improvement
- Biology EOC scores continued to improve!
- U.S. History EOC scores were the highest ever!

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

**Problem Statement 1 (Prioritized):** The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. **Root Cause:** Inconsistent planning and implementation of curriculum and inconsistent student attendance.

**Problem Statement 2 (Prioritized):** An achievement gap exists for sub-populations (EL, SPED, Eco Dis) on STAAR Assessments. **Root Cause:** Lack implementation of differentiation and specialized strategies to address unique student learning needs.

**Problem Statement 3 (Prioritized):** The number of students who complete a CTE program of study through the practicum and obtain an Industry-Based Certificate is below the district goal of 37% **Root Cause:** Students and families lack knowledge about benefits of and availability of the opportunities in CTE.

**Problem Statement 4:** There is low participation of parents attending school functions throughout the year at Southside High School. **Root Cause:** Lack of parent participation may be due to need for more opportunities / events after hours, need for additional means of communication, and lack of transportation to our campus events.

# School Processes & Programs

## School Processes & Programs Summary

**Administrative Processes:** The admin consists of a Principal, an Academic Dean, an Early College High School Administrator, four Assistant Principals. Each Assistant Principal is assigned to a grade level. We have an Instructional Coach that works with all content areas. There are five Counselors each assigned to grade level, with one Counselor responsible for all of the Early College students. There are eight department chairs for every content areas.

**Instructional Processes:** Each Admin is assigned a content area to oversee. Professional Learning Communities (PLCs) meet on a weekly basis with the Academic Dean facilitating the meeting. Assistant Principals, Instructional Coach, and Department Chair also attends and participates in each PLC. During PLC meetings student work is analyzed to ensure students are being academically successful. Instructional decisions are made to address any student deficiencies. All Admin conduct at least six walkthroughs a week.

**Curricular:** Southside High School offers a wide range of classes to meet the needs of all students. There many electives classes that allow students explore their interests. Dual Credit and AP classes are offered to all students who want to enroll in them . There is a growing CTE program that allows to students to receive industry certifications and intern opportunities.

## School Processes & Programs Strengths

Our Early College High School continues to grow. We had 62 Seniors graduate with an Associates Degree.

Our Senior class received over 7 million dollars in scholarships.

Over 60% of our Seniors received an industry certifications.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Bell-to-bell instruction is inconsistent across classrooms, with teachers utilizing varying amounts of time for each lesson process (i.e. bell ringer, direct teach, exit ticket, etc.). CO and LO are inconsistently written to meet the rigor and language of the TEKS. **Root Cause:** Classroom expectations need to be clearly communicated and reviewed at the beginning of the year. A process for non-negotiables and lesson pacing should be in place before the year begins to give classrooms consistency of expectations. Admin should be specifically looking for and reinforcing the importance of the pacing and expectations within each classroom as it pertains to student learning.



# Perceptions

## Perceptions Summary

At Southside High School the leadership team has worked on creating an inviting culture that welcomes input from all campus stakeholders. All staff is expected to treat each other, our students, parents, and community members with respect in order to help create a safe environment for learning.

## Perceptions Strengths

The district has made big strides in the last three years to improve the perception of the district. The district has made gains in academics, especially STAAR scores. The district ranks as the highest paying district in the county. The Southside ISD is also one of the few districts that has seen its student enrollment continue to grow in the last 3 years.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Less than 70% of parents attend one or more functions at Southside High School each school year. **Root Cause:** Lack of parent participation may be due to need for more opportunities / events after hours, need for additional means of communication, and lack of transportation to our campus events.

# Priority Problem Statements

**Problem Statement 1:** With emphasis in ELA, our students who receive special education services are consistently performing below general education students at 31% in ELA II and 19% in ELA I approaching grade level.

**Root Cause 1:** Student academic gaps continue to grow as students progress through grade levels. There is a need to align curriculum and continue to provide appropriate interventions during the school day which also award state credits toward graduation.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a trend for low performance from the Emergent Bilingual students.

**Root Cause 2:** Lack of training for Emergent Bilingual instruction needs to be provided for teachers and implemented by the district and/or campus.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects.

**Root Cause 3:** Inconsistent planning and implementation of curriculum and inconsistent student attendance.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** An achievement gap exists for sub-populations (EL, SPED, Eco Dis) on STAAR Assessments.

