Pasadena Independent School District

Southmore Intermediate

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 25, 2022

Mission Statement

Success...Whatever It Takes!

Vision

Raising Standards, Lifting Students, No Child Left Behind

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision. Funds provide the following:

1. Oportunities for all students to meet state standards.

2. Increase learning time for all learners.

3. Allows faculty and staff the opportunity to address the needs of all students, particularly the at-risk population.

4. the campus has the opportunity to develop and distribute parent and family engagement policy.

5. Funding will allow the campus to offer flexible number of parent involvement meetings.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Southmore Intermediate is a 7th and 8th grade campus with an enrollment of approximately 686 students. The student population at Southmore is 93.73% Hispanic/Latino, 2.62% Black or African American, 2.48% White, . 1.02% Two or More Races, .15% Asian. Southmore Intermediate has 332 English Language Learners, or about 49% , and 354 Non-English Language Learners, or about 51%. Southmore has 461 or about 72.00% students whose Home Language is Spanish, 225 or about 28.84% students whose home language is English. We strive to maintain classes at approximately 23 due to high needs of our students population. Our demographic profile has remained relatively constant for the past 5 years. Although our students have returned to the Face to Face setting, we struggled with our overall attendance due to remote learning and battling the COVID - 19 pandemic.

Current Enrollment Summary By Ethnicity

Ethnicity	Students	Percentage
Hispanic/Latino	643	93.73%
Black or African American	18	2.62%
White	17	2.48%
Two or More Races	7	1.02%
Asian	1	0.15%
Total	**686**	**100.00%**

Southmore has a high percentage of economically underprivileged students. 84.69% of students receive free lunch, 8.45% of students receive reduced cost lunch, 8.62% do not receive a free or reduced lunch. We serve a population of 93.14% free / reduced.

Current Enrollment Summary By Meal Status

Meal Status	Students	Percentage
Free	581	84.69%
Reduced	58	8.45%
None	47	6.85%
Total	**686**	**100.00%**

Special Population Statistics by Grade 2021-2022 - All Grades

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, Connect Only? No, ECHS Only? No

047 - SOUTHMORE INT

Code	Grd	Ethnicity Code								Sex		Special Program																		Total
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT2/3	
All Stdnts	07	0	9	361	0	0	4	8	0	209	173	21	49	164	0	0	6	0	5	0	145	0	355	338	27	23	73		382
	08	0	8	312	1	0	0	10	0	177	154	20	25	129	1	2	4	1	6	1	118	0	302	306	26	22	1		331
Total		0	17	673	1	0	4	18	0	386	327	41	74	293	1	2	10	1	11	1	263	0	657	644	53	45	74		713
%		0.0%	2.4%	94.4%	0.1%	0.0%	0.6%	2.5%	0.0%	54.1%	45.9%	5.8%	10.4%	41.1%	0.1%	0.3%	1.4%	0.1%	1.5%	0.1%	36.9%	0.0%	92.1%	90.3%	7.4%	6.3%	10.4%		100.0%

Special Population Statistics by Grade 2022-2023 - All Grades

All Grades, Include ADA 0? No, PEIMS Reportable Only? Yes, Connect Only? No, ECHS Only? No

047 - SOUTHMORE INT

Code	Grd	Ethnicity Code								Sex		Special Program																		Total
		A	B	H	I	P	T	W	N/A	M	F	GT	SPED	LEP	M1	M2	IMGY1	IMGY2	IMGY3	MIG	B/E	T1	F&R	AR	504	DYS	CTE	CT2/3	
All Stdnts	07	1	10	278	0	0	2	8	0	162	137	15	42	157	0	10	9	2	2	1	139	0	259	259	22	24	0		299
	08	0	8	367	0	0	5	9	0	215	174	20	49	162	0	0	8	2	0	0	143	0	349	338	26	19	65		389
Total		1	18	645	0	0	7	17	0	377	311	35	91	319	0	10	17	4	2	1	282	0	608	597	48	43	65		688
%		0.1%	2.6%	93.8%	0.0%	0.0%	1.0%	2.5%	0.0%	54.8%	45.2%	5.1%	13.2%	46.4%	0.0%	1.5%	2.5%	0.6%	0.3%	0.1%	41.0%	0.0%	88.4%	86.8%	7.0%	6.3%	9.4%		100.0%

Group	21 - 22 Students	21 - 22 School Percentage	Percent Change From Previous Year
Gifted / Talented	41	5.80%	+.30
Special Education	74	10.40%	+2.9
English Learners	293	41.10%	+5.9
Monitor 1 EL	1	0.10%	-1.4
Monitor 2 EL	2	0.30%	-3.0
Migrant	1	0.10%	+.6
Bilingual	263	36.90%	+3.9
Free and Reduced Price Meals	657	92.10%	+7.1
At -Risk	644	90.30%	+3.6
Section 504	53	7.40%	+1
Dyslexia	45	10.40%	+5

Demographics Strengths

Administrators, teachers and support staff are contentious of the environmental and social concerns that students face beyond the school day. Each member of the staff is committed to the support of all students. A few examples are as follows:

- The Southmore demographics have remained relatively constant for the past 5 years.
- We have had a managable enrollment that has remained relatively constant for the past 5 years with a fluctuation of approximately 30 students.
- We as a staff offer students academic incentives.
- Southmore provides before and after school tutorials at no cost to parents (ESSER funding).
- SMI provides In-School Planned Intervention and a mentoring and goal setting period during homeroom. DAWG Time will be offered in combination with the mentoring and goal setting during the Spring Semester. Enrichment Time/DAWG Time. DAWG Time addresses gaps in student learning and offers students who have mastered skills an opportunity to go beyond their current knowledge. It further offers students an opportunity to explore supplemental academic activities such as Chess play and extended reading time.
- Bilingual paraprofessionals and educational aides assist with parent questions for both English and Non-English speaking clients.
- Information is sent out in a dual language format.
- Teachers are trained in SIOP and ESL strategies , along with 7 Steps training.
- The Teaching staff is required to get their ESL course work and certification.
- A soccer program has been added to the UIL athletic program as a means to address cultural interests of the community.
- In conjunction with the Houston Food Bank, we have implemented the Backpack Buddy program to supply nutritious meals to families over the weekend.
- The principals have made a commitment to calling parents of students with chronic absenteeism in order to assist with transportation if needed.
- Southmore offers a before and after school program (ACE) for all students. ACE coordinates with district and campus in offering student activities and parental meetings.
- Southmore offers a federally funded hot meal to any student each evening (Monday through Friday) via the ACE program.
- Southmore has implemented the health and wellness strategies for both students and faculty members

- Southmore was the receipent of the platinum heath and wellness award during the 2021 - 2022 school year that was given by the PISD CHAC committee.
- Southmore Intermedaite received the distingished CREST award during the 2021 - 2022 school year for a well developed whole child counseling program.
- Southmore Intermedaite received an over all "B" TEA accountability rating based on students growth and progress on state STAAR assessment. In addition, Southmore scored an overall grade of 86 and received 2 distinctions.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Southmore student attendance has decreased over the last 3 years from 94.6% in 2018 - 19 to 90.38% in 2021 - 2022. **Root Cause:** Over all student attendance has dropped due to the COVID - 19 pandemic, lack of motivation, workload, grades, levels of engagement within school and extracurricular activities, and social and emotional health. Changes in the state attendance laws have impeded our efforts in getting students to attend school and hold both student and parents accountable.

Student Achievement

Student Achievement Summary

Southmore is a high poverty, high performing school. During the 2021 - 2022 school year, we earned 2 out of 7 distinctions from TEA due to our performance on STAAR. In TEA's accountability rating system, we met standard in following categories: Student Progress, and Top 25% Closing Performance Gaps.

Although we have considerable work to do regarding our overall campus attendance, 7th grade Math (Special ED. & EB), 8th Grade US History, and EB progress/acheivement, our campus overall rating was an 86 and Southmore met standard. According to the grading system this year by TEA, Southmore received a grade of a B.

All of our fine arts programs have been very successful. The orchestra program was awarded sweepstakes at UIL during the 2021 - 22 school year. Our art programs won recognition at the Houston Livestock Show and Rodeo. Our athletic programs were also very successful.

Due to the global pandemic that has affected our country, state, city, and local school district, we receive parts of our campus accountability rating during the 2021 - 22 school year. However, our families and students have suffered much and our students success and acheivement levels have been significantly altered due to the pandemic. As a campus, we are working together to meet the students needs and fill the gaps they have experienced along with teaching the intended grade level material. After a comprehensive data dive the Southmore team has identified 4 priority areas, one being our special education population failing to make adequate academic progress in the meets category. In order to ensure the SPED population meets adequate academic progress, we will engage the studetns in focused monitoring of academic support of the academic progress in both reading and math. We will assess the subgroup via formative assessments bi-weekly.

7th Grade Reading	2017	2018	2019	2020	2021	Change 19:21	2022	Change 21:22
SMI % at Approches Grade Level	64	59	65	Not Scored	58	-7	71	+13
SMI % at Meets Grade Level	27	30	36	Not Scored	29	-7	37	+8
SMI % at Masters Grade Level	12	15	20	Not Scored	13	-7	18	+5
PISD % at Meets Grade Level	40	39	40	Not Scored	34	-6	44	+10
Texas% at Meets Grade Level	34	45	47	Not Scored	44	-3	54	+10

7th grade Reading Examination:

Approaches Grade Level: 58%. This was a 7% decrease from the previous year. In 2022 we are making progress in filling the gaps.

Meets Grade Level: 29%. This was a 7% decrease from the previous year. In 2022 we are making progress in filling the gaps.

Masters Grade Level: 13%. This was a 7% decrease from the previous year. In 2022 we are making progress in filling the gaps.

Southmore is 7% below the district average and 17% below the State average performance at Meets Grade Level.

