

# WELCOME BACK SOUTHSIDE!

Today is going to be a GREAT day!

THIS IS GOING TO BE  
AN AMAZING YEAR!!!

2022 - 2023



# Introductions

Christy Bragg

Clarissa Noble

Rachel Osborn

Mykel Watson

Rikki Lookingbill





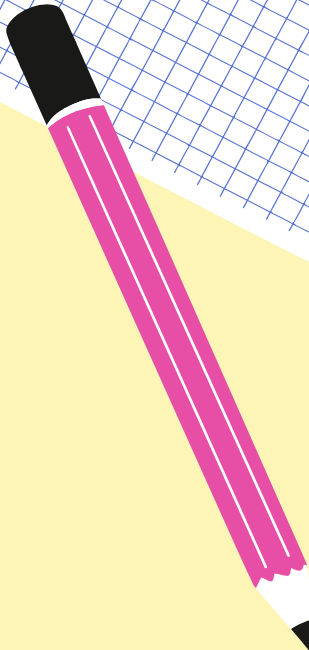
Stephanie Williams

Lauren Stroud



Breanne Miller

Laura Coulter

Windy Winters



Southside  
Performance  
Review Of  
21-22



# Reading Academy



⌘ In May, Southside Elementary was the first campus to have **ALL** participants complete the Reading Academy Modules!

# Library



⌘ We Are Seen: Inclusion, Diversity, and Equity Grant \$9,570

⌘ Nonfiction A Non-Negotiable Grant \$4,688

⌘ Laura Bush Foundation Grant \$5,000

⌘ GRAND TOTAL: **\$19,258**

# MUSIC

✿ Tubano Drumming

Grant \$4,524

✿ Southside

Sticks

&

Strummers

NAMM  
Foundation



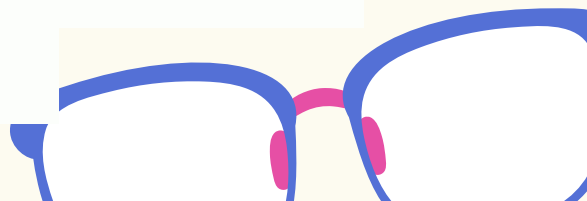
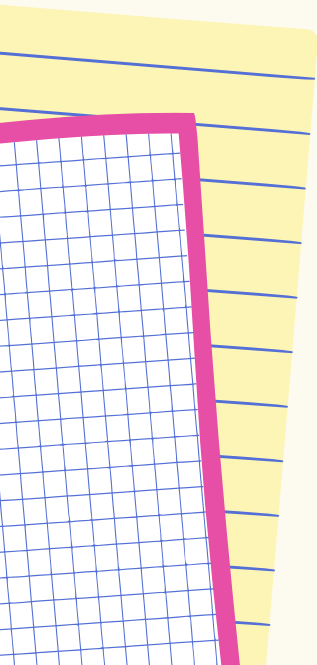
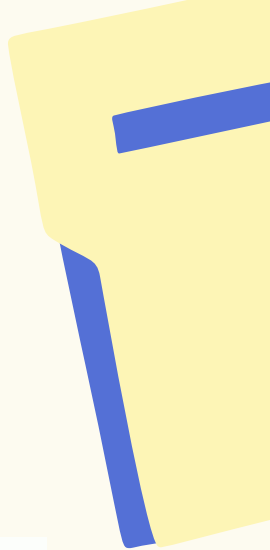
Brought to you by The NAMM Foundation



Proud BCME District

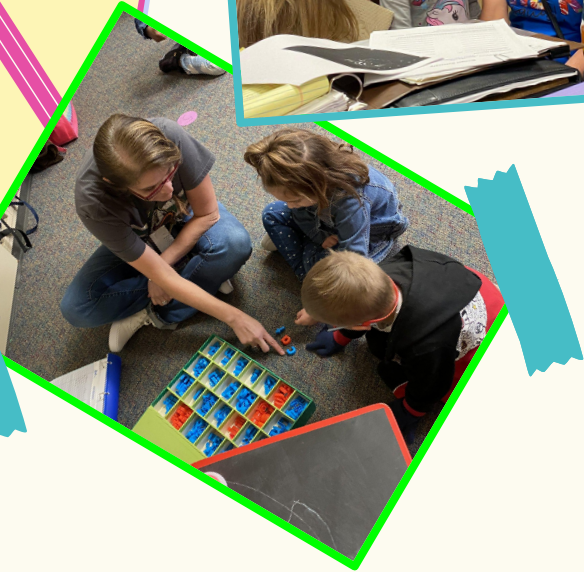


# Academic Achievement



# Pre-K learned letters and sounds!

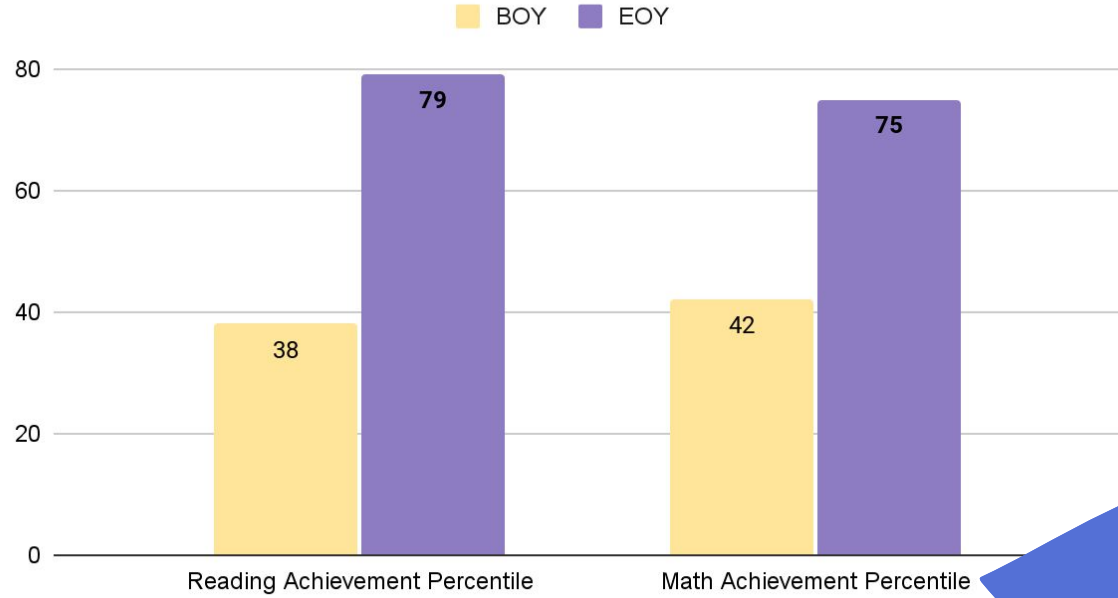
PRE-K  
ROCKS!