**Root Cause 4:** Lack implementation of differentiation and specialized strategies to address unique student learning needs.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Bell-to-bell instruction is inconsistent across classrooms, with teachers utilizing varying amounts of time for each lesson process (i.e. bell ringer, direct teach, exit ticket, etc.). CO and LO are inconsistently written to meet the rigor and language of the TEKS.

**Root Cause 5:** Classroom expectations need to be clearly communicated and reviewed at the beginning of the year. A process for non-negotiables and lesson pacing should be in place before the year begins to give classrooms consistency of expectations. Admin should be specifically looking for and reinforcing the importance of the pacing and expectations within each classroom as it pertains to student learning.

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

**Problem Statement 6:** Less than 70% of parents attend one or more functions at Southside High School each school year.

**Root Cause 6:** Lack of parent participation may be due to need for more opportunities / events after hours, need for additional means of communication, and lack of transportation to our campus events.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** The number of students who complete a CTE program of study through the practicum and obtain an Industry-Based Certificate is below the district goal of

37%

**Root Cause 7:** Students and families lack knowledge about benefits of and availability of the opportunities in CTE.

**Problem Statement 7 Areas:** Student Learning








# Goals






**Goal 1: Student Achievement:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level. Maintain A campus rating(s) and improve all B rated campuses to A rated campuses by 2027.

**Performance Objective 1:** Provide student authentic and engaging learning experiences where they can show mastery of processing and content standards.

**High Priority**

**Evaluation Data Sources:** Walkthroughs, classroom grades, assessment data, attendance

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teachers in an EOC content area will participate in a PLC</p> <p><b>Strategy's Expected Result/Impact:</b> Improved lessons and teaching that is aligned to the curriculum and the academic needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Academic Dean, Instructional Coach</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All EOC courses will give bi-weekly assessments to track student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement, increased teacher knowledge of student data</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Academic Dean, Instructional Coach, Classroom teacher</p> <p><b>Problem Statements:</b> Demographics 2, 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will provide student academic enrichment, including afterschool tutoring, to improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student EOC scores and classroom grades will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Admin, Counselors</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 12th grade students would be provided a personal financial literacy course to help them be prepared for life after high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain knowledge to allow them to make better financial decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, admin, counselors.</p>	Formative		
	Dec	Mar	July
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**Performance Objective 1 Problem Statements:**


<b>Demographics</b>
<p><b>Problem Statement 2:</b> There is a trend for low performance from the Emergent Bilingual students. <b>Root Cause:</b> Lack of training for Emergent Bilingual instruction needs to be provided for teachers and implemented by the district and/or campus.</p>
<p><b>Problem Statement 3:</b> With emphasis in ELA, our students who receive special education services are consistently performing below general education students at 31% in ELA II and 19% in ELA I approaching grade level. <b>Root Cause:</b> Student academic gaps continue to grow as students progress through grade levels. There is a need to align curriculum and continue to provide appropriate interventions during the school day which also award state credits toward graduation.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. <b>Root Cause:</b> Inconsistent planning and implementation of curriculum and inconsistent student attendance.</p>
<p><b>Problem Statement 2:</b> An achievement gap exists for sub-populations (EL, SPED, Eco Dis) on STAAR Assessments. <b>Root Cause:</b> Lack implementation of differentiation and specialized strategies to address unique student learning needs.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Bell-to-bell instruction is inconsistent across classrooms, with teachers utilizing varying amounts of time for each lesson process (i.e. bell ringer, direct teach, exit ticket, etc.). CO and LO are inconsistently written to meet the rigor and language of the TEKS. <b>Root Cause:</b> Classroom expectations need to be clearly communicated and reviewed at the beginning of the year. A process for non-negotiables and lesson pacing should be in place before the year begins to give classrooms consistency of expectations. Admin should be specifically looking for and reinforcing the importance of the pacing and expectations within each classroom as it pertains to student learning.</p>






**Goal 1: Student Achievement:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level. Maintain A campus rating(s) and improve all B rated campuses to A rated campuses by 2027.