7th Grade Math	2017	2018	2019	2020	2021	Change 19:21	2022	Change 21:22
SMI % at Approches Grade Level	56	59	68	Not Scored	28	-40	40	0
SMI % at Meets Grade Level	19	16	22	Not Scored	5	-17	9	-8
SMI % at Masters Grade Level	3	3	2	Not Scored	0	-2	1	-1
PISD % at Meets Grade Level	35	31	35	Not Scored	16	-19	21	+5
Texas% at Meets Grade Level	38	38	41	Not Scored	25	-16	29	+4

7th grade Math Examination:

Approaches Grade Level: 28%. This was a 40% decrease from the previous year. In 2022 we are making progress in closing the gaps.

Meets Grade Level: 5%. This was a 17% decrease from the previous year. In 2022 - 23 we will make 7th grade Math a priority area.

Masters Grade Level: 0%. This was a 2% decrease from the previous year.

Southmore is 12% below the district average and 20% below the State average performance at Meets Grade Level.

8th Grade US History	2017	2018	2019	2020	2021	Change 19:21	2022	Change 21:22
SMI % at Approches Grade Level	72	68	59	Not Scored	39	-20	44	+5
SMI % at Meets Grade Level	38	41	26	Not Scored	10	-16	16	+6
SMI % at Masters Grade Level	25	25	12	Not Scored	3	-9	6	+3
PISD % at Meets Grade Level	30	32	32	Not Scored	17	-15	24	+7
Texas% at Meets Grade Level	31	34	35	Not Scored	27	-8	29	+2

8th Gade US History Examination:

Approaches Grade Level: 39%. This was a 20% decrease from the previous year. In 2022 we are making progress in filling the gaps.

Meets Grade Level: 10%. This was a 16% decrease from the previous year. In 2022 we are making progress in filling the gaps.

Masters Grade Level: 3%. This was a 9% decrease from the previous year. In 2022 we are making progress in filling the gaps.

Southmore is 8% below the district average and 13% below the State average performance at Meets Grade Level.

Texas Education Agency
2021 STAAR Performance
SOUTHMORE INT (101917047) - PASADENA ISD

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	655	656	311	343	345	2,310	
Approaches GL or Above	407	351	142	193	138	1,231	53%
Meets GL or Above	204	165	43	78	33	523	23%
Masters GL	78	44	3	24	10	159	7%
Total Percentage Points							83%
Component Score							28

Texas Education Agency
2022 STAAR Performance
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	662	662	309	310	1,943	
Approaches GL or Above	508	412	213	142	1,275	66%
Meets GL or Above	295	210	90	51	646	33%
Masters GL	158	88	33	19	298	15%
Total Percentage Points						114%
Component Score						38

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	66%	61%	66%	63%	*	-	-	60%	65%	52%	63%	32%	60%	67%	56%
At Meets GL Standard or Above	33%	22%	33%	38%	*	-	-	30%	32%	20%	32%	8%	37%	35%	24%
At Masters GL Standard	15%	6%	16%	13%	*	-	-	10%	15%	8%	15%	2%	17%	17%	9%
Number of Tests															
At Approaches GL Standard or Above	1,275	22	1,213	30	*	-	-	**	1,169	403	718	56	18	1,097	178
At Meets GL Standard or Above	646	8	617	18	*	-	-	**	583	156	359	14	11	570	76
At Masters GL Standard	298	2	289	6	*	-	-	**	261	60	169	3	5	271	27
Total Tests	1,943	36	1,845	48	*	-	-	**	1,799	772	1,134	177	30	1,627	316
Participation															
% participation 2020-21	97%	98%	97%	93%	100%	-	*	100%	97%	99%	99%	93%	100%	98%	95%
% participation 2021-22	100%	100%	100%	93%	*	-	-	100%	100%	100%	100%	95%	100%	99%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	77%	92%	77%	63%	*	-	-	40%	77%	61%	73%	43%	70%	79%	67%
At Meets GL Standard or Above	45%	46%	44%	50%	*	-	-	40%	44%	25%	41%	9%	40%	47%	33%
At Masters GL Standard	24%	15%	24%	19%	*	-	-	20%	23%	9%	22%	1%	30%	26%	13%
Number of Tests															
At Approaches GL Standard or Above	508	12	483	10	*	-	-	**	470	163	281	29	7	434	74
At Meets GL Standard or Above	295	6	279	8	*	-	-	**	268	66	156	6	4	259	36
At Masters GL Standard	158	2	152	3	*	-	-	**	142	25	84	1	3	144	14
Total Tests	662	13	627	16	*	-	-	**	613	266	385	68	10	552	110
Participation															
% participation 2020-21	97%	100%	97%	88%	*	-	*	100%	97%	100%	100%	93%	100%	98%	93%
% participation 2021-22	100%	100%	100%	95%	*	-	-	100%	100%	100%	100%	97%	100%	100%	100%

Mathematics

Percent of Tests

At Approaches GL Standard or Above	62%	54%	62%	63%	*	-	-	80%	62%	52%	62%	25%	60%	64%	55%
At Meets GL Standard or Above	32%	15%	32%	31%	*	-	-	20%	31%	23%	34%	7%	40%	34%	18%
At Masters GL Standard	13%	0%	14%	6%	*	-	-	0%	13%	8%	14%	1%	10%	15%	6%

Number of Tests

At Approaches GL Standard or Above	412	7	390	10	*	-	-	**	379	139	239	17	6	351	61
At Meets GL Standard or Above	210	2	202	5	*	-	-	**	193	62	129	5	4	190	20
At Masters GL Standard	88	0	87	1	*	-	-	**	79	22	54	1	1	81	7
Total Tests	662	13	627	16	*	-	-	**	613	266	385	68	10	552	110

Participation

% participation 2020-21	97%	100%	97%	94%	*	-	*	100%	97%	98%	98%	93%	100%	97%	93%
% participation 2021-22	100%	100%	100%	95%	*	-	-	100%	100%	100%	100%	97%	100%	100%	100%

Science

Percent of Tests

At Approaches GL Standard or Above	69%	40%	69%	63%	*	-	-	-	67%	58%	68%	30%	60%	71%	56%
At Meets GL Standard or Above	29%	0%	29%	38%	*	-	-	-	28%	17%	26%	5%	40%	29%	31%
At Masters GL Standard	11%	0%	11%	0%	*	-	-	-	9%	8%	12%	0%	20%	11%	8%

Number of Tests

At Approaches GL Standard or Above	213	**	205	5	*	-	-	-	193	69	123	6	3	186	27
At Meets GL Standard or Above	90	**	87	3	*	-	-	-	80	20	47	1	2	75	15
At Masters GL Standard	33	**	33	0	*	-	-	-	27	10	22	0	1	29	4
Total Tests	309	**	295	8	*	-	-	-	286	120	182	20	5	261	48

Participation

% participation 2020-21	99%	100%	99%	100%	*	-	*	100%	99%	100%	100%	93%	*	99%	100%
% participation 2021-22	99%	100%	99%	91%	*	-	-	-	99%	99%	99%	88%	100%	99%	100%

Social Studies

Percent of Tests															
At Approaches GL Standard or Above	46%	20%	46%	63%	*	-	-	-	44%	27%	41%	19%	40%	48%	33%
At Meets GL Standard or Above	16%	0%	17%	25%	*	-	-	-	15%	7%	15%	10%	20%	18%	10%
At Masters GL Standard	6%	0%	6%	25%	*	-	-	-	5%	3%	5%	5%	0%	6%	4%
Number of Tests															
At Approaches GL Standard or Above	142	**	135	5	*	-	-	-	127	32	75	4	2	126	16
At Meets GL Standard or Above	51	**	49	2	*	-	-	-	42	8	27	2	1	46	5
At Masters GL Standard	19	**	17	2	*	-	-	-	13	3	9	1	0	17	2
Total Tests	310	**	296	8	*	-	-	-	287	120	182	21	5	262	48
Participation															
% participation 2020-21	99%	100%	99%	100%	*	-	*	100%	99%	100%	100%	96%	*	99%	100%
% participation 2021-22	99%	100%	100%	91%	*	-	-	-	99%	99%	99%	92%	100%	99%	100%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

TELPAS Spring 2022		Yearly Progress Indicator				TELPAS Composite Rating			
Student Indicators	Total	Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Adva
Seventh Grade	**161**	68.92%	29.05%	2.03%	0%	3.73%	32.30%	50.93%	1
Economic Disadvantage	155	68.31%	29.58%	2.11%	0%	3.87%	30.32%	52.90%	1
Special Ed Indicator	23	78.26%	21.74%	0%	0%	0%	52.17%	39.13%	
Eighth Grade	**129**	71.93%	28.07%	0%	0%	2.33%	25.58%	54.26%	1
Economic Disadvantage	120	70.75%	29.25%	0%	0%	2.50%	25%	54.17%	1
Special Ed Indicator	8	87.50%	12.50%	0%	0%	12.50%	62.50%	0%	1
Total # of student tested	**290**								

EB STAAR Progress

Math

	2017	2018	2019	2020	2021	2022
Approaches	58%	63%	74%	-----	40%	52%
Meets	-----	19%	29%	-----	12%	23%
Masters	-----	4%	4%	-----	1%	8%

Reading

	2017	2018	2019	2020	2021	2022
Approaches	47%	-----	44%	-----	37%	61%
Meets	-----	-----	5%	-----	8%	25%
Masters	-----	-----	1%	-----	3%	9%

Student Achievement Strengths

While all campuses have been labeled as *Not Rated: Declared State of Disaster* for 2021, the 2021 - 22 STAAR achievement data shows growth in some areas and a need to to fill gaps, remediate via ESSER and offer tutorials and SDL time with students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): U.S. History STAAR Data across populations, Special Education and Emergent Bilingual students indicates the largest deficit of achievement in the approaches category as compared to all students. **Root Cause:** Students lack the vocabulary and reading compression. Students struggle in meeting attendance requirements. Students struggle with establishing strong study habits, and SMI teachers and students are working on establishing strong relationships needed in order to boost performance and achievement levels.

Problem Statement 2 (Prioritized): 7th Grade Math STAAR Data across the Special Education and Emergent Bilingual student populations indicates the largest deficit of achievement in the meets category as compared to all students. **Root Cause:** EB lack academic language to jump to meets and masters. Both EB and Special Education populations lack the vocabulary and have significant gaps in the Math subject area.