## NWEA MAP- Achievement Percentiles

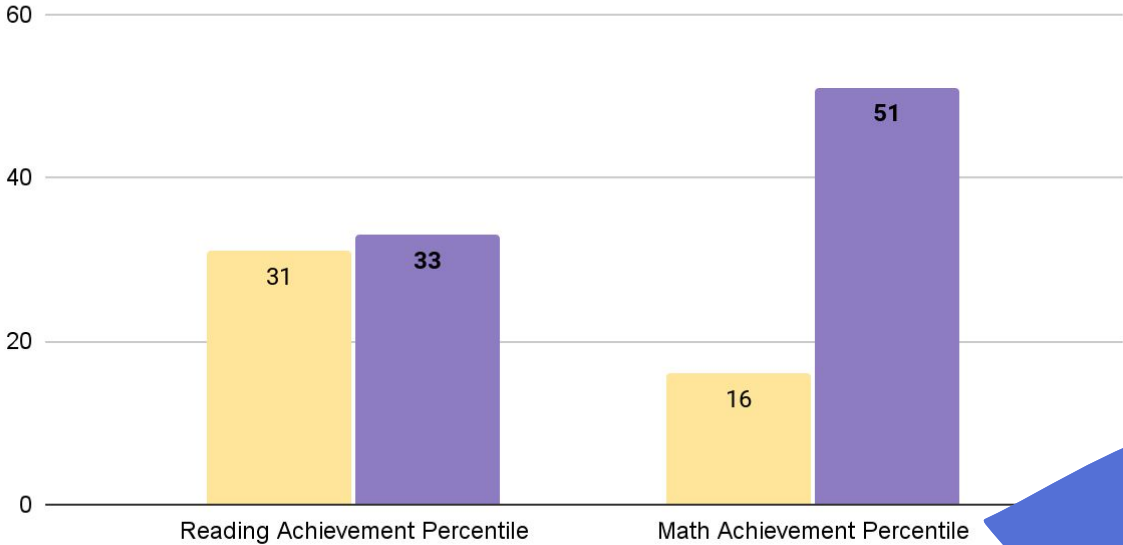
Kindergarten



# NWEA MAP- Achievement Percentiles

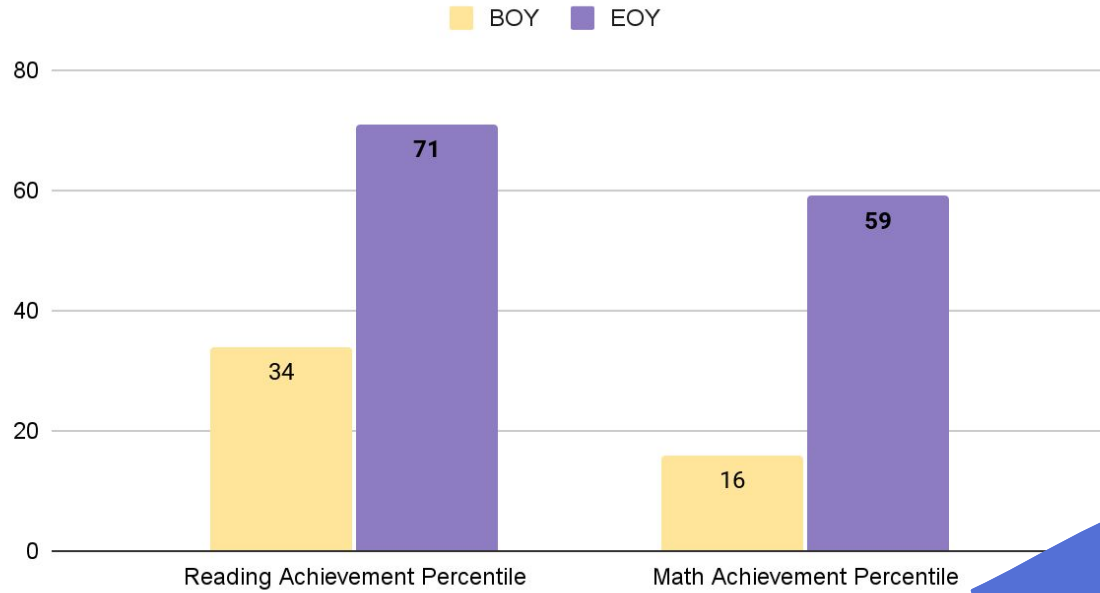
1st Grade

BOY EOY



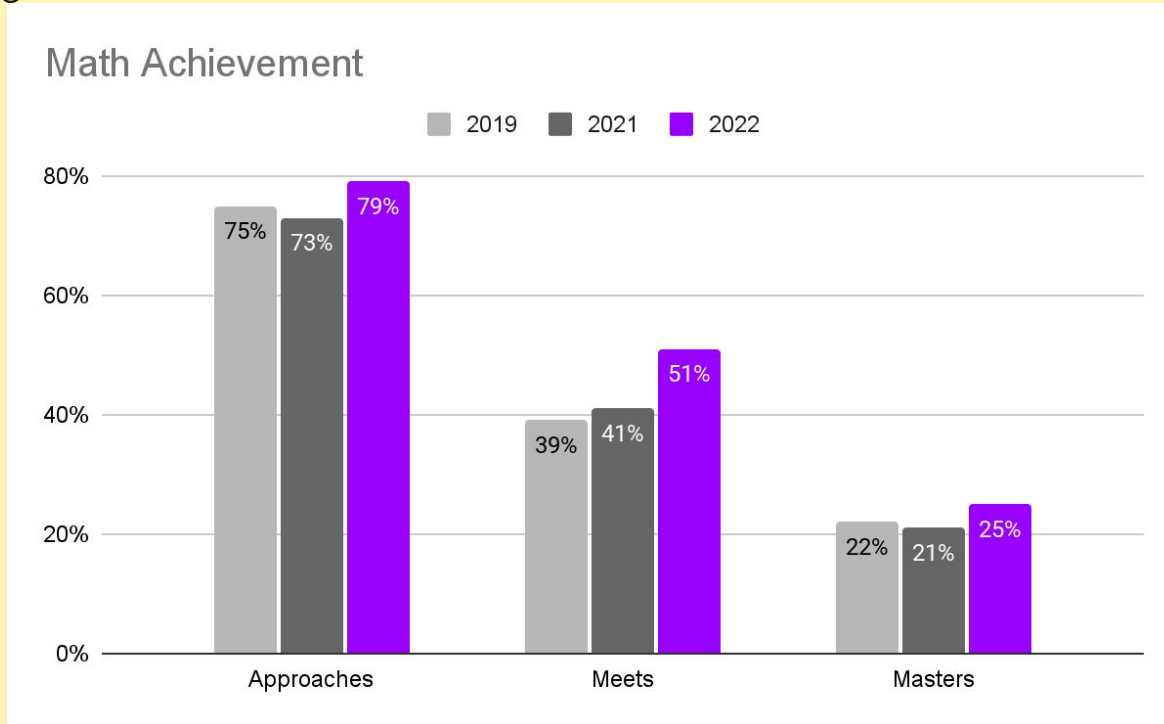
## NWEA MAP- Achievement Percentiles

2nd Grade



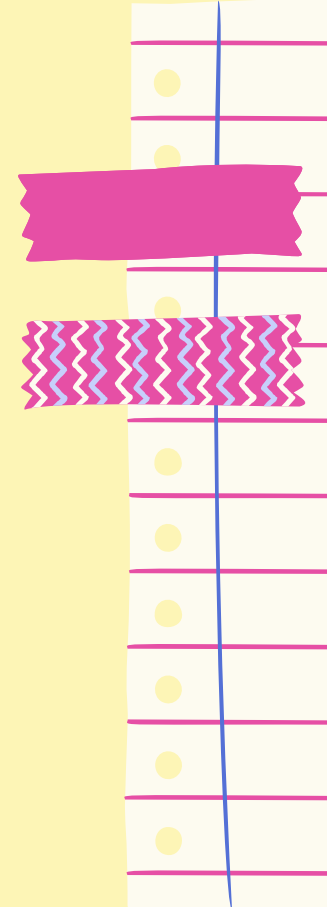
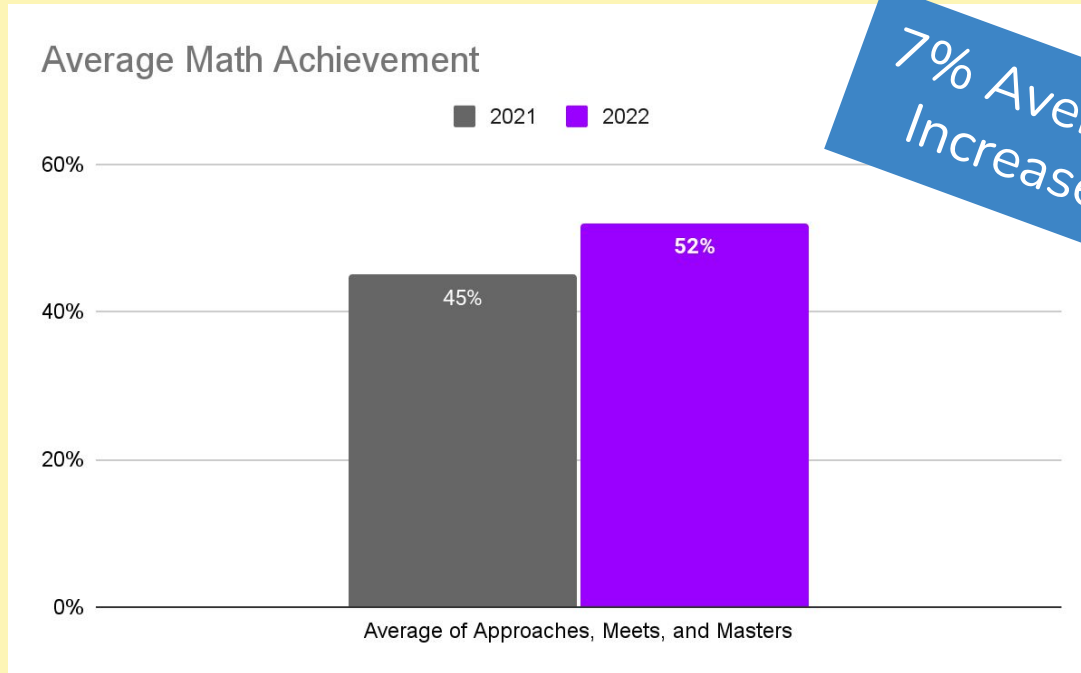
# Campus Math Performance

(3rd-5th grade Math Combined- STAAR)



