

Waxahachie Independent School District

Northside Elementary

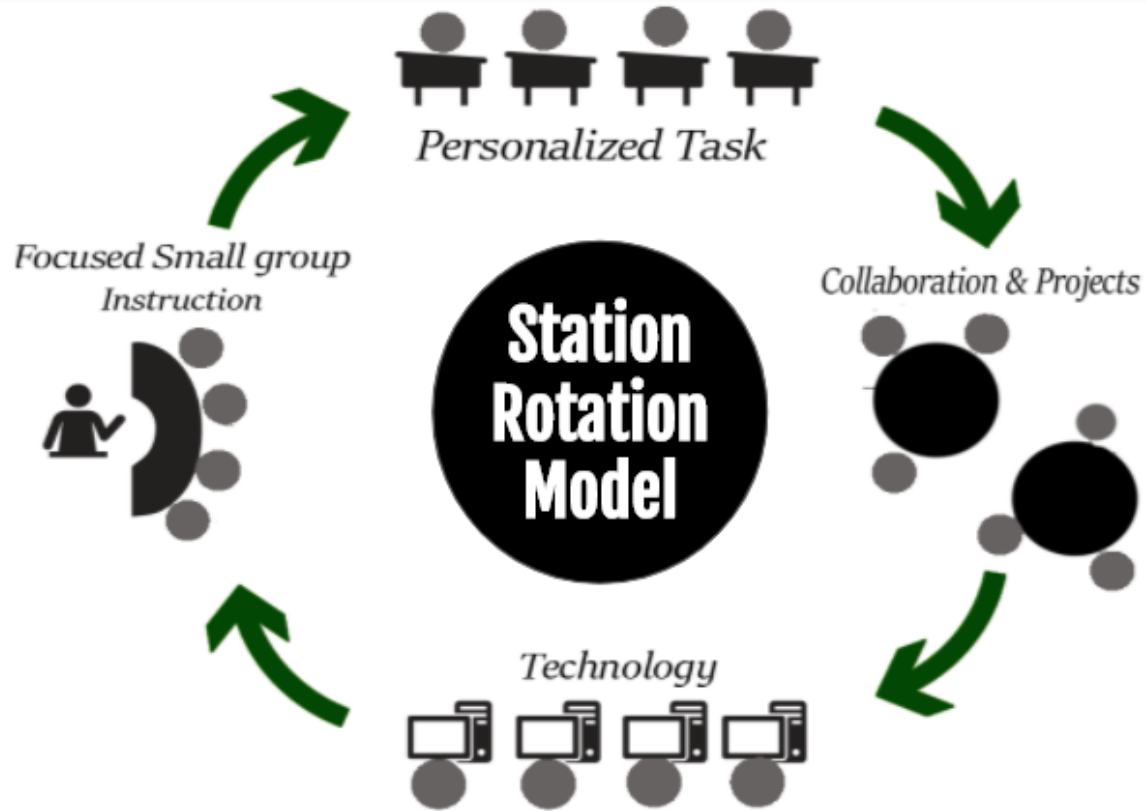
2024-2025 Campus Improvement Plan



Mission Statement

Waxahachie ISD's dynamic, focused educational experiences will produce graduates who will positively impact the world.

MISSION:
Northside teachers will implement a station rotation model in every classroom.



Vision

Waxahachie ISD will support and empower our community of learners for success in the 21st century.