Problem Statement 3 (Prioritized): EB Students ability to exit the classification has decreased over the last 3 years from approximately 11% in 2017 - 18 to 0% in 2021 - 2022. **Root Cause:** Students have limited access to writing and speaking English in a virtual setting (at home) over the last 18 months during the COVID - 19 pandemic. Attendance continues to be an issue students as we return to a Face to Face setting. EB students have experienced gaps in their core academic and language development due to a limited opportunity to express academic language or interact with peers.

Problem Statement 4: After a comprehensive data dive the Southmore team identified 4 priority areas, one being our special education population failing to make adequate academic progress in the meets category. In order to ensure the SPED population meets adequate academic progress, we will engage students in focused monitoring of academic support of the academic progress in both reading and math, and asses bi - weekly **Root Cause:** Students are significantly behind in both reading and math and have major instructional gaps. Our SPED population is struggling with basic concepts in both reading and math.

School Culture and Climate

School Culture and Climate Summary

At Southmore we take pride in keeping our students, staff, and faculty safe and secure. We conduct a campus wide survery in May each year and ask for specific feedback from all SMI stakeholders on various topics and develop our campus goals from the SMI families feedback. We will continue to focus our attention on student acheivement, security and safety measures, relationship builing through forcusing on the social and emotional wellbeing of all SMI family members, communicating Sothmore's non - negotiables, rules and expectations with all stakeholders, and build strong lasting relationships through a personalized learning approach. Southmore provides a positive and nurturing environment that is conducive to an enriched learner-centered environment.

Student success is celebrated and recognized through activities such as WOOF TV, Bulldogs Incentive to Excel (B.I.T.E.), academic pep rallies, and sports pep rallies, as well as, incentives and celebrations and End of Year Awards Assemblies all focusing on student recognition.

College and Career awareness is also a part of Southmore's culture, which culminates in a Rites of Passage Day, and a Career Day for our 8th grade students. Southmore hosts DAWGAPALOOZA, which is a fall spirit event that helps to build and foster school/community relationships.

Family and Community Involvement Summary

Southmore Intermediate constructs opportunities for meaningful parental engagement through the implementation of parent surveys, report card nights, schedule pick up nights and literacy nights.

All school parent correspondences are sent home in the students' home language.

Southmore also works with businesses in the community and invites them to campus activities, including our 8th Grade Career Day.

Southmore has a partnership with the U.S. Coast Guard.

The School's Media Center hosts school-wide books fairs that are held on campus at the same time as Open House, Personalized Learning Parent Meetings, Parent Report Card Night, Literacy Night - in an effort to encourage parents to share in the selection and joy of literature with their children, Health and Wellness Events, and ACE programming after school.

School Culture and Climate Strengths

WOOF TV, a live broadcast, guides students and teachers through homeroom lessons and activities.

During B.I.T.E. students are treated to a social hour where they may confer with their peers or play a round of volleyball or basketball. Students may also exchange their Bulldog Bucks for various treats.

Having a positive, nurturing environment has enabled Southmore to bring out the best in every student, staff and faculty member.

- The SMI faculty has donated food, clothes, and money to support underprivileged students and their families.
- The SMI family in partnership with the City of Pasadena collect food for the Annual Food Drive.
- The SMI Faculty, Staff, and ACE Team offers programming (chess, robotics, art, and culinary classes) that extends the students learning and strengths in the STEAM areas.
- The SMI Faculty, Staff, and Community provide gently used items duringthe Sotumore Annual Giveaway during the month of December. We organized Holiday Give-a-Way

for the community. Members of the community were encouraged to come to the school to shop for donated items in a garage sale setup with the exception that every item was free of charge.

Family and Community Involvement Strengths

Southmore encourages parent involvement through Parent Appreciation Nights at Athletic Events. Girls' and Boys' Athletics also host an end of the year banquet in which a high percentage of parents attend. In addition to these nights and athletic events, a parent representative serves as a member of the Site Based Decision Making Committee.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district has a plan to recruit highly qualified staff members each school year and Southmore administrators embrace the the plan and work collaboratively to retain our highly qualified staff members. The district has an outstanding RISE program, Staff Development Program, ETP program, and trains all staff that is new to the PL Process prior to entering the classroom at Southmore Intermedaite. We offer all new staff the opportunity to get familiar with Southmore and what it means to be a bulldog, by attending a new teacher inservice, a district wide welcoming event, ETP training, and a full overview of PL. In addition, we have various leaning session in which we meet throughout the year to share important items with them. Every new staff member at Southmore is assigned a buddy or mentor that works with them throughout the year and is their to answer any questions they may have or help them through difficult situation and procedural things. All new staff participate in coaching sessions and peer observations. All Southmore administrators conduct walk throughs in all faculty classes on a regular basis and provide feedback.

The data from walk throughs and observations, along with student acheivement data help guide decision making for future staff development, faculty meetings, and needed growth areas for all teachers. the Faculty at Southmore are all certified in their given academic area except for 1 in which the individual is degreed and is acting as a classroom facilitator until she takes and passes the certification test later this fall. After the 2021 - 2022 school year, we had an 94% retention rate of all faculty & staff.in the administrators, faculty, and staff actively seek out professional development opportunities that help them impact student learning. Southmore is proud to boast a low turn-over rate. There are several teachers who have been working at Southmore for more than 10 years.

Teachers work together in in both Personalized Learning Communittees, and collaborate during Personalized Learning Grade Level Teams in order to provide the best educationfor all students. Teachers use this time to disaggregate data and plan lessons together. Faculty and staff are extremely, friendly, compassionate, and loyal towards one another and often refer to their colleagues as their Southmore Family.

Staff Quality, Recruitment, and Retention Strengths

The Southmore Intermediate faculty and staff are diligent, highly qualified and student centered educational professionals. They are devoted, to creating and maintaining a positive, nurturing and supportive learning environment for all learners.

SMI's administrators and teacher leadership teams are remarkable at recognizing and selecting highly qualified individuals that are "the perfect fit" for our school community.

- Southmore provides a common planning time daily for teachers with common content area for core classes.
- Southmore provides all core areas with a strong PLC and GLT structure and agenda weekly.
- Teacher expectations are clearly stated.
- Consistency is paramount when addressing student learning goals and behavior goals.
- Continous communication is provided across faculty meetings, committee meetings, PLC's, and GLT's.
- Southmore has an active role in training staff on safety and security procedures.
- Southmore staff and faculty are trained in how to establish positive relationship with all stakeholders and receives specialized training on the social and emotional wellness of students andpeers.
- The faculty and staff participate in climate and culture building activities that are offered throughout the year.
- All new staff to Southmore are assigned a mentor / buddy to help them through the learning process.
- We offer specialized training to all staff depending on needs of the individual or the team. Team planning days are scheduled as needed with substitute coverage.
- We celebrate birthdays, holidays, and individual / Team successes.
- We honor our new teacher of the year and teacher of the year in the spring.
- The PISD board of trustees provided a 5% raise for all T07 and T08 teaching staff members with a bonus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Southmore Intermediate follows the curriculum guidelines set forth by the state and district. All lessons focus on student expectations and are taught by student by standard.

Teachers utilize a plethora of instructional strategies to engage students in learning.

Core content area teachers collaborate both horizontally and vertically to develop common assessments via the PLC process. Teachers then use the assessment data to analyze the needs of students so that they may serve them by student by standard via the RTI process. Furthermore, Elective teachers work collaboratively with content teachers to make certain that students are on a track for academic success.

Students have the opportunity to participate in a wide array of extracurricular activities, such as, volleyball, football, basketball, soccer, and track. A variety of fine arts electives are also available to students. The aforementioned electives include Cadet and Symphonic Band, Philharmonic Orchestra and Visual Artistry. Additionally, students have the opportunity to participate in health and Teen Leadership. Students have an opportunity to earn high school credit in Algebra I, health, Spanish (Credit by exam), and art. The Spanish I, II, and III High School Credit by Examination assessment is offered to students who wish to earn credit for a high school foreign language class. Students may also participate in the chess club, book club, or robotics club after-school.

Curriculum, Instruction, and Assessment Strengths

Core content areas have been successful in backwards planning during PLC's and using assessments data to drive instruction which is evidenced by Southmore's MAP data, Platform data, and STAAR related items.

Core teachers attend FOCUS trainings provided by the district's content specialist and work closely with those specialists to ensure high levels of learning.

Many SMI teachers are trained in Personalized Learning Process, SIOP, ESL, PLC, and RTI strategies in order to meet the needs of our school's population. Yet still, many of our teachers attend conferences, staff development opportunities, as well as learning institutes as a means to stay abreast of best practices in education. These teachers share what they have learned at these trainings/institutes with support staff, faculty members, and the administrative team.

Southmore's athletics and fine arts programs are very successful. Students also have the opportunity to participate in a variety of after school clubs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): U.S. History STAAR Data across populations, Special Education and Emergent Bilingual students indicates the largest deficit of achievement in the approaches category as compared to all students. **Root Cause:** Students lack the vocabulary and reading compression. Students struggle in meeting attendance requirements. Students struggle with establishing strong study habits, and SMI teachers and students are working on establishing strong relationships needed in order to boost performance and achievement levels.

Problem Statement 2 (Prioritized): 7th Grade Math STAAR Data across the Special Education and Emergent Bilingual student populations indicates the largest deficit of achievement in the meets category as compared to all students. **Root Cause:** EB lack academic language to jump to meets and masters. Both EB and Special Education populations lack the vocabulary and have significant gaps in the Math subject area.

Problem Statement 3 (Prioritized): EB Students ability to exit the classification has decreased over the last 3 years from approximately 11% in 2017 - 18 to 0% in 2021 - 2022.

Root Cause: Students have limited access to writing and speaking English in a virtual setting (at home) over the last 18 months during the COVID - 19 pandemic. Attendance continues to be an issue students as we return to a Face to Face setting. EB students have experienced gaps in their core academic and language development due to a limited opportunity to express academic language or interact with peers.