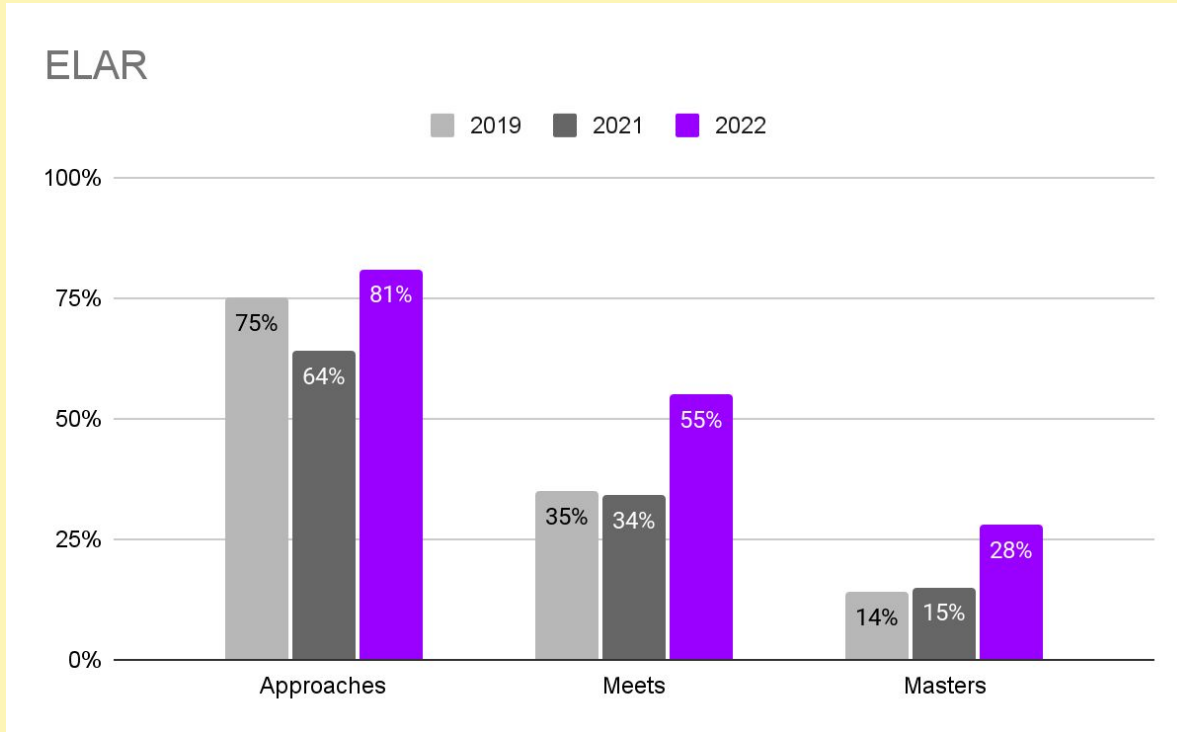
# Campus Math Performance

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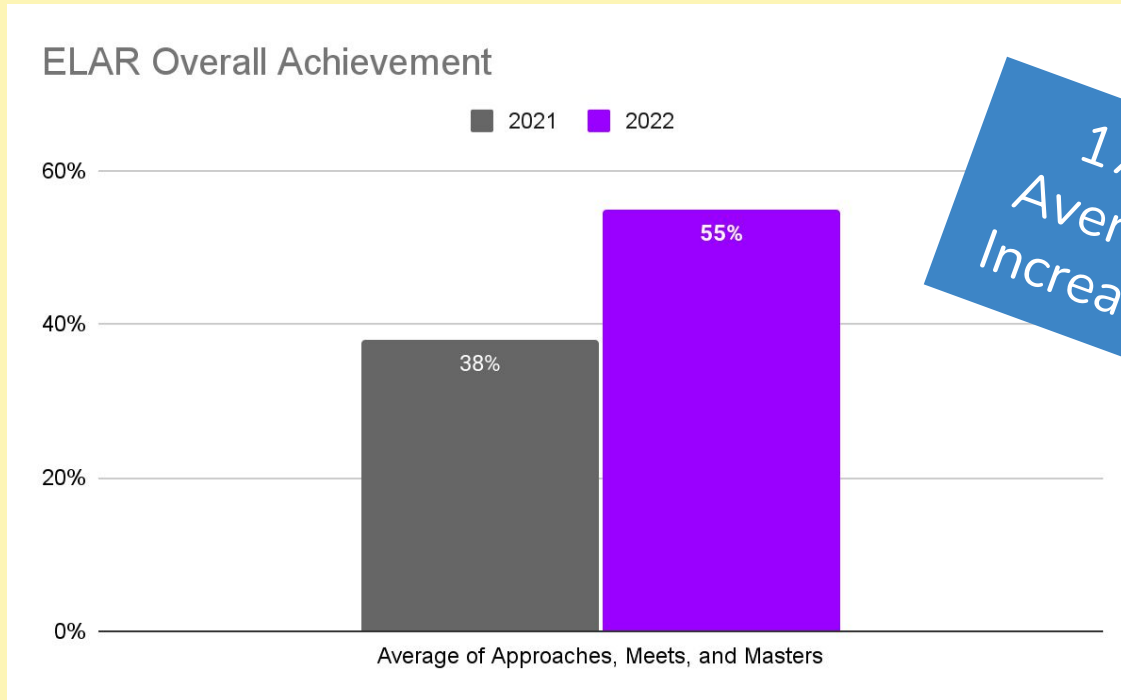
# Campus ELAR Performance

(3rd-5th grade ELAR Combined-STAAR)

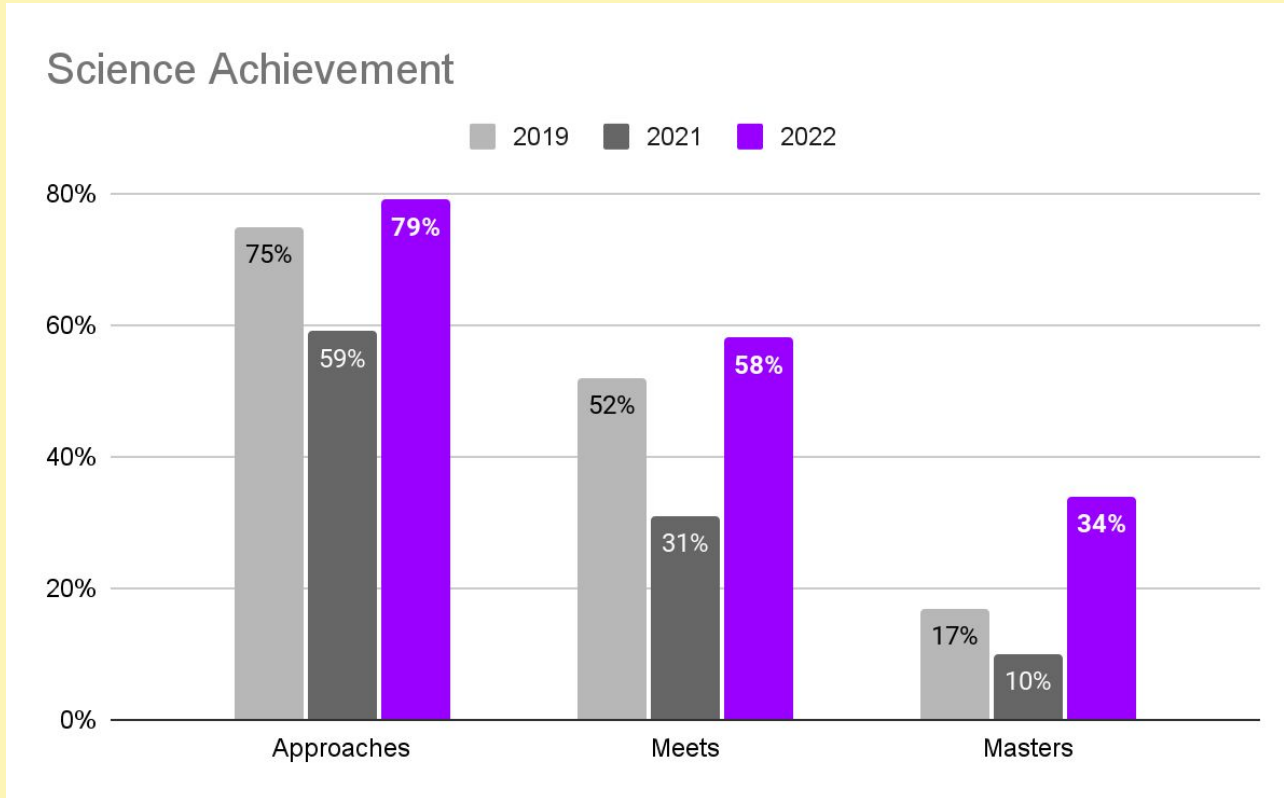


# Campus ELAR Performance

(3rd-5th grade ELAR Combined-STAAR)

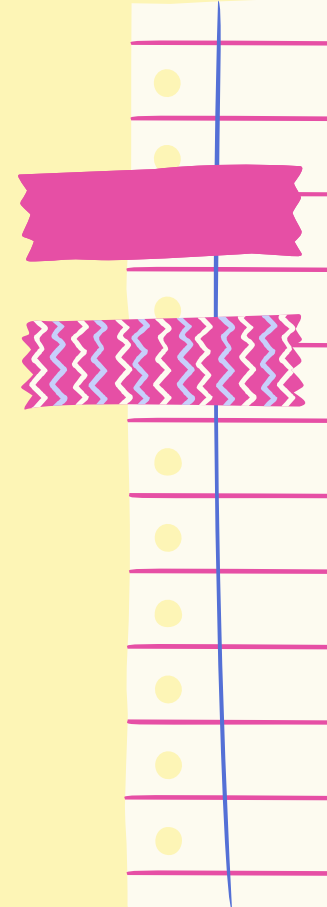
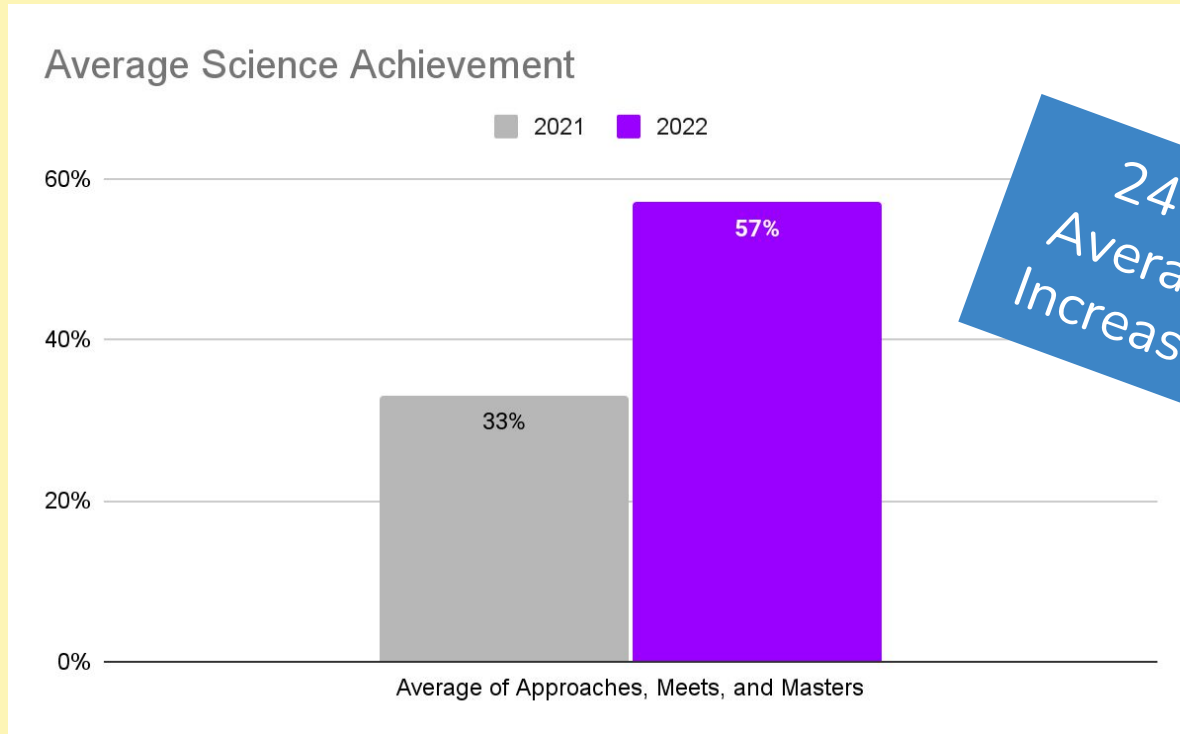