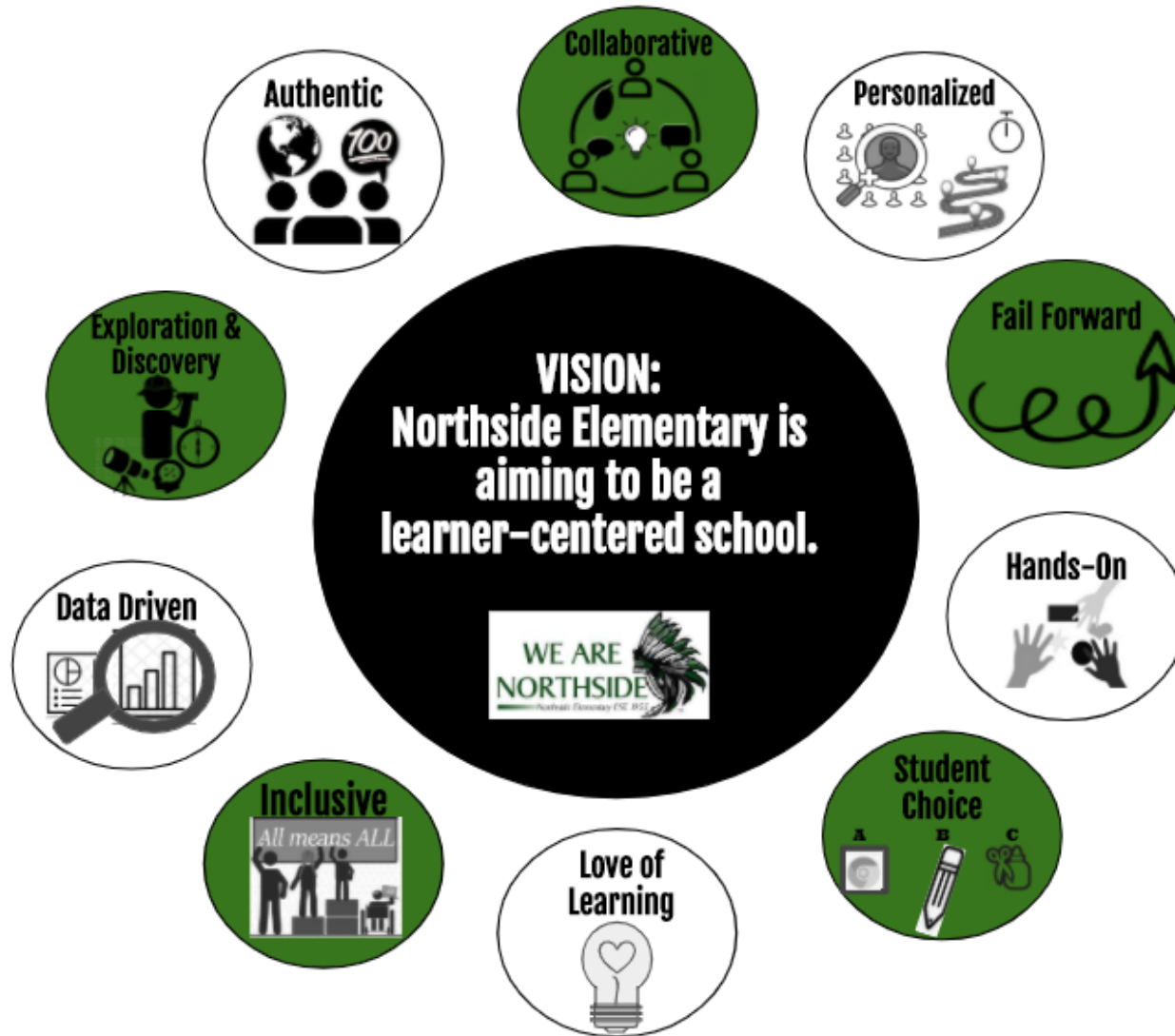


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Comprehensive Needs Assessment

Demographics

Demographics Summary

Northside Elementary is one of fifteen campuses in Waxahachie ISD and is a Title I schoolwide campus. Demographics refer to the characteristics or make-up of the students of the school district and help staff members understand who the district is currently working with and how to best implement strategies, initiatives, programs, and services to meet their needs. The following data is from the 2022-2023 Texas Academic Performance Report (TAPR) for Northside Elementary:

Total Student Enrollment:

- Total # of students: 523

Ethnic Distribution:

- African American: 18.55%
- Hispanic: 36.90%
- White: 39.20%
- American Indian: 0%
- Asian: 0.57%
- Pacific Islander: 0%
- Two or More Races: 4.78%

Student Groups:

- Economically Disadvantaged: 65.20%
- English Language Learners (ELL): 3.82%
- At-Risk: 47.99%
- Special Education: 20.46%
- Gifted and Talented Education: 4.02%