Parent and Community Engagement

Parent and Community Engagement Summary

Southmore Intermediate creates opportunities for meaningful parental engagement through the implementation of the newly developed parent institute, parent surveys, report card nights, literacy night, and schedule pick up nights, and health and welness events that impact the whole child which is an ongoing focus at Southmore. All documentation is sent home in students' home language. Southmore also works with businesses in the community and includes them in campus activities, including our 8th Grade Career Day. Book Fairs are held on campus at the same time as Open House and Parent Report Card Night to encourage parents to participate in the selection of literature for their students. Southmore host parent nights for the Personalized focus areas. Southmore Incorporates the CREST strategies and CHAC goals in parenting events.

Parent and Community Engagement Strengths

Southmore encourages parent involvement through Parent Appreciation Nights at Athletic Events. Girls' and Boys' Athletics also host an end of the year banquet and a high percentage of parents attend. In addition, a parent representative serves as a member of the Site Based Decision Making committee. Southmore is pleased to welcome a Parent/Community Coordinator who is housed at Southmore two days a week to help build a bridge with family involvement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): U.S. History STAAR Data across populations, Special Education and Emergent Bilingual students indicates the largest deficit of achievement in the approaches category as compared to all students. **Root Cause:** Students lack the vocabulary and reading compression. Students struggle in meeting attendance requirements. Students struggle with establishing strong study habits, and SMI teachers and students are working on establishing strong relationships needed in order to boost performance and achievement levels.

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School Context and Organization

School Context and Organization Summary

Southmore's campus is organized by grade level and subject area. Safety is a high priority. Hallway, stairwell, cafeteria, and assembly procedures are in place to maintain an orderly environment. Southmore has a block schedule to provide students with opportunities to engage in a variety of courses and electives.

School Context and Organization Strengths

School wide procedures and expectations are in place to ensure the safety of every student. In regards to scheduling, common conferences for departments are provided to support teacher growth and student achievement. This time is protected so that teachers can collaborate and focus on teaching and learning. Students have the opportunity to participate in a wide range of extracurricular activities, such as, volleyball, football, basketball, soccer, and track. A variety of fine arts electives are also available to students. Additionally, students have the opportunity to participate in health, speech, and the Spanish I CBE for high school credit and a career investigations course. Students may also participate in the chess club after-school.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): U.S. History STAAR Data across populations, Special Education and Emergent Bilingual students indicates the largest deficit of achievement in the approaches category as compared to all students. **Root Cause:** Students lack the vocabulary and reading compression. Students struggle in meeting attendance requirements. Students struggle with establishing strong study habits, and SMI teachers and students are working on establishing strong relationships needed in order to boost performance and achievement levels.

Problem Statement 2 (Prioritized): 7th Grade Math STAAR Data across the Special Education and Emergent Bilingual student populations indicates the largest deficit of achievement in the meets category as compared to all students. **Root Cause:** EB lack academic language to jump to meets and masters. Both EB and Special Education populations lack the vocabulary and have significant gaps in the Math subject area.

Technology

Technology Summary

Every classroom is equipped with a Promethean board, projector, and document camera. Every classroom is assigned a teacher tablet, both have internet access. Southmore has two classroom computer labs and one mobile lab. The library also has a lab, kindles, a Promethean board, and projector.

Technology Strengths

Southmore has two Technology Liaisons that are in tune with teacher needs and district goals. A 1:1 student tablet initiative has been implemented across the District. Students and teachers have access to a wide variety of technological tools that can be used to enhance instruction. The computer labs are equipped with programs like Edgenuity and Dream Box to help students with TIER III Electives and tutorials. Southmore has a daily broadcast for Homeroom direction where Tech Tuesdays are in place to further develop student use of educational tools such as Vocabjourney and Fix Your Grade Friday. The broadcast students also have a media class where they learn to create and edit videos. In addition, the library provides students with access to various types of technology. Students are able to check-out Kindles and read online books through Overdrive and Capstone. The use of technology is modeled throughout staff development. Teachers share their resources and ideas.

Priority Problem Statements

Problem Statement 1: U.S. History STAAR Data across populations, Special Education and Emergent Bilingual students indicates the largest deficit of achievement in the approaches category as compared to all students.

Root Cause 1: Students lack the vocabulary and reading compression. Students struggle in meeting attendance requirements. Students struggle with establishing strong study habits, and SMI teachers and students are working on establishing strong relationships needed in order to boost performance and achievement levels.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization

Problem Statement 2: 7th Grade Math STAAR Data across the Special Education and Emergent Bilingual student populations indicates the largest deficit of achievement in the meets category as compared to all students.

Root Cause 2: EB lack academic language to jump to meets and masters. Both EB and Special Education populations lack the vocabulary and have significant gaps in the Math subject area.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - School Context and Organization

Problem Statement 3: Southmore student attendance has decreased over the last 3 years from 94.6% in 2018 - 19 to 90.38% in 2021 - 2022.

Root Cause 3: Over all student attendance has dropped due to the COVID - 19 pandemic, lack of motivation, workload, grades, levels of engagement within school and extracurricular activities, and social and emotional health. Changes in the state attendance laws have impeded our efforts in getting students to attend school and hold both student and parents accountable.

Problem Statement 3 Areas: Demographics

Problem Statement 4: EB Students ability to exit the classification has decreased over the last 3 years from approximately 11% in 2017 - 18 to 0% in 2021 - 2022.

Root Cause 4: Students have limited access to writing and speaking English in a virtual setting (at home) over the last 18 months during the COVID - 19 pandemic. Attendance continues to be an issue students as we return to a Face to Face setting. EB students have experienced gaps in their core academic and language development due to a limited opportunity to express academic language or interact with peers.

Problem Statement 4 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: All students and all student groups will increase their performance on MAP & STAAR to meet and exceed state average.

District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: State assessment data (STAAR Online).

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will follow the scope and sequence provided by the SUMMIT LEARNING PLATFORM, and teach the Student Expectations at the level of rigor that is detailed in the TEKS.	**Formative**		
Strategy's Expected Result/Impact: Improved alignment with the state as demonstrated in Focus areas, projects, concept units, MAP, STAAR and district exams. **Staff Responsible for Monitoring:** Principal, Assistant Principal, District Specialists, Content Specialists, and Campus Coaching Staff. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Instructional Materials - 199 - General Fund - $10,647, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - $550	Jan	Apr	June
	60%		

Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers will participate in regularly scheduled planning PLC and GLT meetings during their common planning period. Teachers will also attend district focus meetings and Convening. Teachers will have opportunities to participate in PL Focus meetings.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Attendance & levels of Engagement at various planning meetings. Full implementation of the Summit PL Process. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Content Specialists, Team Leader , and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students. (scaffolding and Differentiation will be provided)	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Teacher attendance in data driven meetings (PLC & GLT meetings), agenda and notes regarding specific student needs, and documentation of intervention. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Coaches, Content Specialists, MTSS Team, and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** Coaching Support - 211 - Title 1 A - Economically Disadvantaged Study - $81,208.84	70%		

Strategy 4 Details	Formative Reviews		
Strategy 4: All teachers will attend workshops on a specific focus area, backwards planning for projects / Concept Unit, and training regarding specific habits of success for each six weeks. Staff will be coached on implementation via PLC and GLT.	**Formative**		
	Jan	**Apr**	**June**

Strategy's Expected Result/Impact: Evidence of campus walks and administrative walk throughs

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, Content Specialists, and District Leaders.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**

Formative reviews: Jan 100%, Apr 100%, June 100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Use of targeted intervention activities through SDL / Homeroom Time, AM / PM Tutorials, Extended Day, and Saturday Camps (HB 4545 ESSER).	**Formative**		
	Jan	**Apr**	**June**

Strategy's Expected Result/Impact: Student growth as demonstrated on STAAR results.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, MTSS Team, Campus Coaches, CCS, Teachers, ACE Coordinator, and College Tutors

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**
Funding Sources: Tutorials (ESSER) HB4545 - 282 - ESSER III - $63,000, Extended Day Tutorials - Extended Day/Tutorial - $7,059

Formative review: Jan 55%

Strategy 6 Details	Formative Reviews		
Strategy 6: Library will maintain a collection of a variety of books to support school wide literacy (Capstone Ebooks). Both electronic and hard copies of various books have been purchased in order to make the checking out of books more flexible for the student and teaching staff.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Circulation reports **Staff Responsible for Monitoring:** Principal, and Librarian. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - 211 - Title 1 A - Economically Disadvantaged Study - $3,793.08, - 199 - General Fund - $6,000	100%	100%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: Teachers will use data from focus areas to intervene each week. Struggling students will go to the content teacher for workshops and focused intervention (before school, after school, during DAWG Time, and during ACE programming).	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Focus area assessments, focus area attempts, concept unit grades and project grades. **Staff Responsible for Monitoring:** Principal, Assistant Principals, ELAR Campus Coach, ACE Coordinator, MTSS Team, and District ELAR Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 211 - Title 1 A - Economically Disadvantaged Study - $2,394.52, Instructional Materials - 199 - General Fund - $6,000, High Impact Tutoring - 211 - Title 1 A - Economically Disadvantaged Study - $1,600	80%		

Strategy 8 Details	Formative Reviews		
Strategy 8: All Core teams will take MAP (Reading, Math, Science), Common Formative Assessments, Common Summative Assessments (Mock STAAR). Each assessment will have a blueprint based on grade level student expectations, ensuring that all power standards selected by each PLC have been assessed at the campus level.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: PLC Teams are responsible for reviewing the data and blueprint in the PLC setting and with administrator and campus coach assigned to their leadership team. **Staff Responsible for Monitoring:** PLC Teams, Campus Coaches, and Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 199 - General Fund - $2,000	80%		

Strategy 9 Details	Formative Reviews		
Strategy 9: Student Expectations will be posted in classrooms, discussed via WOOF T.V. , and tied to the lessons in SDL time (Safe & Civil Champs, Habits of Success, and Whole Child).	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Walkthrough Documentation **Staff Responsible for Monitoring:** Administrators and Campus Coaches **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%

Strategy 10 Details	Formative Reviews

Strategy 10 Details	Formative Reviews
Strategy 10: Rigorous instruction will be provided by highly qualified and trained teachers who follow the PL Process, district timeline, and prepare differentiated lessons and assessments for struggling learners (HB4545) who have gaps in their education. PLC's will begin with planned questioning and review of RTI needs for individual students. Real time intervention in regular classroom setting will be offered to all struggling students based on data.	**Formative**