**Performance Objective 2:** SHS will increase STAAR performance (Domain I &II) in all tested subjects by at least 5 percentage points, with English 1- 78%/40%/20% , ELA 2 at 80%/40%/25%, Algebra 1 at 85%/42%/25%, Biology at 90%/45%/30%, and US History at 95%/60%/30%

**Evaluation Data Sources:** Agendas, sign-in sheets, lesson plans, assessment data, AR Point Totals

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Encourage campus-wide reading with District AR contest, utilizing MyOn and Renaissance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student reading</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize PLCs to make data-based decisions for instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction and alignment amongst grade level content teachers</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, EOC Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize Tier 2 instructional resources in intervention classes and tutoring sessions</p> <p><b>Strategy's Expected Result/Impact:</b> Increase performance amongst struggling students in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, EOC Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
	N/A		
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Offer after school EOC tutoring and Saturday school</p> <p><b>Strategy's Expected Result/Impact:</b> Increase performance among struggling students in all content areas</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Tutoring Coordinator, Tutoring Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
	N/A		
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Administer bi-weekly aligned assessments to monitor student progress</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment amongst teachers and classrooms, as well as improved data-tracking and performance</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide instructional materials, including technology and software, and professional development for STAAR tested content areas to increase student achievement and mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction in STAAR content areas, leading to improved scored</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**



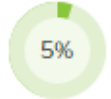
<b>Demographics</b>
<p><b>Problem Statement 2:</b> There is a trend for low performance from the Emergent Bilingual students. <b>Root Cause:</b> Lack of training for Emergent Bilingual instruction needs to be provided for teachers and implemented by the district and/or campus.</p>
<p><b>Problem Statement 3:</b> With emphasis in ELA, our students who receive special education services are consistently performing below general education students at 31% in ELA II and 19% in ELA I approaching grade level. <b>Root Cause:</b> Student academic gaps continue to grow as students progress through grade levels. There is a need to align curriculum and continue to provide appropriate interventions during the school day which also award state credits toward graduation.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. <b>Root Cause:</b> Inconsistent planning and implementation of curriculum and inconsistent student attendance.</p>
<p><b>Problem Statement 2:</b> An achievement gap exists for sub-populations (EL, SPED, Eco Dis) on STAAR Assessments. <b>Root Cause:</b> Lack implementation of differentiation and specialized strategies to address unique student learning needs.</p>



**Goal 1: Student Achievement:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level. Maintain A campus rating(s) and improve all B rated campuses to A rated campuses by 2027.

**Performance Objective 3:** Improve performance on Closing the Gaps of all subgroups (Domain III) to include special education students and Emergent Bilinguals by 5 points by 2024

**Evaluation Data Sources:** Master Schedule, Lesson plans, Grade/test data, Sign in Sheets, Agendas

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize the Co-Teach model in all EOC courses to address the needs of special populations students.  <b>Strategy's Expected Result/Impact:</b> Improve learning and performance of special education students.  <b>Staff Responsible for Monitoring:</b> Admin, SPED Facilitator, Co-Teachers</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide Staff Development for faculty to address the needs of SPED and ELL students, such as sheltered instruction  <b>Strategy's Expected Result/Impact:</b> Improve faculty performance for special populations  <b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monitor and address the needs of migrant and McKinney-Vento populations technology and hot spot needs.  <b>Strategy's Expected Result/Impact:</b> Improved performance  <b>Staff Responsible for Monitoring:</b> Admin, IC</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**




**Student Learning**






**Problem Statement 2:** An achievement gap exists for sub-populations (EL, SPED, Eco Dis) on STAAR Assessments. **Root Cause:** Lack implementation of differentiation and specialized strategies to address unique student learning needs.

**Goal 1: Student Achievement:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level. Maintain A campus rating(s) and improve all B rated campuses to A rated campuses by 2027.

**Performance Objective 4: LOTE:** Increase students Language proficiency levels, in order to meet the recommended proficiency standards set by the LOTE TEKS as well as AP courses provided.

**Evaluation Data Sources:** Lesson plans, sign-in sheets, agendas and materials

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide content specific staff development for LOTE courses</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching and learning in LOTE courses</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, LOTE Teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Encourage student participation in Campus, District and Region 20 Spanish Spelling Bee.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, LOTE Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>-</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide instructional materials, including technology and software, and professional development for LOTE courses to increase student achievement and mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction in LOTE classes, leading to increased performance in LOTE</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative		
	Dec	Mar	July
	 5%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 4 Problem Statements:**




Demographics
<p><b>Problem Statement 2:</b> There is a trend for low performance from the Emergent Bilingual students. <b>Root Cause:</b> Lack of training for Emergent Bilingual instruction needs to be provided for teachers and implemented by the district and/or campus.</p>
Student Learning
<p><b>Problem Statement 3:</b> The number of students who complete a CTE program of study through the practicum and obtain an Industry-Based Certificate is below the district goal of 37% <b>Root Cause:</b> Students and families lack knowledge about benefits of and availability of the opportunities in CTE.</p>






**Goal 1: Student Achievement:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level. Maintain A campus rating(s) and improve all B rated campuses to A rated campuses by 2027.