# Campus Science Performance

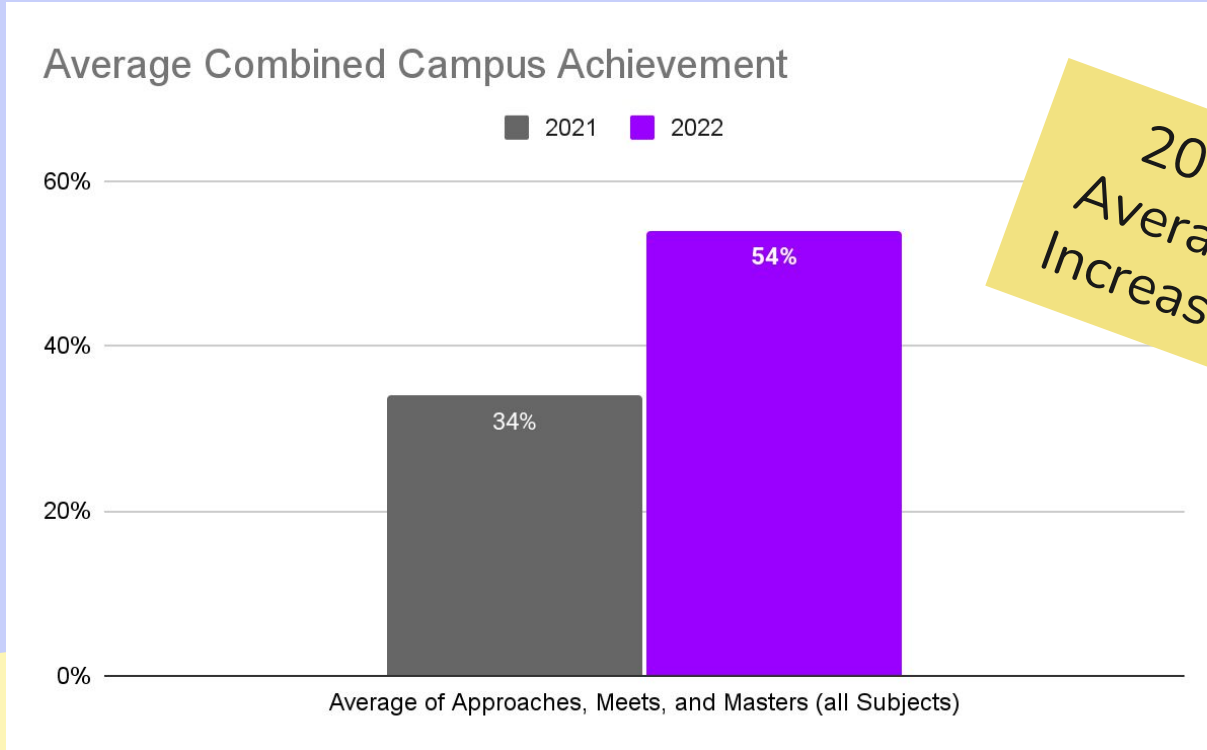
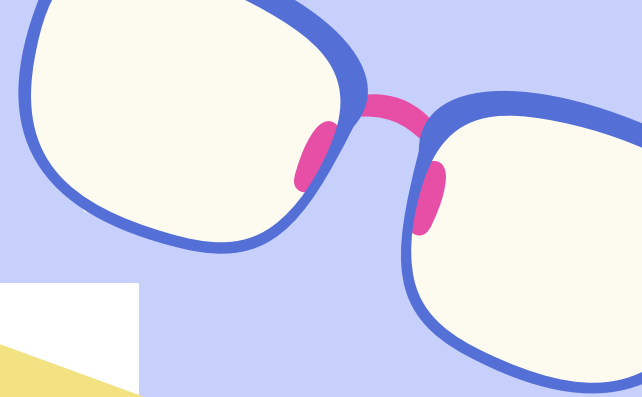




# Campus Science Performance



# Campus Overall

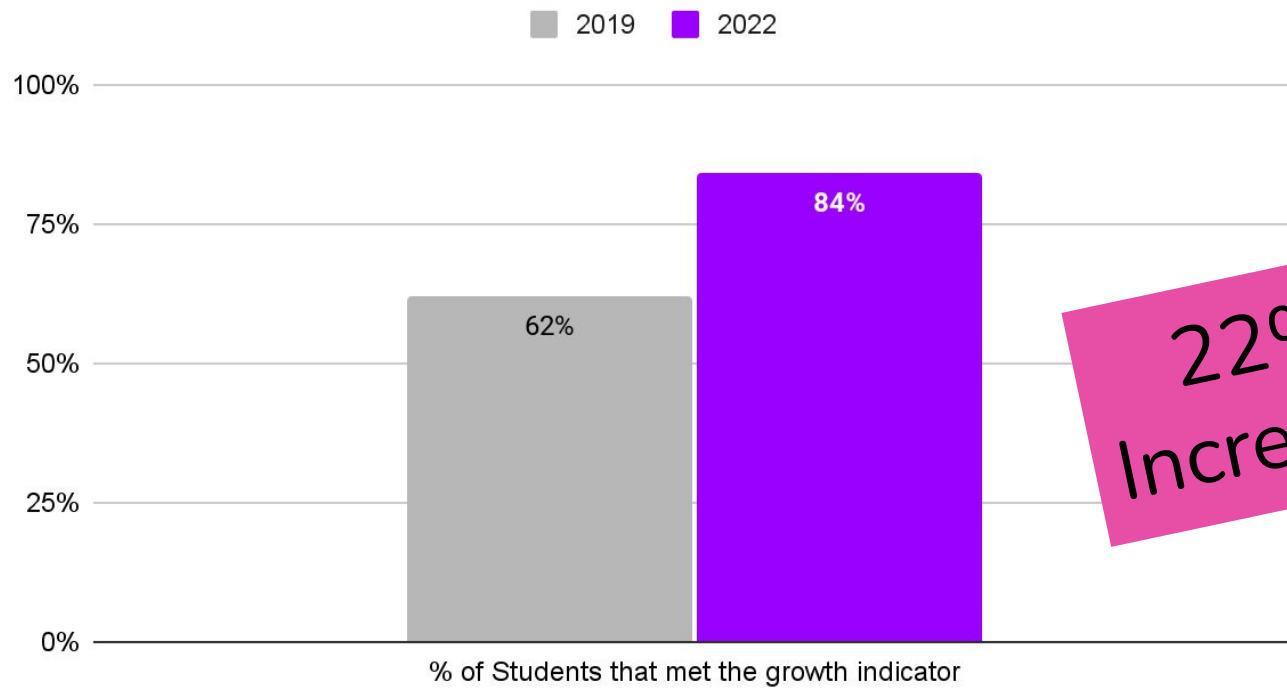


20%  
Average  
Increase!!



# Academic Growth

## Growth

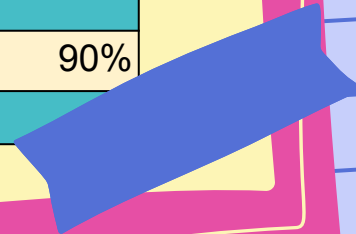


22%  
Increase!