	Jan	Apr	June
Strategy's Expected Result/Impact: Walkthrough data, staff offering tutorials, and ACE afterschool feedback **Staff Responsible for Monitoring:** Interventionist, Teachers, Campus Coaches, Principals, MTSS Team, Paraprofessionals, and ACE Coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title 1 A - Economically Disadvantaged Study - $2,800, Title 1 Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - $53,962.36, Instructional materials - 199 - General Fund - $3,000, Highly qualified teaching - 211 - Title 1 A - Economically Disadvantaged Study - $80,661.44	85%		

Strategy 11 Details	Formative Reviews

Strategy 11 Details	Formative Reviews
Strategy 11: Rigorous instruction and student learning will be supported by campus coaches through peer coaching.	**Formative**

	Jan	Apr	June
Strategy's Expected Result/Impact: Data Collection Tools **Staff Responsible for Monitoring:** Campus Coaches, Teachers **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	100%	100%	100%

Strategy 12 Details	Formative Reviews		
Strategy 12: Incorporate more intervention into the school day by expanding Reading elective classes. Offering strong, purposeful Tier 1 instruction with small group instruction as needed, and Tier II & III intervention via elective courses, DAWG Time, Tutorials, SDL time, and PL small group instruction for students that are still having difficulty.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: MAP, STAAR, Common Formative, Common Summative / Mock, and PFA's **Staff Responsible for Monitoring:** Counselor / MTSS Chair / TEAM, Teachers, Campus Coaches, Core Content Specialist, and Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - $7,000, CCS - 255 - Title II A - Improving Teacher & Principal Q - $107,902.62, Provide RTI for at risk - 199 - General Fund - $3,669	100%	100%	100%

Strategy 13 Details	Formative Reviews		
Strategy 13: In order to meet the needs of struggling learners teacher teams will provide planning time with campus and district specialist with goal of identifying, planning, and assessing the power focus standards. The planning opportunity will be extended to all 4 core areas.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: MAP results (3 times per year), CFA's, SFA's, Mock STAAR, Test bank TFAR, and STAAR **Staff Responsible for Monitoring:** Administrators, Teachers, Campus Coaches, CCS's, and District Specialist **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - 199 - General Fund - $9,000	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: We will increase the number of students achieving advanced levels on STAAR assessment by 10% from 2022 levels in all tested areas during the 2022 - 23 school year. Students in all areas will make significant growth and MEET progress standards.

District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and talented students will be served in PAP classes.	**Formative**		
Strategy's Expected Result/Impact: Master Schedule Class Loads of PAP students	Jan	Apr	June
Staff Responsible for Monitoring: Counselor for GT **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** GT Supplies and Materials - 199 - General Fund - $2,437	100%	100%	100%

Strategy 2 Details	Formative Reviews

	Formative		
Strategy 2: Gifted and Talented students will participate in Texas Performance Standards Project.	Jan	Apr	June
Strategy's Expected Result/Impact: 100% participation in project			
Staff Responsible for Monitoring: GT teachers, Counselor	70%		
Title I: 2.4, 2.5			
- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools			
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
- Additional Targeted Support Strategy			
Funding Sources: - 199 - General Fund - $2,000			

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: PAP students will be provided with enrichment activities, such as pentathlon, spelling bee, and GT projects.	Jan	Apr	June
Strategy's Expected Result/Impact: Evidence of activities conducted to support extension of academics			
Staff Responsible for Monitoring: GT Team, Counselor, Campus Coach, and PAP Teachers	100%	100%	100%
Title I: 2.4, 2.5, 2.6			
- TEA Priorities: Connect high school to career and college, Improve low-performing schools			
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			
Funding Sources: - 199 - General Fund - $1,000			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 3: Southmore Intermediate will work towards all core teachers attaining additional training and/or certification for serving our EB / ELL population (SIOP & 7 Steps)

District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Teachers will supply documentation of additional training.

Strategy 1 Details	Formative Reviews		
Strategy 1: ELAR teachers will gain ESL Certificate.	**Formative**		
Strategy's Expected Result/Impact: 100% of all ELAR teachers have ESL certification	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, and ELAR Coach, District ESL Team **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Additional Targeted Support Strategy**	100%	100%	100%

Strategy 2 Details	Formative Reviews

Strategy 2: Core teachers will participate in ESL academy offered by district. All Core teaching staff will be required to draft and teach with a language objective during instructional time.	Formative		
	Jan	**Apr**	**June**

Strategy's Expected Result/Impact: Teacher attendance for district training.
Classroom walk - through data.
Staff Responsible for Monitoring: Principal, Assistant Principal, and ELAR Coach, District ESL Team

Title I:
2.4, 2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
 - **Additional Targeted Support Strategy**

(Jan: 80%)

Strategy 3 Details	Formative Reviews

Strategy 3: LEP / EB Failure rates will be monitored. Teams will meet to discuss and plan for interventions at the 6 week grading period.	Formative		
	Jan	**Apr**	**June**

Strategy's Expected Result/Impact: Increase LEP student performance by 15% and increase in LEP Exits.
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach (Math & ELAR), Grade Leve ESL Team, ESL Teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers
 - **Additional Targeted Support Strategy**
Funding Sources: Intense Remediation - 263 - Title III A - Bilingual Education, Language - $2,686.02, Bilingual / ESL supplies and materials - 199 - General Fund - $4,394

(Jan: 100%, Apr: 100%, June: 100%)

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: The individual needs of Special Education students will be assessed annually to provide the most appropriate and least restrictive learning environment for each student.

District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

HB3 Goal

Evaluation Data Sources: State assessment data, ARD data, evaluation data, observation data. Data collect by MTSS Team.

Strategy 1 Details			Formative Reviews		
Strategy 1:			**Formative**		
Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR or STAAR Online (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Participation Requirement Forms.			**Jan**	**Apr**	**June**
			80%		
Strategy's Expected Result/Impact: Appropriate testing decisions, ARD minutes					
Staff Responsible for Monitoring: LSSP Administrators Counselors					
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**					
Funding Sources: SPED supplies and materials - 199 - General Fund - $1,096					

Strategy 2 Details	Formative Reviews		
Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Training certificates provided **Staff Responsible for Monitoring:** BSS Team All special programs Administrator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will follow district policy to ensure students with disabilities have access to facilities.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Unlimited access **Staff Responsible for Monitoring:** LSSP, Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will follow district procedures in addressing transition requirements for students with disabilities.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Transition meeting sign in sheets **Staff Responsible for Monitoring:** LSSP, Counselor **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Appropriate placement decisions **Staff Responsible for Monitoring:** RTI Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	100%	100%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: ARD documentation **Staff Responsible for Monitoring:** Case Managers, LSSP, and MTSS Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** Intensive RTI - 199 - General Fund - $1,000	80%		

Strategy 7 Details	Formative Reviews

Strategy 7: Campus will collaborate with district special education teams to conduct campus walk-throughs to ensure our campus is meeting all SF and SDI requirements for core areas.	**Formative**		
Strategy's Expected Result/Impact: Alignment in curriculum and a higher productivity/efficiency in SF Teams meeting students needs.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrator over SPED, SPED Department Head, SF Staff, District Special Ed Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	80%		

Strategy 8 Details	Formative Reviews

Strategy 8: ABLE II classroom will contain flexible seating options to build core strength, mobility and increase attention.	**Formative**		
Strategy's Expected Result/Impact: Improved Mobility	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: SPED. Assistant principal **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	100%	100%	100%

Strategy 9 Details	Formative Reviews

Strategy 9: Southmore will monitor the number of students with disabilities being removed to ISS, OSS, or DAEP.	**Formative**		
Strategy's Expected Result/Impact: Monitor the discipline reports and data to determine if numbers are reflecting an significant decline in removals.	**Jan**	**Apr**	**June**

Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
Funding Sources: - 199 - General Fund - $1,000

100%   100%   100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 5: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices (CHAC Guidelines).

District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: Coordinated School Health program implementation log.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will have the opportunity to participate in recreational activities that promote healthy physical activities both during and outside of the school day.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Participation in activities as documented on rosters. Students schedules include PE. **Staff Responsible for Monitoring:** SHAC, Coaches, coordinated school health team, and counselors. **Title I:** 2.4, 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 - General Fund - $2,000	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Coordinated School Health Committee will provide annual training to staff members on the requirements of the program.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Training conducted periodically throughout the year. **Staff Responsible for Monitoring:** SHAC, Administrator over CSHC, Counselor **Title I:** 2.4, 2.5, 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Each 6 weeks the students will be exposed to a different character trait (in association with the habits of success) and provided guidance on what that particular trait looks like in a persons actions. A successful habit and traits associated with the habit will be directly introduced and taught via WOOF TV (Habits of Success / Whole Child Framework).	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Habits and traits taught during DAWG time weekly. **Staff Responsible for Monitoring:** Administrators, Counselors, and Campus Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 199 - General Fund - $1,500	80%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Counselors will conduct campus wide Bullying Prevention, Cyber Bullying, and See Something / Say Something training for the campus.	Formative		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Training conducted / Implementation of activities centered around bullying awareness. **Staff Responsible for Monitoring:** Counselors, Principal, Assistant Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Additional Targeted Support Strategy** **Funding Sources:** - 199 - General Fund - $500	100%	100%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Staff and Administrators are trained annually to recognize potential bullying and the appropriate steps to take to report and investigate.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Sign in sheets for training Appropriate investigation and interventions procedures followed Completion of Bullying reports **Staff Responsible for Monitoring:** Administrators, Counselors **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: CURRICULUM & INSTRUCTION - We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 6: Engage in focused monitoring of the academic progress of our Special Education subgroup on formative assessments and respond with targeted supports to ensure we meet their academic needs.