**Performance Objective 5: Staffing:** Recruit, hire, retain, and provide professional development for teachers and staff and focus on an environment of continuous improvement where their talents can flourish.

**High Priority**

**Evaluation Data Sources:** Job fair schedules, Certification program lists, lesson plans, Mentor/Mentee meetings agendas,

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Participate in local teacher job fairs and make contacts with local universities and teacher certification programs to recruit candidates</p> <p><b>Strategy's Expected Result/Impact:</b> Hiring of experienced teachers to improve instruction</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide new teacher mentoring program</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teaching of first-year teachers, as well as retaining new staff</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, Teacher Mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Establish and implement effective instructional leadership models for site-based decision making through regular leadership/staff meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Improve decision making on the campus</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Instructional Coach, Department Chairs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






**Performance Objective 5 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. <b>Root Cause:</b> Inconsistent planning and implementation of curriculum and inconsistent student attendance.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Bell-to-bell instruction is inconsistent across classrooms, with teachers utilizing varying amounts of time for each lesson process (i.e. bell ringer, direct teach, exit ticket, etc.). CO and LO are inconsistently written to meet the rigor and language of the TEKS. <b>Root Cause:</b> Classroom expectations need to be clearly communicated and reviewed at the beginning of the year. A process for non-negotiables and lesson pacing should be in place before the year begins to give classrooms consistency of expectations. Admin should be specifically looking for and reinforcing the importance of the pacing and expectations within each classroom as it pertains to student learning.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Less than 70% of parents attend one or more functions at Southside High School each school year. <b>Root Cause:</b> Lack of parent participation may be due to need for more opportunities / events after hours, need for additional means of communication, and lack of transportation to our campus events.</p>

**Goal 1: Student Achievement:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level. Maintain A campus rating(s) and improve all B rated campuses to A rated campuses by 2027.

**Performance Objective 6: Mentors:** Assign professional development and mentors to newly hired staff to provide guidance and support.

**Evaluation Data Sources:** Lesson plans, agendas, PLC's






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> New teachers will be provided professional development to increase the effectiveness in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased job performance and satisfaction. Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team, Department Chairs, Assigned Mentors.</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative		
	Dec	Mar	July
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 6 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. <b>Root Cause:</b> Inconsistent planning and implementation of curriculum and inconsistent student attendance.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Bell-to-bell instruction is inconsistent across classrooms, with teachers utilizing varying amounts of time for each lesson process (i.e. bell ringer, direct teach, exit ticket, etc.). CO and LO are inconsistently written to meet the rigor and language of the TEKS. <b>Root Cause:</b> Classroom expectations need to be clearly communicated and reviewed at the beginning of the year. A process for non-negotiables and lesson pacing should be in place before the year begins to give classrooms consistency of expectations. Admin should be specifically looking for and reinforcing the importance of the pacing and expectations within each classroom as it pertains to student learning.</p>

**Goal 1: Student Achievement:** Accelerate student learning to dramatically increase the number of students who perform on or above grade level. Maintain A campus rating(s) and improve all B rated campuses to A rated campuses by 2027.

**Performance Objective 7:** Implement AR program to increase student participation in reading and support reading comprehension.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Social Studies teachers will provide opportunities for students to participate and earn points in Accelerated Reading on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> This will help students improve their reading comprehension skills. Students will also be able to make up attendance credit hours.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers, Department Chair, Admin Team</p> <p><b>Problem Statements:</b> Demographics 3</p>	Formative		
	Dec	Mar	July
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 7 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> With emphasis in ELA, our students who receive special education services are consistently performing below general education students at 31% in ELA II and 19% in ELA I approaching grade level. <b>Root Cause:</b> Student academic gaps continue to grow as students progress through grade levels. There is a need to align curriculum and continue to provide appropriate interventions during the school day which also award state credits toward graduation.</p>










**Goal 2:** The percentage of students who graduate meeting College, Career, and Military Readiness (CCMR) will increase from 82% to 92% by 2027.