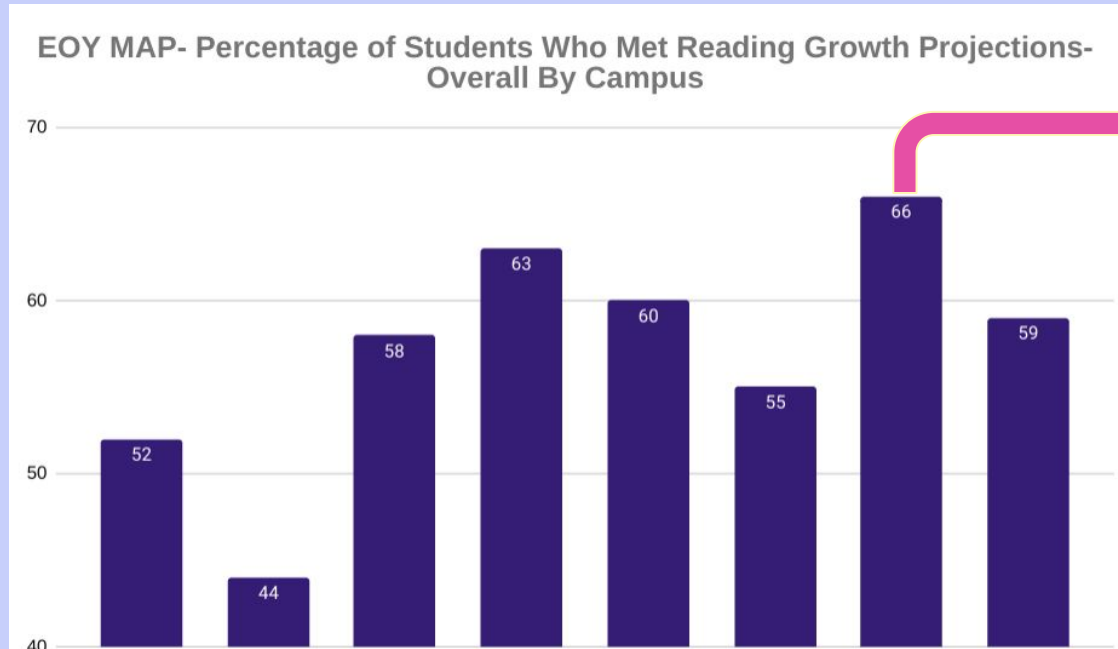


## NWEA MAP- Expected Growth

	READING		MATH	
	MOY Met or Exceeded Expected Growth	EOY Met or Exceeded Expected Growth	MOY Met or Exceeded Expected Growth	EOY Met or Exceeded Expected Growth
<b>Kindergarten</b>	83%	85%	63%	75%
<b>1st Grade</b>	58%	61%	67%	81%
<b>2nd Grade</b>	66%	80%	81%	90%

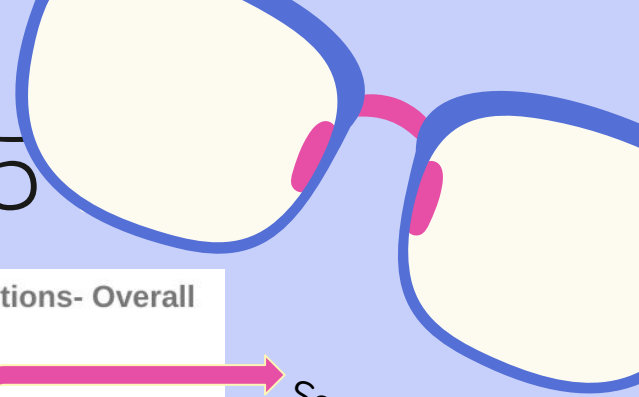


# NWEA MAP Growth- K-5

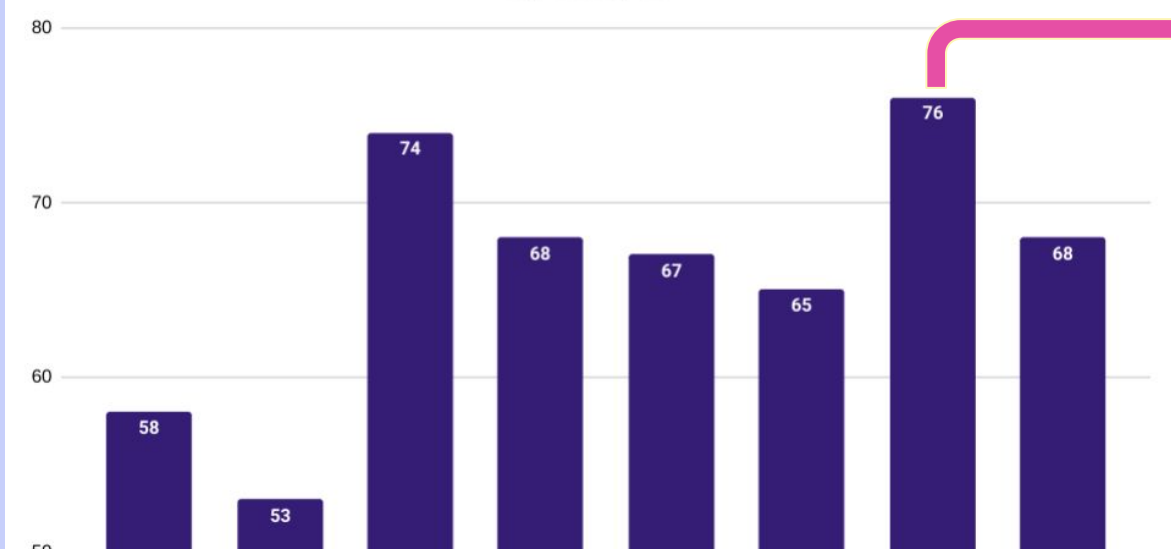


Southside!!!!

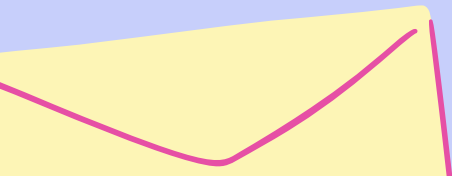
# NWEA MAP Growth- K-5



EOY MAP- Percentage of Students Who Met Math Growth Projections- Overall By Campus



Southside!!!!



# It's Time to CELEBRATE!!!



The Southside Team  
remained focus on  
our goals, overcame  
obstacles, and  
**BECAME  
UNSTOPPABLE  
TOGETHER!**

The Southside Team is  
made up of highly  
educated, trained  
professionals who  
continue to prove  
that collectively...  
**WE CAN ACCOMPLISH  
ANYTHING!**

Southside is an  
**OUTSTANDING**  
school  
with an  
**EXTRAORDINARY**  
staff!

We *never* dreamed of success, **WE WORKED FOR IT!**



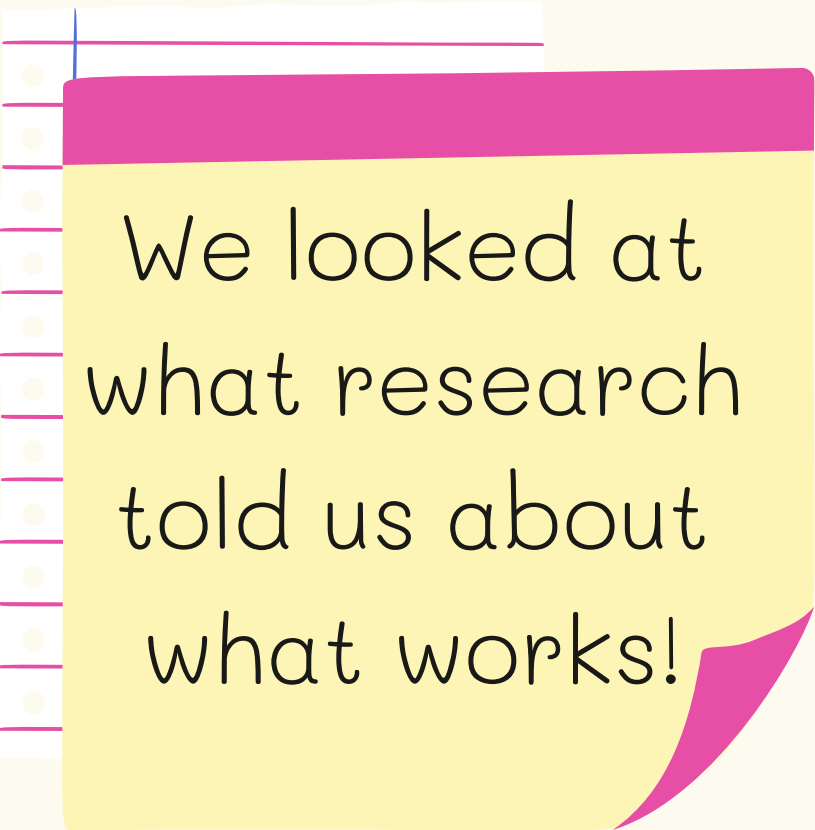


**HOW DID WE DO IT?!!**



**Let's review....**





We looked at  
what research  
told us about  
what works!

The Effective Schools  
Framework

Dr. John Hattie's  
Influences & Effect Sizes

The  
Opportunity Myth

# Effective Schools Framework

Developed with school leaders - included national review of research about what makes high-performing schools excellent.

Provides vision for what schools do to ensure an excellent education for all Texas students.