District Objective:
Objective 1.1 We will systematically implement a districtwide K-12 literacy, problem and project-based curriculum and grading system in order to effectively measure student growth and mastery that will meet or exceed the state average. Strategic Plan: 1.4, 1.1, 1.2, 1.5.2, 2.3.2, Objective 1.2 We will differentiate learning experiences through personalized education approaches in order to meet the needs and close the achievement gap of diverse student groups while providing access to grade level content and stretch learning. Strategic Plan: 1.5

High Priority

Evaluation Data Sources: In order to ensure the SPED population meets adequate academic progress, we will engage students in focused monitoring of academic support of the academic progress in both reading and math, and asses bi - weekly via formative assessments until we reach the goal of 20% in all meets grade level standards or above.

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: Southmore Intermediate will offer electives and extra curricular opportunities to help develop a well rounded student with real life skills.

District Objective:
Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: Student interest as documented in course selection, club or extracurricular activity.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students are offered Art, Band, Choir, Orchestra, Teen Leadership, Health, Career Readiness, and Athletics. These programs provide real life skills to our students. Students will be offered membership into various organizations (Student Council, Student Safety Ambassadors, and Principals Advisory Board).	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: enrollment and participation **Staff Responsible for Monitoring:** Program Teachers, Counselors, Sponsors **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore Intermediate will provide enrichment opportunities through field trip and educational trips sponsored by clubs or teachers. (Colleges, Universities, Artist Boat, ECHS, CTHS, and ACE programming)	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Trip plan executed, student participation in voluntary field trips. **Staff Responsible for Monitoring:** Administrators, Counselors, ACE Coordinator, Sponsor, and Grade Level Team **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** ACE After School Programming - 21st CCLC Grant - $45,000, - 199 - General Fund - $5,000	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Southmore will participate in the district Chess Club and Robotics Initiative via ACE programming.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Participation in practices and competitions **Staff Responsible for Monitoring:** Club Sponsor, ACE **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** - 199 - General Fund - $200	70%		

Strategy 4 Details	Formative Reviews		
Strategy 4: All 7th grade students will take the Kuder assessment; each year all students will have been counseled regarding Kuder results. Counselors meet with each student to go over Kuder assessment results.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Kuder participation, Counselor visitation, and Kuder sign in sheets			

Staff Responsible for Monitoring: Counselors

Title I:
2.5, 2.6
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**

0%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: COLLEGE, CAREER, & MILITARY READY - We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: Each fall students will participate in College / Career activities the week PISD hosts College Night. In addition, the GLT's will focus on a particular university programs, career and technology programs that they represent. Wednesday are designated college shirt days.

District Objective:
Objective 2.1 We will ensure all high school students have a competitive edge for college, career and/or military success upon graduation by providing flexible options in optimizing course credits, including postsecondary credit prior to entering college. Strategic Plan: 2.3, Objective 2.2 We will engage business and community partners to increase career awareness, internships, mentors and job placement opportunities for students while implementing effective systems to improve informed decision making and active engagement of all students in planning for their futures. Strategic Plan: 2.1, 2.2, 4.3

Evaluation Data Sources: College Week Artifacts
ECHS visits roster
Lewis Career Technical High School visits roster
Student applications

Strategy 1 Details	Formative Reviews		
Strategy 1: College awareness activities including but not limited to applications, financial aid, college life, information on surrounding colleges.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Planning and presenting of materials during the College / Career elective course **Staff Responsible for Monitoring:** Counselor and CTE elective teacher **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Funding Sources:** - 199 - General Fund - $500	100%	100%	100%

Strategy 2 Details	Formative Reviews

Strategy 2: Students will participate in Career Day activities.	Formative		
Strategy's Expected Result/Impact: Career Day Plan and participation **Staff Responsible for Monitoring:** Counselors, Campus Coaches, and Teachers **Title I:** 2.4, 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 - General Fund - $1,500	**Jan**	**Apr**	**June**
	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: By August of each year, all new teachers will be provided additional support and training to ensure a successful school year.

District Objective:
Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

High Priority

Evaluation Data Sources: Student achievement data, T-TESS data, and teacher retention.

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers who are new to the district will participate in Effective Teaching Practices (ETP) via RISE staff development. The campus conducts meetings with new staff regularly through the year to provide support via our New Teacher training to enhance teacher quality.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: ETP completion and use of strategies being learned while participating in ETP. **Staff Responsible for Monitoring:** Principal, AP's, and Campus Coaches **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore Intermediate ensures that all teachers new to our campus are assigned a mentor or buddy depending on level of experience.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Assignment made and collaboration facilitated through meetings.			

Staff Responsible for Monitoring: Principal and AP

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

| 100% | 100% | 100% |

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: Southmore faculty and staff members will demonstrate understanding and ownership for decision making regularly throughout each school year through faculty meetings, SBDM, leadership opportunities via committee meetings, PLC's, and GLT meetings.

District Objective:
Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.3 Implement a strategic marketing plan to gain a competitive edge in recruiting and retaining highly qualified staff., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

High Priority

HB3 Goal

Evaluation Data Sources: Participation and engagement during meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff development activities are based on teacher input and campus needs. (PL, GLT, ELL, Focus, PLC / RTI and SPED in all areas)	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: SBDM Minutes and Professional development plan. **Staff Responsible for Monitoring:** Principal, AP's **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate weekly in grade level/faculty meetings to promote professional communication and collaboration on our campus.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Sign in sheets			

Staff Responsible for Monitoring: Administrators, Counselors

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers
Funding Sources: - 199 - General Fund - $5,000

100%   100%   100%

0% **No Progress**   100% **Accomplished**   **Continue/Modify**   ✗ **Discontinue**

Goal 3: HUMAN RESOURCES - We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: Campus leaders will be trained to lead Professional Learning Communities (PLC), and promote a positive school culture.

District Objective:
Objective 3.1 100% of all professional and paraprofessional personnel hired will be highly qualified through equity support systems and training opportunities to facilitate the recruitment and retention of effective employees., Objective 3.2 Provide professional learning experiences to promote the growth, implementation of skills, and development of all employees., Objective 3.4 Enhance the employee experience through efficient and responsive Human Resources processes and procedures.

High Priority

Evaluation Data Sources: Attendance at district and national training PLC Institute, participation in PLC framework.

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrative team will participate in PLC review to increase the effectiveness of the team and campus PLC process. Core staff will focus on answering questions 3 and 4 for all students needing interventions.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Shared leadership on campus and in the district **Staff Responsible for Monitoring:** Administrators, Counselors, and Campus Coaches **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: Develop and promote family engagement opportunities with feeder schools (Mae Smythe, Bobby Shaw, Sam Rayburn) to create a community of partners that support our students and their success.

District Objective:
Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Scheduled events in which the students from feeder pattern have the ability to work together and engage in school related events (agendas, announcements, record of attending events).

Strategy 1 Details	Formative Reviews		
Strategy 1: Host parent meeting regarding a successful transition for students from campus to campus. Attempt to better prepare the students and their parents on what to expect at each campus as students move from (Middle, Intermediate, and High School). **Strategy's Expected Result/Impact:** Parent attendance at Transitioning Meeting, Parent sign - in sheet **Staff Responsible for Monitoring:** Administrators, Counselors **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Parent Educational Materials - 199 - General Fund - $1,000	**Formative**		
	Jan	**Apr**	**June**
	70%		

Strategy 2 Details	Formative Reviews		
Strategy 2: The Southmore Parent Coordinator and ACE Coordinator will attend the administrative planning meeting and provide current data, updates to their stated goals, and progress being made involving the engagement of our parents in the educational process at Southmore. **Strategy's Expected Result/Impact:** Agenda from meetings, Family / Parent Engagement Data, and sign - in sheet **Staff Responsible for Monitoring:** Administrators, Counselors, Parent Engagement Coordinator, and Ace Coordinator **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Formative**		
	Jan	**Apr**	**June**
	70%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: Create and Provide culturally responsive training to all Southmore faculty, staff, and parents on the benefits of building equitable partnerships with families to support student learning.

District Objective:
Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Agendas & Attendance Sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: All Southmore Staff will receive on - going culturally responsive training on the benefits of engaging and building partnerships with all Southmore families.	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Agenda, Sign - in Sheet, and Presentation Slide deck **Staff Responsible for Monitoring:** Administrators, Parent Engagement Coordinator, Counselors **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore will include parents as important partners in their students' education process by inviting them to serve on various committees.	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Agenda, Sign - in sheets **Staff Responsible for Monitoring:** Administrator, Parent Coordinator **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 199 - General Fund - $3,000	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Southmore's will provided training to the front office staff on how to positively serve our cliental and how to successfully interact (tone, body language) with families.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Feedback from parents, training documents, and sign - in sheet **Staff Responsible for Monitoring:** Administrators, Parent Coordinator **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 3: Southmore will provide effective two - way communication methods for families to maintain engagement in student learning.

District Objective:
Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1

Evaluation Data Sources: Agendas & Attendance sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Southmore will provide multiple opportunities to obtain feedback from families regarding the educational process at Southmore.	Formative		
Strategy's Expected Result/Impact: Skyward messaging, survey, phone conferences, parent/teacher conferences, parent contact logs, and mailouts.	Jan	Apr	June
Staff Responsible for Monitoring: Administrators, Counselors, Parent Coordinators, and Teachers **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 199 - General Fund - $500	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Host a schedule pickup night, report card pickup night, and parent open house.	Formative		
Strategy's Expected Result/Impact: Attendance, an sign - in sheet	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Counselors, Campus Coaches, Parent Coordinator, and ACE Coordinator **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Funding Sources:** - 211 - Title 1 A - Economically Disadvantaged Study - $3,000, Materials, Pamphlets, Brochures - 199 - General Fund - $2,000	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Recognize and reward perfect attendance and high achieving students in academic pep rallies.	Formative		
Strategy's Expected Result/Impact: Grades and attendance reports	Jan	Apr	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, and Campus Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 211 - Title 1 A - Economically Disadvantaged Study - $2,631.52, Attendance Incentives - 199 - General Fund - $3,000	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 4: Southmore will provide family engagement activities in the four core academics and social emotional areas to increase student success (Whole Child, CHAC, and CREST).