**Performance Objective 1:** Increase industry based certifications by 10% each year.

**HB3 Goal**

**Evaluation Data Sources:** Lesson plans, Sign-in sheets, agendas, surveys, contact logs, student participation lists

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase industry based certifications by 10% by 2022</p> <p><b>Strategy's Expected Result/Impact:</b> Improved college and career readiness for students</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CTE Coordinator, CTE Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop a greater network of Industry, Corporate and Business Partners to share industry standard practices and provide input to the SHS CTE program through Advisory Committees.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved access to business leaders and support for students in their pursuit of certification and employment</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CTE Coordinator, CTE Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Encourage participation in CTE courses through elective fairs, CTE Showcases, and CTE related competitions</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of the CTE programs offered and participation in coherent sequence of courses</p> <p><b>Staff Responsible for Monitoring:</b> Admin, CTE Coordinator, CTE Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative		
	Dec	Mar	July
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



**Performance Objective 1 Problem Statements:**






Student Learning
<p><b>Problem Statement 3:</b> The number of students who complete a CTE program of study through the practicum and obtain an Industry-Based Certificate is below the district goal of 37% <b>Root Cause:</b> Students and families lack knowledge about benefits of and availability of the opportunities in CTE.</p>

**Goal 2:** The percentage of students who graduate meeting College, Career, and Military Readiness (CCMR) will increase from 82% to 92% by 2027.

**Performance Objective 2:** Improve graduation rate of all students and subgroups to include special education students and Emergent Bilinguals to 97% by 2024

**Evaluation Data Sources:** Graduation reports, Flexible School Day enrollment, Student reports, Sign-in sheets and logs, agendas, Individual Graduation Plan (IGP)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize Flexible School Day Program and online curriculum programs for students to earn credits toward graduation</p> <p><b>Strategy's Expected Result/Impact:</b> Increased credit recovery and first-time earning of credits, leading to increased graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, Virtual Teachers</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative		
	Dec	Mar	July
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Offer Saturday School and After School Tutoring for attendance recovery</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on course work, state assessments, and attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, Attendance Clerks</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Dec	Mar	July
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure that every student in grades 8 -12 have opportunity to complete a 4-year graduation plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased adherence to coherent sequence of courses, as well as improved 4-year graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Dec	Mar	July
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> There is a trend for low performance from the Emergent Bilingual students. <b>Root Cause:</b> Lack of training for Emergent Bilingual instruction needs to be provided for teachers and implemented by the district and/or campus.</p>
Student Learning
<p><b>Problem Statement 1:</b> The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. <b>Root Cause:</b> Inconsistent planning and implementation of curriculum and inconsistent student attendance.</p>








**Goal 2:** The percentage of students who graduate meeting College, Career, and Military Readiness (CCMR) will increase from 82% to 92% by 2027.

**Performance Objective 3:** Increase the number of students who participate in Advanced Academic courses (Dual Credit/ AP) and increase success by 10% for those that take AP exams.

**HB3 Goal**

**Evaluation Data Sources:** Lesson plans, Sign-in sheets, agendas, materials, exam scores, master schedule, course catalog, registration reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide Professional Development and resources for all Advanced Academics, APcourses &amp; teachers in instructional strategies that support advanced students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching and learning in advanced academics classes</p> <p><b>Staff Responsible for Monitoring:</b> Admin, advanced academics Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Offer field trips, review sessions, and review materials for advanced academics courses</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores on exams and in dual credit courses</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Adv. Acad. Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
	N/A		

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Offer additional advanced academics course offerings and offer new courses required by legislature.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase enrollment and participation in advanced academics courses and associated examinations</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselors, adv. acad. teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Dec	Mar	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Performance Objective 3 Problem Statements:**








Student Learning
<p><b>Problem Statement 1:</b> The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. <b>Root Cause:</b> Inconsistent planning and implementation of curriculum and inconsistent student attendance.</p>

**Goal 2:** The percentage of students who graduate meeting College, Career, and Military Readiness (CCMR) will increase from 82% to 92% by 2027.

**Performance Objective 4:** Increase the number of students who pass and participate the TSI, SAT, and other college entrance exams by 10%