5 levers that contain Essential Actions

6 EAs = maximum impact on student learning





Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations



Use of high-quality instructional materials aligned to instructional planning calendars and formative assessments

## SS Focus EAs



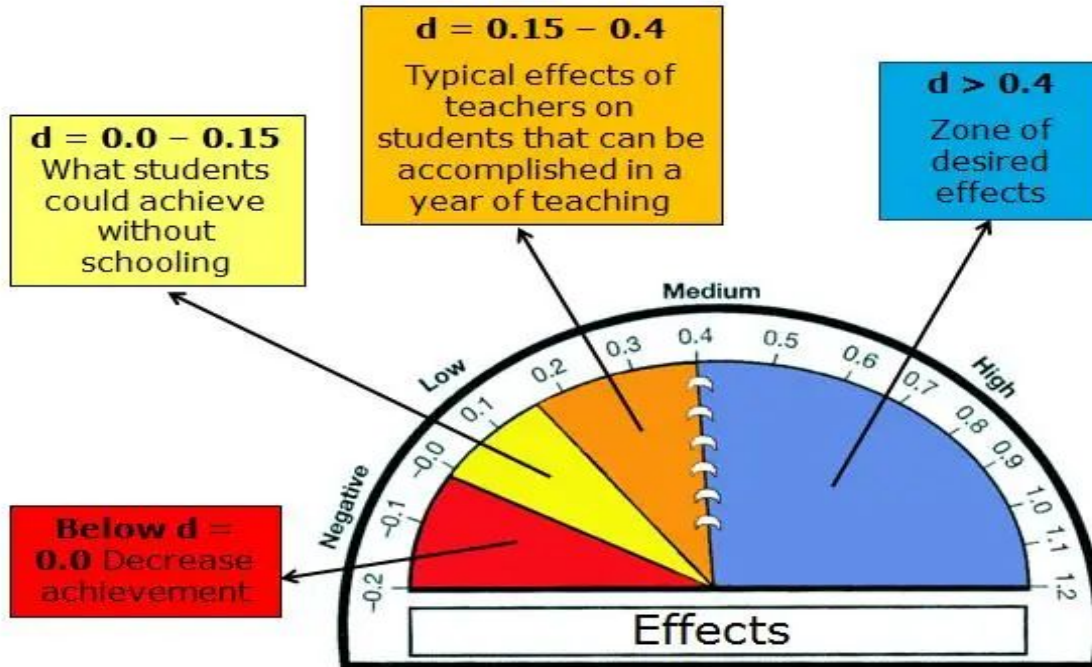
Effective classroom routines and instructional strategies



Data-driven instruction

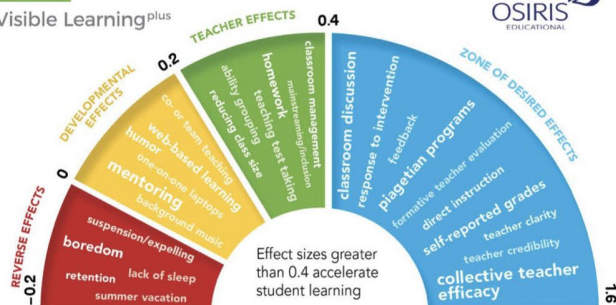
# Hattie's Influences & Effect Sizes

## Barometers of Influence



What influences in the Zone of Desired Effects were emphasized last year?

GLOSSARY



Desired Effects

Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instructions	.60
Teacher credibility	.90	Formative teacher evaluation	.48

Typical Teacher Effects

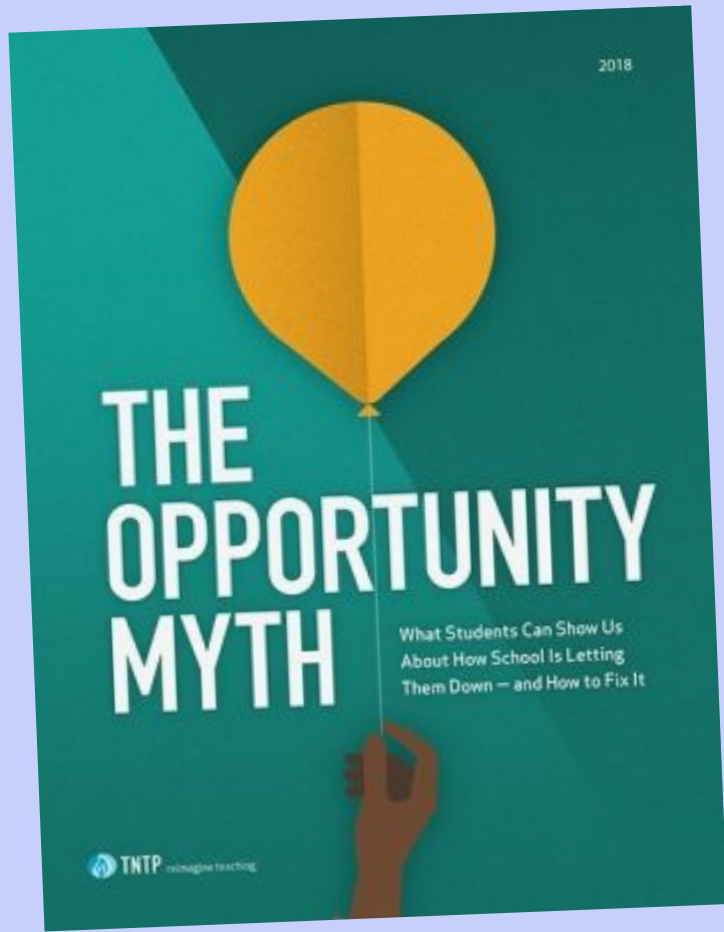
Classroom management	-.35	Homework	.29
Ability grouping	-.30	Mainstreaming/inclusion	.27
Teaching test taking	-.30	Class size	.21

Developmental Effects

Co-/team teaching	-.19	Mentoring	-.12
Web-based learning	-.18	Background music	-.10
One-on-one laptops	-.16	Humor	.04

Reverse Effects

Summer vacations	-.02	Suspension/expelling	-.20
Lack of sleep	-.05	Moving Between Schools	-.34
Retention	-.32	Boredom	-.49



# The Opportunity Myth

The “opportunity myth” is the false promise that if students do what they’re asked in school, they’ll be set up for success—and that if they don’t succeed, they must’ve done something to blow their chance.

This report conveys how our unique student population can make significant learning gains.



GRADE-APPROPRIATE  
ASSIGNMENTS



STRONG INSTRUCTION

**Key Resources  
Students Need**



DEEP ENGAGEMENT

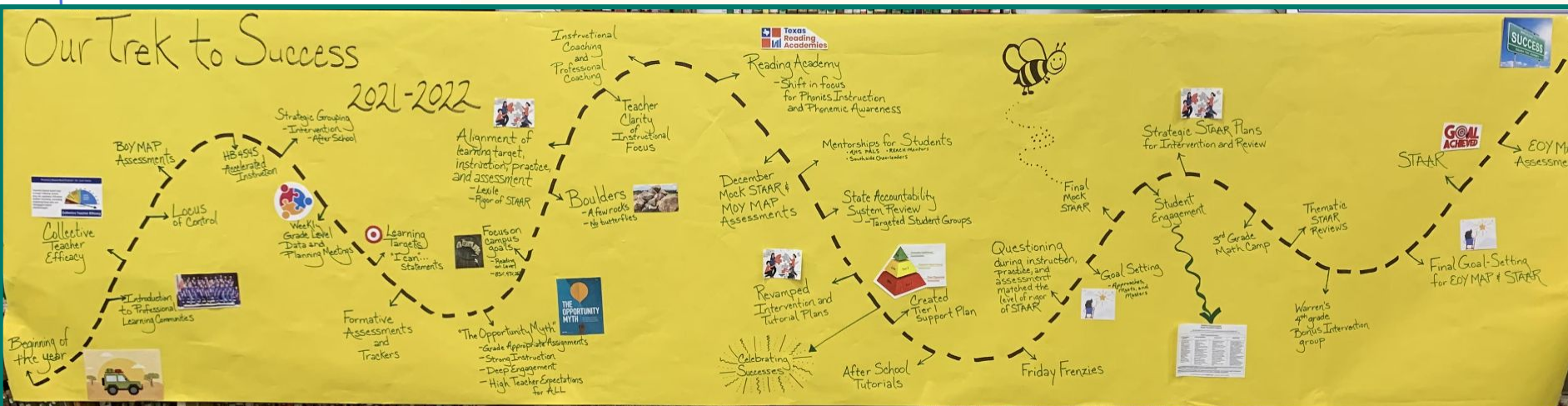


HIGH EXPECTATIONS




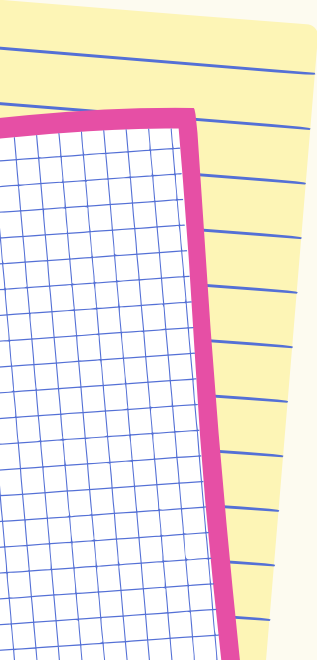
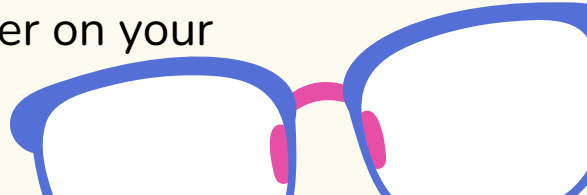
We relentlessly  
focused on our  
goals and best  
practices!

# Our Trek to Success 2021 - 2022





# Team Activity

1. Review Hattie's Influences & Effect Sizes and The Opportunity Myth on your handouts.
  2. Review our Trek to Success and discuss with your team which practices corresponded with Hattie and which practices corresponded with The Opportunity Myth.
  3. Tape a hat next to a practice that corresponds to Hattie.
  4. Tape a balloon next to a practice that corresponds to The Opportunity Myth.
  5. If there is already a hat or balloon identifier on your practice, look for another!
- 
- 
- 

We trusted each other, relied on one another, and worked together!