District Objective:
Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Slide deck, Agendas & Attendance sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Southmore provides training and guidance for families to effectively monitor their student's progress and academic goals.	**Formative**		
Strategy's Expected Result/Impact: PL Platform via 1:1 device, Parent contact log	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrator, Counselor, Teachers, Campus Coaches, and Parent Coordinator **Title I:** 2.4, 2.5, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Resources Provided by Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - $4,344.55, - 199 - General Fund - $2,000	80%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 5: Southmore will include families in meaningful conversation and planning of programs and activities to support student engagement and student success.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents will have access to multiple training opportunities.	**Formative**		
Strategy's Expected Result/Impact: Participation and attendance of parent events.	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, Counselors, Parent Coordinator, and ACE Coordinator **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Title I Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - $26,428.07, - 199 - General Fund - $2,000	80%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Southmore will ensure parent input via SBDM in order to maintain a high level of collaboration among all stakeholders regarding school improvement.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: SBDM agenda, CIP, Committee minutes, and Sign-in sheet **Staff Responsible for Monitoring:** Principal, Parent Coordinator **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	70%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 6: During each school year parents are given the opportunity to participate in at least six student/parent events.

District Objective:
Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Attendance as noted on rosters

Strategy 1 Details		Formative Reviews		
Strategy 1: Calendar, advertise, and promote attendance at Orientation, Open House, Family Literacy Night, Report Card pick up, Holiday Luncheon, Awards Ceremony, and extracurricular activities.		**Formative**		
		Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Attendance at events **Staff Responsible for Monitoring:** Administrators, Parent Coordinator **Title I:** 2.4, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 199 - General Fund - $2,000		50%		

0%	No Progress	100%	Accomplished	→	Continue/Modify	✗ Discontinue

Goal 4: FAMILY & COMMUNITY ENGAGEMENT - We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 7: The Southmore Parent Coordinator and ACE Coordinator will attend the administrative planning meeting and provide current data, updates to their stated goals, and progress being made involving the engagement of our parents in the educational process at Southmore.

District Objective:
Objective 4.1 Engage 65% of parents to take an active role in student success. Strategic Plan: 4.1, Objective 4.2 - The district will promote campus events and student opportunities in a timely manner. Strategic Plan 4.2

Evaluation Data Sources: Agenda from meetings, Family / Parent Engagement Data, and sign - in sheet

Strategy 1 Details	Formative Reviews		
Strategy 1: Successfully engage our parents in the success initiatives at Southmore.	**Formative**		
Strategy's Expected Result/Impact: Volunteer list, sign-in sheet, and feedback	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrator, Counselor, Parent Engagement Coordinator **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: Southmore will foster a culture that supports a restorative and relational model for behavior development, learning and response.

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Implementation of BARK, CHAMPS, Training Agenda, behavior & Discipline Records.

Strategy 1 Details	Formative Reviews		
Strategy 1: Southmore will proactively build the skills and relationships all stakeholders will need when challenging situations arise. Faculty, staff, and students will regularly work together to address the many issues all face so that our classrooms give them a sense of belonging and students are better equipped to work successfully with peers and adults.	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Circle look for form, Training agenda, classroom management, behavior and discipline referrals / records. **Staff Responsible for Monitoring:** Administrators, Counselors, Campus Coaches, and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	80%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: Southmore will successfully implement a comprehensive model for all faculty and staff, designed to meet the needs of the whole child.

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Implementation of BARK, Training Agenda, behavior & Discipline Records.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students with homeroom time for mentoring, goal setting, monitoring of grades, relationship building and to celebrate their progress and academic abilities.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Planned mentoring tracking form, School calendar, and WOOF TV scripts	80%		
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Coaches			
Title I: 2.4, 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			
Funding Sources: - 199 - General Fund - $2,500			

Strategy 2 Details	Formative Reviews		
Strategy 2: Offer creative incentives for attendance, grades, and behavior, by creating campus wide incentive program with the use of the Silhouette CAMEO 3 Wireless Cutting Machine.	Formative		
	Jan	Apr	June
Strategy's Expected Result/Impact: Offer Incentives throughout the year that recognize students strengths.	80%		
Staff Responsible for Monitoring: Campus Coaches, Principals, and Counselors			
Title I: 2.4, 2.5			
Funding Sources: - 199 - General Fund - $3,000			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: Southmore will develop way in which to decrease discipline referrals by at least 5% from the previous school year.

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: PBIS Discipline Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Make students aware of Discipline Expectations and BARK Guidelines for Success through WOOF TV, on School PowerPoint and in Discipline Assembly. Inform students of requirements for DAWGS Day Out Field Trip.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Student signature on Discipline Assembly notes **Staff Responsible for Monitoring:** Counselors, Campus Coaches, and Assistant Principals **Title I:** 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 199 - General Fund - $3,000	80%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement and maintain an anti-bullying campaign, including bullying awareness on WOOF TV and advertise the link to report bullying on school's website.	**Formative**		
	Jan	**Apr**	**June**
Strategy's Expected Result/Impact: Bullying documentation in Discipline system **Staff Responsible for Monitoring:** Counselors, BARK Committee, Website **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 211 - Title 1 A - Economically Disadvantaged Study - $1,000	80%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Use call-out to notify parents if a student has been in the discipline office.	Formative		
Strategy's Expected Result/Impact: Parent Direct Phone Call, Skyward Message, Parent Contact Log, and Student messaging system - Sky alert	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: AP's, Counselor, and Discipline clerk **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: BARK Committee meets monthly to study school needs and discipline statistics and presents strategies to staff.	Formative		
Strategy's Expected Result/Impact: BARK Meeting notes	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: AP's, Counselors **Title I:** 2.4, 2.5 - **ESF Levers:** Lever 3: Positive School Culture	80%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: SAFE SCHOOLS & SOCIAL-EMOTIONAL SUPPORT - We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 4: Increase safety and security measures at all levels to prevent, prepare, respond, and recover from all threats to the students, faculty, and staff at Southmore Intermediate.

District Objective:
Objective 5.1 We will increase safety and security measures at all levels to present, repair, respond and recover from all potential threats, natural and manmade. Strategic Plan 5.4, Objective 5.2 We will increase our efforts to foster a culture that champions a restorative and relational model for behavior development, learning and response, while infusing social emotional learning. Strategic Plan: 1.3, 5.1

Evaluation Data Sources: Campus Safety and Security plan and systems.

Strategy 1 Details	Formative Reviews		
Strategy 1: Practice crisis procedures and train all staff in crisis procedures including building safety (fire drill, duck and cover, metal detector, ALICE (active shooter training, child abuse, bullying and harassment and suicide prevention.	**Formative**		
	Jan	Apr	June
Strategy's Expected Result/Impact: Safety Agenda, BARK Minutes, Staff Development Side Deck, and Record of practiced drill and Logs **Staff Responsible for Monitoring:** Teachers, Principals, Assistant Principal, Nurse, Counselor, and Custodial **Title I:** 2.4, 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 211 - Title 1 A - Economically Disadvantaged Study - $2,000	100%	100%	100%
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue			

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All teachers will follow the scope and sequence provided by the SUMMIT LEARNING PLATFORM, and teach the Student Expectations at the level of rigor that is detailed in the TEKS.
1	1	5	Use of targeted intervention activities through SDL / Homeroom Time, AM / PM Tutorials, Extended Day, and Saturday Camps (HB 4545 ESSER).
1	1	7	Teachers will use data from focus areas to intervene each week. Struggling students will go to the content teacher for workshops and focused intervention (before school, after school, during DAWG Time, and during ACE programming).
1	4	1	Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR or STAAR Online (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Participation Requirement Forms.
1	5	3	Each 6 weeks the students will be exposed to a different character trait (in association with the habits of success) and provided guidance on what that particular trait looks like in a persons actions. A successful habit and traits associated with the habit will be directly introduced and taught via WOOF TV (Habits of Success / Whole Child Framework).

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All teachers will follow the scope and sequence provided by the SUMMIT LEARNING PLATFORM, and teach the Student Expectations at the level of rigor that is detailed in the TEKS.
1	1	2	All teachers will participate in regularly scheduled planning PLC and GLT meetings during their common planning period. Teachers will also attend district focus meetings and Convening. Teachers will have opportunities to participate in PL Focus meetings.
1	1	3	All core content area teachers will use student data from focus assessments to plan for and administer workshops for students. (scaffolding and Differentiation will be provided)
1	1	4	All teachers will attend workshops on a specific focus area, backwards planning for projects / Concept Unit, and training regarding specific habits of success for each six weeks. Staff will be coached on implementation via PLC and GLT.
1	1	5	Use of targeted intervention activities through SDL / Homeroom Time, AM / PM Tutorials, Extended Day, and Saturday Camps (HB 4545 ESSER).
1	1	6	Library will maintain a collection of a variety of books to support school wide literacy (Capstone Ebooks). Both electronic and hard copies of various books have been purchased in order to make the checking out of books more flexible for the student and teaching staff.
1	1	7	Teachers will use data from focus areas to intervene each week. Struggling students will go to the content teacher for workshops and focused intervention (before school, after school, during DAWG Time, and during ACE programming).
1	2	2	Gifted and Talented students will participate in Texas Performance Standards Project.
1	3	1	ELAR teachers will gain ESL Certificate.
1	3	2	Core teachers will participate in ESL academy offered by district. All Core teaching staff will be required to draft and teach with a language objective during instructional time.
1	3	3	LEP / EB Failure rates will be monitored. Teams will meet to discuss and plan for interventions at the 6 week grading period.
1	4	1	Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR or STAAR Online (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Participation Requirement Forms.
1	4	6	Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction.
1	4	7	Campus will collaborate with district special education teams to conduct campus walk-throughs to ensure our campus is meeting all SF and SDI requirements for core areas.
1	4	8	ABLE II classroom will contain flexible seating options to build core strength, mobility and increase attention.
1	5	3	Each 6 weeks the students will be exposed to a different character trait (in association with the habits of success) and provided guidance on what that particular trait looks like in a persons actions. A successful habit and traits associated with the habit will be directly introduced and taught via WOOF TV (Habits of Success / Whole Child Framework).