**Evaluation Data Sources:** Registration logs, session materials, sign-in sheets, rosters

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> TSI Test 90% of students prior to entering 11th grade year</p> <p><b>Strategy's Expected Result/Impact:</b> Improved participation in TSI testing, as well as participation in advanced academics courses</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, Testing Coordinator, GO Center Tech</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize College GO Center and GO Center Technician for college entrance examination information and prep sessions</p> <p><b>Strategy's Expected Result/Impact:</b> Improved participation and scores on college entrance exams</p> <p><b>Staff Responsible for Monitoring:</b> Admin, GO Center Tech</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize SAT/PSAT school-wide test day</p> <p><b>Strategy's Expected Result/Impact:</b> Increased participation in college entrance examinations</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Testing Coordinator, GO Center Tech</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Dec	Mar	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. <b>Root Cause:</b> Inconsistent planning and implementation of curriculum and inconsistent student attendance.</p> <p><b>Problem Statement 2:</b> An achievement gap exists for sub-populations (EL, SPED, Eco Dis) on STAAR Assessments. <b>Root Cause:</b> Lack implementation of differentiation and specialized strategies to address unique student learning needs.</p> <p><b>Problem Statement 3:</b> The number of students who complete a CTE program of study through the practicum and obtain an Industry-Based Certificate is below the district goal of 37% <b>Root Cause:</b> Students and families lack knowledge about benefits of and availability of the opportunities in CTE.</p>









**Goal 3:** Promote community and school involvement that engages all stakeholders.

**Performance Objective 1:** Parental Involvement: Increase parent engagement by having at least 6 opportunities for parental engagement throughout the school year.

**High Priority**

**Evaluation Data Sources:** Agendas, sign-in sheets, contact logs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement monthly parent information sessions</p> <p><b>Strategy's Expected Result/Impact:</b> Improved participation and communication with parents, guardians, and other stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Food, drinks, supplies - Title I - \$6,097.97</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will make regular contact with parents via phone, text or email</p> <p><b>Strategy's Expected Result/Impact:</b> Better communication and support between teachers and families</p> <p><b>Staff Responsible for Monitoring:</b> Admin, GO Center Tech</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Conduct monthly parent meetings focusing on the college acceptance process, financial aid , military opportunities, and SAT/ACT preparation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students attending a 2 and/or 4 year college. Increased number of students receiving financial aid. Increased number of student joining the military.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team, Counseling team, GEAR UP team</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> food/drink, daycare, supplies - Title I - \$6,097.97</p>	Formative		
	Dec	Mar	July
	 45%		
 No Progress  Accomplished  Continue/Modify  Discontinue			



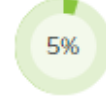




**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Less than 70% of parents attend one or more functions at Southside High School each school year. <b>Root Cause:</b> Lack of parent participation may be due to need for more opportunities / events after hours, need for additional means of communication, and lack of transportation to our campus events.</p>

**Goal 3:** Promote community and school involvement that engages all stakeholders.

**Performance Objective 2:** Increase consistent communication among all stakeholders using technology and social media by 25% in 2024.

**Evaluation Data Sources:** School website, blackboard logs, social media posts and messages

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Consistently update school website with important information and upcoming events <b>Strategy's Expected Result/Impact:</b> Improved communication and increased parental/community involvement <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize Blackboard Messaging to send updates and reminders to parents <b>Strategy's Expected Result/Impact:</b> Improved communication and increased parental/community involvement <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize District Parent and Community Engagement Coordinator and District PIO to create social media posts and events <b>Strategy's Expected Result/Impact:</b> Improved communication and increased parental/community involvement <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**



**Perceptions**







**Problem Statement 1:** Less than 70% of parents attend one or more functions at Southside High School each school year. **Root Cause:** Lack of parent participation may be due to need for more opportunities / events after hours, need for additional means of communication, and lack of transportation to our campus events.

**Goal 3:** Promote community and school involvement that engages all stakeholders.

**Performance Objective 3:** Attendance: Achieve 94% ADA attendance

**Evaluation Data Sources:** Parent contact logs, attendance reports, court referrals, home visit logs, tutoring logs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize a variety of communication methods, such as phone calls, emails, Google Classroom, and Blackboard Messages, to make parents/guardians aware of attendance concerns</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, Attendance Clerks, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
	 <p>25%</p>		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Coordinate with County Truancy Officials to facilitate home visits</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
	 <p>35%</p>		

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Offer Saturday School and After School Tutoring for attendance recovery</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased credit denial due to attendance</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors, Attendance Clerks</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Offer incentives to students with attendance at and/or above 94% and for students who improve their attendance rate by 5% or better.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase our campus ADA rate.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, attendance clerks.</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


**Performance Objective 3 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. <b>Root Cause:</b> Inconsistent planning and implementation of curriculum and inconsistent student attendance.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Less than 70% of parents attend one or more functions at Southside High School each school year. <b>Root Cause:</b> Lack of parent participation may be due to need for more opportunities / events after hours, need for additional means of communication, and lack of transportation to our campus events.</p>

**Goal 3:** Promote community and school involvement that engages all stakeholders.

**Performance Objective 4:** Increase student participation in extracurricular activities, including student clubs, and events by 10%.