No matter how good each member of your team is, if they don't work together and function as one, they will never reach their full potential!

**Stephanie Warren**  
Southside Elementary & Angleton ISD  
Elementary Teacher of the Year





**2022 - 2023**

**New Year, New Teams,  
New Southside!**

# A Professional Learning Community

Cohesive, Interdependent Teams

## Vision, Mission, and Goals

**V** - Achieving Excellence Because We're Wildcats

**M** - To provide a safe, loving, and inclusive environment with a commitment to ALL students learning at high levels.

**G#1** - Reading On-Level

**G#2** - STAAR Scores

## Southside Collective Commitments

### Characteristics of a Southside Team Member

## Collective Commitments of Teams ~Team Norms~

- \*Establish CCs to enhance effectiveness of our teams.
- \*Focus on behaviors that we will commit to in order to achieve our mission.
- \*Go beyond behaviors that should be expected from a professional.

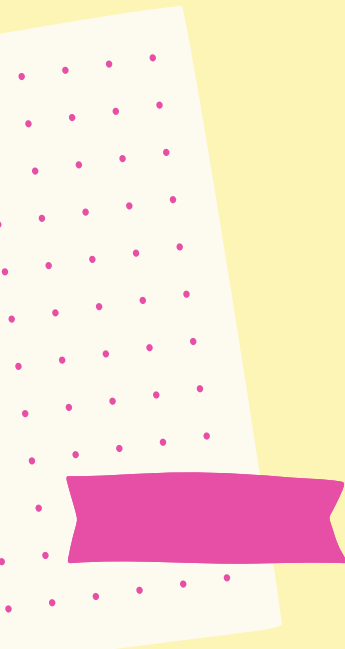
# Establishing Collective Commitments of Teams

## Building a Cohesive and High-Performing Team

Establish Vulnerability-based Trust

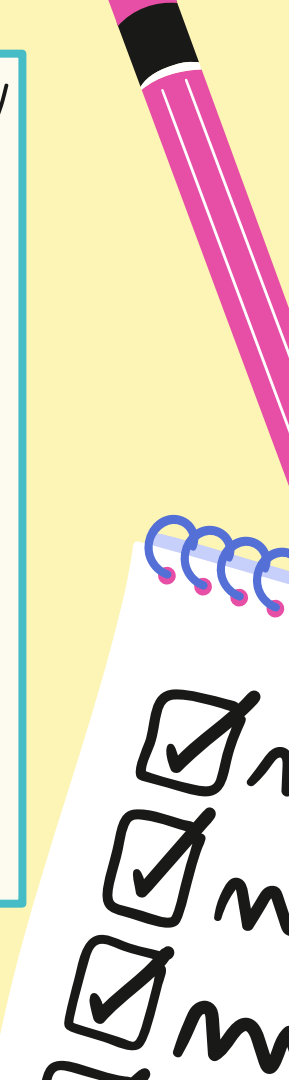
Effective Teams...

- acknowledge mistakes, weaknesses, failures, and the need for help.
- recognize and value the strengths of others.
- are willing to learn from one another.



If teachers are to work collaboratively to clarify the essential learning for their courses and grade levels, write common assessments, and jointly analyze the results...

they must overcome the fear that they may be exposed to their colleagues and principals as ineffective.



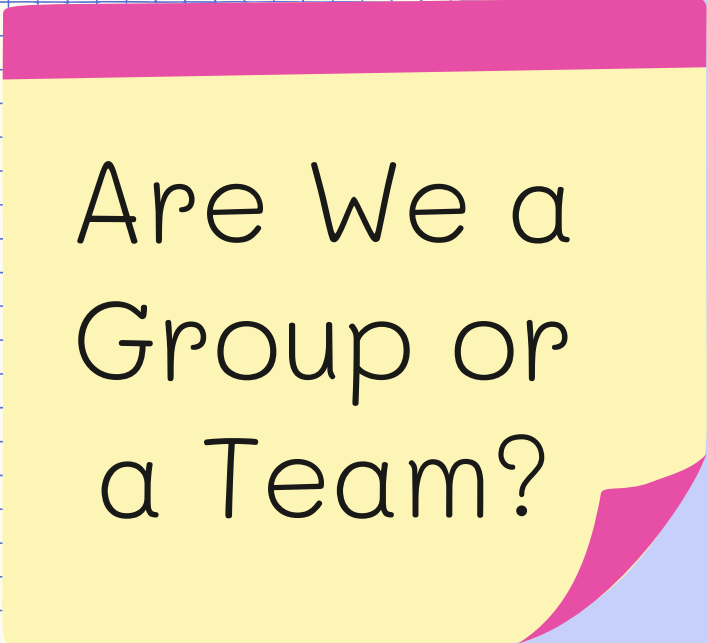
# The 5 Dysfunctions of a Team

\*Warning! Can cause the team process to unravel!

The inability to...

1. Establish Trust
2. Engage in Honest Dialogue Regarding Disagreements
3. Make Commitments to One Another
4. Hold Each Other Accountable
5. Focus on Results






Are We a  
Group or  
a Team?

Teams - Collaborate / Interdependent  
Group - Coordinate / "Parallel Play"


Teams benefit from clarity regarding how they will work together and what is expected of each member.

Teams increase their likelihood of performing at high levels when they clarify their expectations of one another regarding procedures, responsibilities, and relationships.

# Are We a Group or a Team?



It is recommended that team members have an honest and open dialogue about the expectations they bring to the process.



## Self Reflection: 10/5/1 Activity

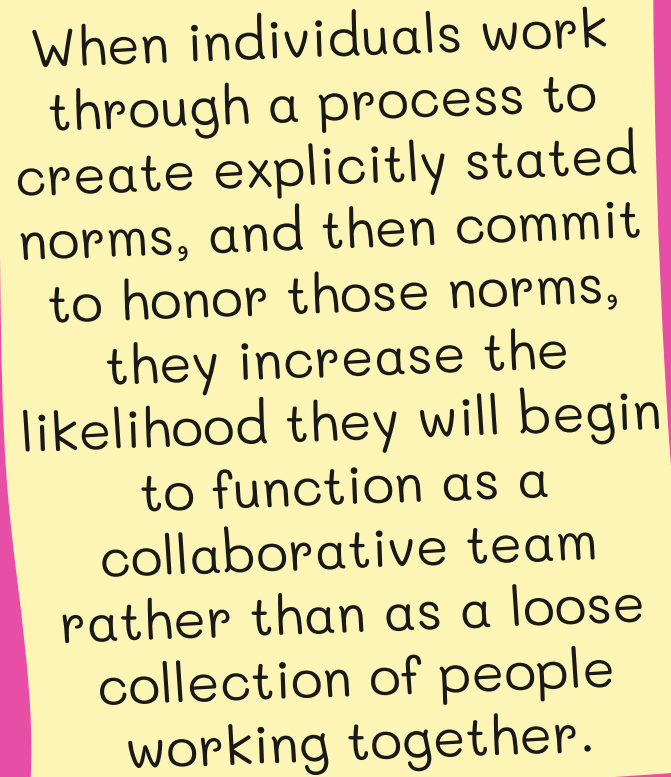
Write your thoughts...

What could you do this year to become a 10?

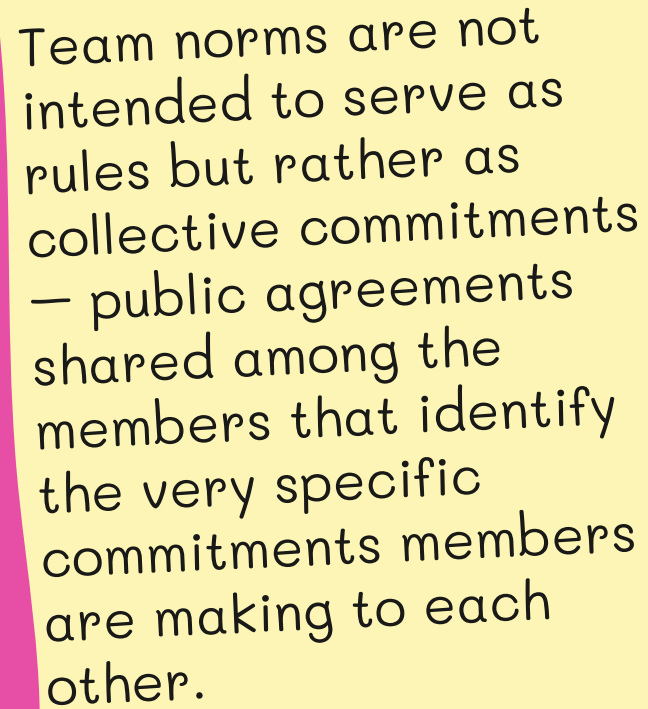


## Team Discussion: Two bullet points at the bottom of 10/5/1.

- Negative Group Experience
- Power or Synergy of Effective Team

A graphic of a spiral-bound notebook with a blue metal spiral at the top. The page is yellow with a pink border and a light blue shadow. The text is written in a black, casual font.

When individuals work through a process to create explicitly stated norms, and then commit to honor those norms, they increase the likelihood they will begin to function as a collaborative team rather than as a loose collection of people working together.

A graphic of a spiral-bound notebook with a blue metal spiral at the top. The page is yellow with a pink border and a light blue shadow. The text is written in a black, casual font.

Team norms are not intended to serve as rules but rather as collective commitments – public agreements shared among the members that identify the very specific commitments members are making to each other.

# Tips for Creating Norms

Each team should create its own norms.