Goal	Objective	Strategy	Description
1	5	4	Counselors will conduct campus wide Bullying Prevention, Cyber Bullying, and See Something / Say Something training for the campus.
1	5	5	Staff and Administrators are trained annually to recognize potential bullying and the appropriate steps to take to report and investigate.
2	1	4	All 7th grade students will take the Kuder assessment; each year all students will have been counseled regarding Kuder results. Counselors meet with each student to go over Kuder assessment results.
4	2	1	All Southmore Staff will receive on - going culturally responsive training on the benefits of engaging and building partnerships with all Southmore families.

State Compensatory

Budget for Southmore Intermediate

Total SCE Funds: $390,928.00
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Personnel for Southmore Intermediate

Name	Position	FTE
Barrow, Jessica Pauline	Int English Teacher 6-8 (Comp Ed)	1
Colston, Wendell Leslie	Int Earth Science Teacher 8th (Comp Ed)	1
Dao, Travis Pham	Int Math Teacher 7-8	1
Manzano Balderas, Griselda	Int Math Teacher 7-8	1
Meredith, Scott Alan	Int Social Studies Teacher (Comp Ed)	1

Title I Personnel

Name	Position	Program	FTE
Alejandro, Sofia Guadalupe	Title I Aide (Fed)		1
Morton, Amber J	Campus Coach		1
Rodriguez, Rocio Lizzett	Parent Coordinator		.5
Zamarripa, Brandon E	Title I Aide (Fed)		1

Campus Admin Team

Committee Role	Name	Position
Administrator	Derek Moody	Principal
Administrator	Jenifer Anderson	Assistant Principal
Administrator	Kelly Costley	Assistant Principal
Administrator	Mandy Wells	Counselor
Administrator	Kristy Lewis	Counselor

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Derek Moody	Principal
Classroom Teacher	Jessica Barrow	8th Grade ELAR Teacher
Classroom Teacher	Michelle Hernandez	8th grade Science Teacher
Classroom Teacher	Kem Horton - McBride	SPED / Resource Teacher
Administrator	Clint Mcwhirter	7th Grade Science Teacher
Classroom Teacher	Sarah Wysocki	8th Grade US History Teacher
District-level Professional	New Staff	Southmore Parent Coordinator
District-level Professional	Rebecca Bright	ACE Coordinator
Parent	Sabrina Barker	Parent Volunteer
Classroom Teacher	Michelle Cantu	Special Education Teacher
Non-classroom Professional	Ashley Webb	Campus ELAR Coach
Non-classroom Professional	Jacob Riley	Campus Math Coach
Classroom Teacher	Jonathon Anderson	Band Director - Teacher

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Materials		$10,647.00
1	1	6			$6,000.00
1	1	7	Instructional Materials		$6,000.00
1	1	8			$2,000.00
1	1	10	Instructional materials		$3,000.00
1	1	12	Provide RTI for at risk		$3,669.00
1	1	13			$9,000.00
1	2	1	GT Supplies and Materials		$2,437.00
1	2	2			$2,000.00
1	2	3			$1,000.00
1	3	3	Bilingual / ESL supplies and materials		$4,394.00
1	4	1	SPED supplies and materials		$1,096.00
1	4	6	Intensive RTI		$1,000.00
1	4	9			$1,000.00
1	5	1			$2,000.00
1	5	3			$1,500.00
1	5	4			$500.00
2	1	2			$5,000.00
2	1	3			$200.00
2	2	1			$500.00
2	2	2			$1,500.00
3	2	2			$5,000.00
4	1	1	Parent Educational Materials		$1,000.00
4	2	2			$3,000.00
4	3	1			$500.00
4	3	2	Materials, Pamphlets, Brochures		$2,000.00
4	3	3	Attendance Incentives		$3,000.00

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	1			$2,000.00
4	5	1			$2,000.00
4	6	1			$2,000.00
5	2	1			$2,500.00
5	2	2			$3,000.00
5	3	1			$3,000.00
				Sub-Total	$93,443.00
				Budgeted Fund Source Amount	$93,443.00
				+/- Difference	$0.00
			211 - Title 1 A - Economically Disadvantaged Study		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Plan4Learning		$550.00
1	1	3	Coaching Support		$81,208.84
1	1	6			$3,793.08
1	1	7	High Impact Tutoring		$1,600.00
1	1	7			$2,394.52
1	1	10			$2,800.00
1	1	10	Highly qualified teaching		$80,661.44
1	1	10	Title 1 Instructional Aides		$53,962.36
1	1	12	Instructional Materials		$7,000.00
4	3	2			$3,000.00
4	3	3			$2,631.52
4	4	1	Resources Provided by Parent Coordinator		$4,344.55
4	5	1	Title I Parent Coordinator		$26,428.07
5	3	2			$1,000.00
5	4	1			$2,000.00
				Sub-Total	$273,374.38
				Budgeted Fund Source Amount	$273,374.38
				+/- Difference	$0.00

263 - Title III A - Bilingual Education, Language					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Intense Remediation		$2,686.02
				Sub-Total	$2,686.02
				Budgeted Fund Source Amount	$2,686.02
				+/- Difference	$0.00
State Compensatory Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$390,928.00
				+/- Difference	$390,928.00
255 - Title II A - Improving Teacher & Principal Q					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	12	CCS		$107,902.62
				Sub-Total	$107,902.62
				Budgeted Fund Source Amount	$107,902.62
				+/- Difference	$0.00
282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Tutorials (ESSER) HB4545		$63,000.00
				Sub-Total	$63,000.00
				Budgeted Fund Source Amount	$63,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$931,334.02
				Grand Total Spent	$540,406.02
				+/- Difference	$390,928.00

Addendums

APPENDIX - 2022-2023

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)	DATE of MANDATE REVIEW (LED BY THE LEA PERSON RESPONSIBLE)
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.	May 2023
2. **Coordinated Health Program** ● Utilize campus Wellness Teams to develop, support and plan activities to implement the campus's coordinated school health/wellness goals and objectives and the district wellness policy ● Annually, evaluate the implementation and effectiveness of coordinated school health/wellness goals and objectives and the district wellness policy. ● Utilize student fitness assessment data for instructional planning and goal-setting ● Plan campus master schedules to allow for district wide and campus based coordinated school health/wellness programs and to support the wellness policy goals and	TEC 11.253(d)	Executive Director of Curriculum and Instruction District PE, Health & Wellness Coordinator	PISD will follow Board Policies: FFA and EHAA.	SHAC Meeting Dates: ● September 20, 2022 ● November 15, 2022 ● February 7, 2023 ● April 4, 2023

objectives (including PE minutes, lunch schedules and recess). ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators				
3. DAEP Requirements ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates ● Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Associate Superintendent of Campus Development	PISD will follow the Student Handbook Code of Conduct and Board Policies: FOCA, FOC, FO, FOD, and FOE.	May 2023
4. District's Decision-Making and Planning Policies ● Evaluation – every two years	TEC 11.252(d)	Executive Cabinet	PISD will follow Board Policy BQ and BQA.	November 30, 2022
5. Dropout Prevention	TEC 11.252	Associate Superintendent of Campus Development	PISD will follow Board Policy EHBC	May 2023
6. Dyslexia Treatment Programs ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Executive Director of Curriculum and Instruction	PISD will follow Board Policy EHB, EHBC, and EKB.	February 2023
7. Migrant Plan (Title I, Part C) ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b) ESSA	Associate Superintendent of Special Programs	ESC – ESSA Shared Service ESC Academic Portal ESC Migrant Specialist – Recruiter	May 2023

● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data				
8. **Pregnancy Related Services** ● District-wide procedures for campuses, as applicable		Associate Superintendent of Campus Development	PISD will follow Board Policy FNE.	May 2023

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
   o Higher education admissions and financial aid, including sources of information
   o TEXAS grant program
   o Teach for Texas grant programs
   o The need to make informed curriculum choices for beyond high school
   o Sources of information on higher education admissions and financial aid
● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Executive Director of Curriculum and Instruction
		
		Director of Counseling and College Readiness
			PISD will follow TEA CTE Course Sequence, CCMR, Carl Perkins and San Jacinto College Dual Course Selections.	May 2023

10. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress	ESSA	Associate Superintendent of Human Resources	PISD will follow the district's Recruitment and Retention Plan.	February 2023

toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers				
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Associate Superintendent of Human Resources Associate Superintendent of Campus Development	PISD will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. Educators compliance training rosters in Eduphoria.	May 2023

12. Student Welfare: Crisis Intervention Programs & Training
● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
  ○ Early mental health intervention
  ○ Mental health promotion and positive youth development
  ○ Substance abuse prevention
  ○ Substance abuse intervention
  ○ Suicide prevention and suicide prevention parent/ guardian notification procedures
● Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
		Associate Superintendent of Special Programs
		
		Associate Superintendent of Human Resources
		
		Director of Counseling and College Readiness
			PISD will follow Board Policy DMA, FFB and FNF. Educator compliance training rosters in Eduphoria.	SHAC Meeting Dates:
				● September 20, 2022
				● November 15, 2022
				● February 7, 2023
				● April 4, 2023
				
				Compliance Trainings completed within first six-weeks of school

13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing ○ Suicide prevention including parent/guardian notification procedure	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Associate Superintendent of Special Programs Director of Counseling and College Readiness	PISD will follow Board Policy: FFB, FOC, FOCA, DMA and FFE. Monitor "Say Something" program.	May 2023 Compliance Trainings completed within first six-weeks of school

- o Conflict resolution programs - o Violence prevention and intervention programs - o Unwanted physical or verbal aggression - o Sexual harassment - o Harassment and dating violence	TEC 37.001 Family Code 71.0021 TEC 37.0831		Educator compliance training rosters in Eduphoria.	
14. Texas Behavior Support Initiative (TBSI) Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) TEC 37.0021 TAC 89.1053	Executive Director of Special Education	PISD will follow Board Policy DMA(Legal) and monitor Skyward Discipline Reports (GenEd and SPED).	May 2023
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Deputy Superintendent for Academic Achievement Associate Superintendent of Business and Technology	PISD will follow the Campus Technology Access Plan.	May 2023
16. Dating Violence - Statement that dating violence will not be tolerated. - Procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator - Guidelines for students who are victims	SB9 TEC 28.004	Executive Director of Curriculum and Instruction	PISD will follow FFH(LOCAL) and monitor reports of dating violence	August 2023