**Evaluation Data Sources:** Competition results, messages, posts, event attendance sheets, agendas, Club Membership

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Participate in local, state and national extracurricular competitions</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school culture and student performance</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Extracurricular Sponsors</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 3 - Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Advertise extracurricular events and performance opportunities through Blackboard Messages, Website, and Social Media to increase attendance at and awareness of events</p> <p><b>Strategy's Expected Result/Impact:</b> Improved participation in extracurricular activities and attendance at events/performances/competitions</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Extracurricular Sponsors</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Host electives and club fairs and showcase nights to increase student awareness of extracurricular opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Improved enrollment in electives and participation in clubs/organizations</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Extracurricular Sponsors</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - Perceptions 1</p>	Formative		
	Dec	Mar	July
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 4 Problem Statements:**






<b>Student Learning</b>
<p><b>Problem Statement 3:</b> The number of students who complete a CTE program of study through the practicum and obtain an Industry-Based Certificate is below the district goal of 37% <b>Root Cause:</b> Students and families lack knowledge about benefits of and availability of the opportunities in CTE.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Less than 70% of parents attend one or more functions at Southside High School each school year. <b>Root Cause:</b> Lack of parent participation may be due to need for more opportunities / events after hours, need for additional means of communication, and lack of transportation to our campus events.</p>



**Goal 3:** Promote community and school involvement that engages all stakeholders.

**Performance Objective 5:** Increase student experiences in field trips linked to classroom objectives.

**Evaluation Data Sources:** attendance sheets, permission slips, main goal

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> GEAR UP will provide numerous opportunities for field trips, like college visits, business/ industry visits, museums, and other educational opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student awareness and interest in college and career opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Admin team, GEAR UP team</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








**Performance Objective 5 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. <b>Root Cause:</b> Inconsistent planning and implementation of curriculum and inconsistent student attendance.</p>
<p><b>Problem Statement 3:</b> The number of students who complete a CTE program of study through the practicum and obtain an Industry-Based Certificate is below the district goal of 37%. <b>Root Cause:</b> Students and families lack knowledge about benefits of and availability of the opportunities in CTE.</p>

**Goal 4:** Provide a positive and safe learning environment for all stakeholders

**Performance Objective 1:** Emergency Operating Plan: 100% of campus employees, and where applicable, students, will be trained on the emergency operations plan components







**Evaluation Data Sources:** Drill reports, agendas, sign-in sheets, NaviGate Prepared Messaging Logs, EOP

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct Fire Drills once a month and Lockdown Drills once a semester <b>Strategy's Expected Result/Impact:</b> Improved reaction and compliance with emergency procedures <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize NaviGate Prepared App and train staff on usage <b>Strategy's Expected Result/Impact:</b> Improved communication during emergencies, leading to a safer school <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Update Emergency Operations Plan and provide training, updates and reminders to staff throughout the year <b>Strategy's Expected Result/Impact:</b> Improved response to emergencies that may occur <b>Staff Responsible for Monitoring:</b> Admin, Campus Security, District PD  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Provide a positive and safe learning environment for all stakeholders

**Performance Objective 2:** Drug Free Schools: The district will decrease the incidents of student discipline regarding drug, alcohol, and tobacco by 15%







**Evaluation Data Sources:** Discipline reports and referrals, police reports, crime stoppers reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Work with Bexar County Law Enforcement to conduct random searches for drugs on campus</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in drug incidents</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Campus Security, District PD</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement Crime Stoppers Program</p> <p><b>Strategy's Expected Result/Impact:</b> Safer school with less incidents of crime</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Campus Security, District PD</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Provide a positive and safe learning environment for all stakeholders

**Performance Objective 3:** Identify, implement and provide support and training on Bullying and Dating Violence



**Evaluation Data Sources:** Agendas, sign-in sheets, program materials









Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus counselors will provide information sessions to students during the school day on the topics of bullying and dating violence</p> <p><b>Strategy's Expected Result/Impact:</b> Improved social/emotional learning and decreased bullying and dating violence incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Counselors will provide staff with training on how to identify and report bullying, dating violence, and abuse</p> <p><b>Strategy's Expected Result/Impact:</b> Improved ability of teachers to implement social/emotional learning, as well as decreased incidents of bullying and dating violence.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Provide a positive and safe learning environment for all stakeholders