Norms are collective commitments members make to each other and should reflect the experiences, hopes, and expectations of a specific team's members.

Norms should be stated as commitments to act or behave in certain ways rather than as beliefs.

The statement, "We will arrive to meetings on time and stay fully engaged throughout the meeting," is more powerful than, "We believe in punctuality."

Teams should focus on a few essential norms rather than creating an extensive laundry list.

Less is more when it comes to norms. People don't need a lot of rules to remember, just a few commitments to honor.

\*One of the team's norms should clarify how the team will respond if one or more members are not observing the norms.

Failure to confront clear violations of the commitments members have made to each other will undermine the entire team process.



# Brain Break

**What safari  
animal are you?**



# What Safari Animal Would Best Represent Your Team?



Look back at your norms and what's important to your team.



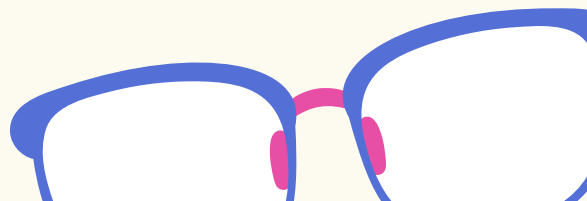

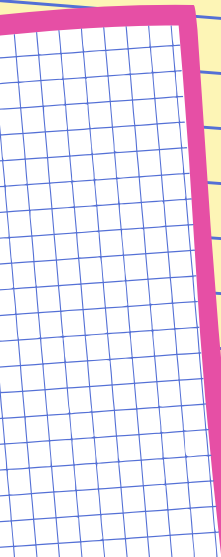
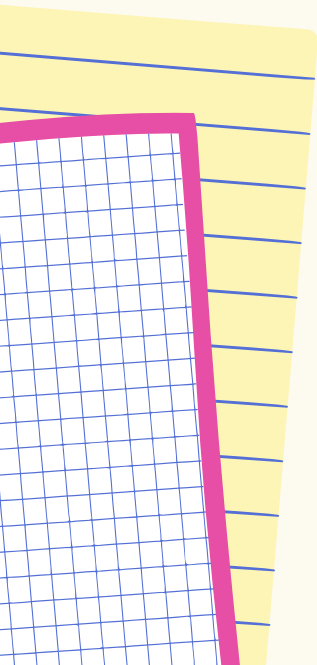

Consider your individual safari animals. What are the key characteristics?



What animal would you choose to represent your team?

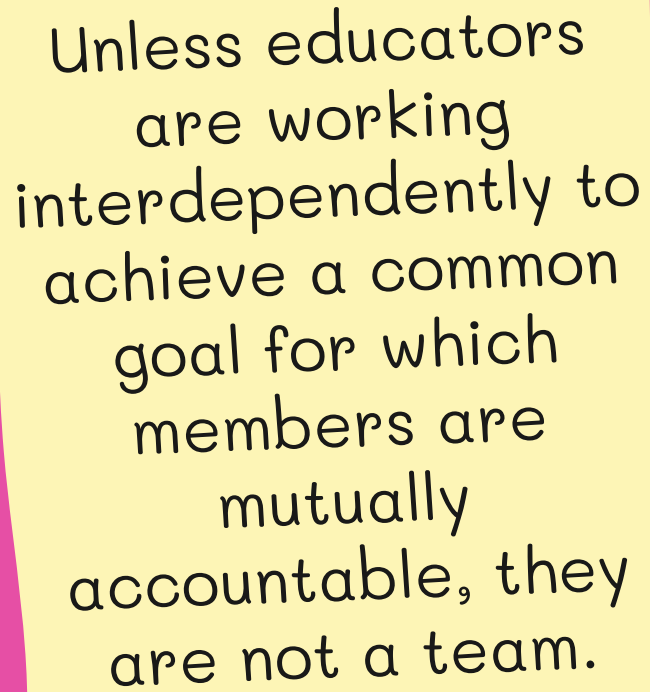


To be continued...

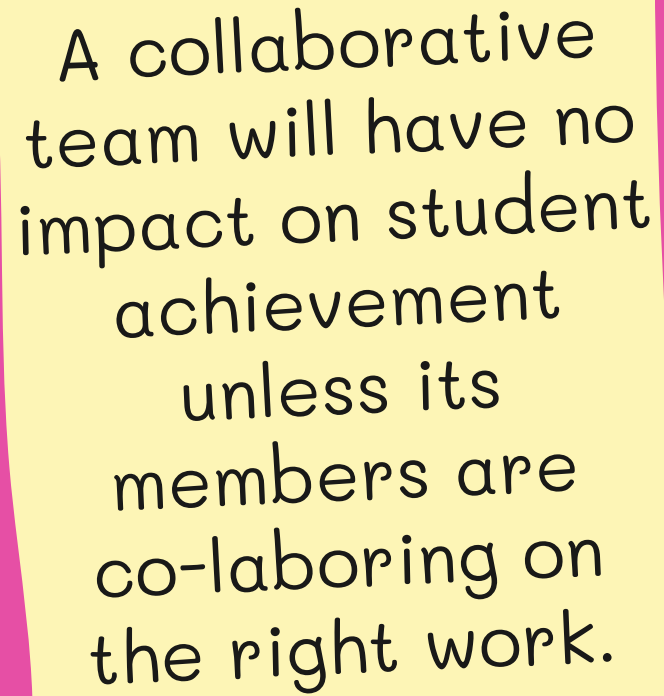


**We've created our  
team norms, so now  
are we a team?**



A graphic of a spiral-bound notebook with a blue metal spiral at the top. The page is yellow with a pink border and a light blue shadow. The text is written in a black, rounded, sans-serif font.

Unless educators are working interdependently to achieve a common goal for which members are mutually accountable, they are not a team.

A graphic of a spiral-bound notebook with a blue metal spiral at the top. The page is yellow with a pink border and a light blue shadow. The text is written in a black, rounded, sans-serif font.

A collaborative team will have no impact on student achievement unless its members are co-laboring on the right work.

## Focus on Results, Not Activities!

A school that defines its purpose as “High levels of learning for all students” will insist that teams include the language of learning in their goals.

This is contrary to the additional approach of writing goals that focus on evidence of what teachers will do rather than on evidence of what students will learn.

“We will integrate technology...”

“We will increase the use of cooperative learning activities.”

“We will solicit more parent involvement.”



**Worthwhile initiatives,  
but do not describe goals.**


Team goals should focus on the intended outcome rather than on the strategies to achieve the outcome.

Effective team goals answer the question, "How will we know if our strategies are resulting in gains in student learning?"


Let's create some SMART Goals!




# SMART Goals



If the goal can be accomplished without students learning at higher levels, it is not a SMART goal.



S - Strategic/Specific  
M - Measurable  
A - Attainable  
R - Results Oriented  
T - Time bound



Each collaborative team should translate one or more of the school goals into a SMART goal that drives the work of the team.



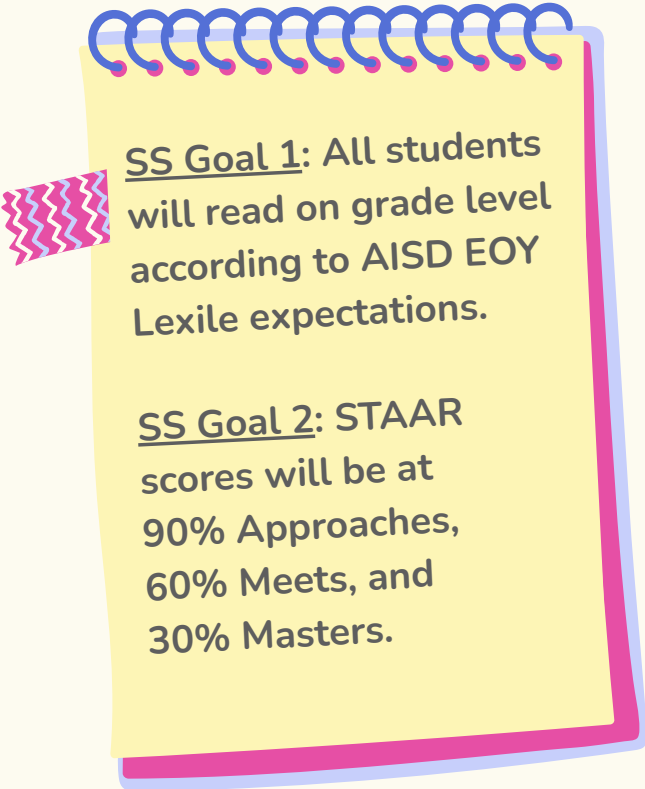
# Why SMART Goals?

A team that accomplishes its SMART goal contributes to the ongoing improvement of its school.

Teams benefit when they have a few key goals that clarify the results they seek and how each member can contribute to achieving the results.

The effectiveness of a team is dependent upon each member's understanding of and commitment to the achievement of results-oriented goals to which the groups holds itself mutually accountable.

# Create a Team SMART Goal



SS Goal 1: All students will read on grade level according to AISD EOY Lexile expectations.

SS Goal 2: STAAR scores will be at 90% Approaches, 60% Meets, and 30% Masters.

1. Use the SMART Goal Worksheet to view an example of a school goal turned into a Team SMART Goal.
2. Use either the Team SMART Goal-Setting Plan or SMART Goal Worksheet template to create at least one SMART Goal your team would like to accomplish.

**The best way to help people throughout a school to truly focus on results is to insist that every collaborative team establish SMART goals that align with school goals.**