**Performance Objective 4:** Improve on systems of behavior to create a positive learning environment

**Evaluation Data Sources:** Agendas, sign-in sheets, contact logs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide support and professional development on classroom management strategies for teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom management across the campus and decreased discipline incidents</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will make parent contacts regarding student classroom performance</p> <p><b>Strategy's Expected Result/Impact:</b> Improved behavior in classes as well as communication between the school on families.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide support and professional development for campus admin for restorative discipline best practices  <b>Strategy's Expected Result/Impact:</b> Improved behavior and decreased incidents of discipline referrals  <b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
	N/A		
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The campus will install vape detectors in high volume restrooms to prevent students for vaping and creating an unsafe environment.  <b>Strategy's Expected Result/Impact:</b> reduced number of students being caught with vapes  <b>Staff Responsible for Monitoring:</b> admin, security, and police</p> <p><b>ESF Levers:</b>  Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Install fencing around campus to limit pedestrian and vehicular traffic.  <b>Strategy's Expected Result/Impact:</b> reduced numbers of campus visitors who do not follow the proper check-in procedures.  <b>Staff Responsible for Monitoring:</b> Admin, Campus Security, Campus Police</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. <b>Root Cause:</b> Inconsistent planning and implementation of curriculum and inconsistent student attendance.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Bell-to-bell instruction is inconsistent across classrooms, with teachers utilizing varying amounts of time for each lesson process (i.e. bell ringer, direct teach, exit ticket, etc.). CO and LO are inconsistently written to meet the rigor and language of the TEKS. <b>Root Cause:</b> Classroom expectations need to be clearly communicated and reviewed at the beginning of the year. A process for non-negotiables and lesson pacing should be in place before the year begins to give classrooms consistency of expectations. Admin should be specifically looking for and reinforcing the importance of the pacing and expectations within each classroom as it pertains to student learning.</p>

**Goal 4:** Provide a positive and safe learning environment for all stakeholders

**Performance Objective 5:** Support student wellness programs to encourage productive and healthy lifestyles and choices

**Evaluation Data Sources:** Counseling referrals, counseling logs, contact logs, program materials

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide counseling office hours for academic, social, and emotional support</p> <p><b>Strategy's Expected Result/Impact:</b> Improved social/emotional well-being for the students</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Partner with community organizations such as UT Health - San Antonio, Alamo Community College District and more to provide health and wellness support for students and families</p> <p><b>Strategy's Expected Result/Impact:</b> Increased support from community organizations, businesses, and schools for social/emotional and health support</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>July</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

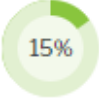




**Performance Objective 5 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The percentage of students receiving an Approaches or higher score on the STAAR tests is below the district goal of a B average for all grade levels/all subjects. <b>Root Cause:</b> Inconsistent planning and implementation of curriculum and inconsistent student attendance.</p>

**Goal 4:** Provide a positive and safe learning environment for all stakeholders

**Performance Objective 6:** Provide mentor/mentees with EB and SPED populations.

**Evaluation Data Sources:** Meet/Greet, check-ins, performance

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Admin team will meet with their assigned mentees at least once every three weeks to provide academic and social emotional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance. Increased student attendance. Decrease in behavioral issues.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>	Formative		
	Dec	Mar	July
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 6 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> There is a trend for low performance from the Emergent Bilingual students. <b>Root Cause:</b> Lack of training for Emergent Bilingual instruction needs to be provided for teachers and implemented by the district and/or campus.</p>
Student Learning
<p><b>Problem Statement 2:</b> An achievement gap exists for sub-populations (EL, SPED, Eco Dis) on STAAR Assessments. <b>Root Cause:</b> Lack implementation of differentiation and specialized strategies to address unique student learning needs.</p>



# State Compensatory

## Budget for Southside High School

**Total SCE Funds:** \$26,000.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Accelerated learning to close the gaps in student learning. Intervention resources targeting student achievement as measured by EOC Assessments.

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Food, drinks, supplies		\$6,097.97
3	1	3	food/drink, daycare, supplies		\$6,097.97
<b>Sub-Total</b>					\$12,195.94
<b>Budgeted Fund Source Amount</b>					\$6,097.97
<b>+/- Difference</b>					<b>-\$6,097.97</b>
<b>Grand Total Budgeted</b>					\$6,097.97
<b>Grand Total Spent</b>					\$12,195.94
<b>+/- Difference</b>					<b>-\$6,097.97</b>