Demographics Strengths

- Consistent enrollment
- At-risk population lower than district and state average
- Diversity of student population
- "Neighborhood" school
- Strong programs for our diverse population
- Declining discipline data

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Northside has one of the lowest attendance rates in the district at 94.6% total ADA for the 23-24 school year. **Root Cause:** High population of at-risk and economically disadvantaged students, high mobility, current incentives are not attractive

Problem Statement 2: Teachers feel that classes are not balanced fairly (behavior/academics/services). **Root Cause:** Advanced Academics requires us to stack all gifted and talented in one class with high learners from the rest of the grade level.

Problem Statement 3 (Prioritized): Putting a STAAR goal here

Student Learning

Student Learning Summary

Northside is a campus comprised of professionals who are committed to the growth of each individual student. Our teachers assess at regular intervals throughout the school year, measuring progress and providing appropriate levels of support. Our campus staff have been trained and are implementing the Professional Learning Community way of life.

Teachers receive an extra planning period weekly to work together collaboratively to discuss what students need to be learning, how they will know if students learn it, what they are going to do if students do not learn the material, and what they will do if students already know it.

Student Learning Strengths

- Strong, consistent PLC process
- Intervention time built into the school day
- Low grade-level retention rates
- Highly-qualified staff

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are entering the upper grades without automaticity development (fact fluency) in mathematics. **Root Cause:** Covid, lack of training, lack of schoolwide processes/expectations, time

Problem Statement 2: Students do not know how to type on a traditional keyboard; which is heavily required on the STAAR test in grades 3-5. **Root Cause:** Lack of a typing curriculum

Problem Statement 3 (Prioritized): Northside has one of the lowest attendance rates in the district at 94.6% total ADA for the 23-24 school year. **Root Cause:** High population of at-risk and economically disadvantaged students, high mobility, current incentives are not attractive

Problem Statement 4 (Prioritized): There is a lack of evidence of intervention tracking and data for G2 intervention time. **Root Cause:** no system in place, data needs not designated, time

Problem Statement 5 (Prioritized): Teachers need time to vertically align with other grade levels to ensure they are meeting the level of rigor expected in the next grade level. **Root Cause:** scheduling, time

Problem Statement 6 (Prioritized): Students need more opportunities to participate in extracurricular activities that make them well rounded scholars. **Root Cause:** Finding staff to support these activities

Problem Statement 7 (Prioritized): Utilize Title 1 and budget funds to best support high quality instruction in the classrooms. **Root Cause:** lack of focus and planning on spending

Problem Statement 8 (Prioritized): 55% of Northside students do not feel that they always get extra help when they need it. **Root Cause:** Time, proper utilization and expectations of G2 time, need for tutoring

Problem Statement 9 (Prioritized): There is a lack of HQIM in mathematics. **Root Cause:** utilizing old curriculum, money to purchase

Problem Statement 10 (Prioritized): Northside students struggle to be independent problem solvers in Mathematics. **Root Cause:** instructional practices

Problem Statement 11 (Prioritized): 75% of students feel that they are not able to explain their ideas about learning. **Root Cause:** instructional strategies, engagement, student ownership of learning

Problem Statement 12 (Prioritized): Targeted STAAR intervention needs to begin the planning phase when we return in January. **Root Cause:** Waiting too long for interim data leaves us behind the curve

Problem Statement 13 (Prioritized): Putting a STAAR goal here

School Processes & Programs

School Processes & Programs Summary

As one of the longest standing elementary campuses serving Waxahachie, Northside strives to ensure that every child who passes through our doors receives a quality education that will prepare them to be life-long learners on an ever-changing global scale. Our teachers work to provide a safe learning environment for all students coming from a wide array of intellectual and socioeconomic backgrounds. Goals, performance objectives and strategies are communicated through frequent email communication, monthly staff meetings, weekly collaborative meetings, Grade Level Leader meetings, and state guidelines. Teachers are assigned a Texas Teacher Evaluation and Support System (T-TESS) evaluator at the beginning of each school year. A formal observation is done along with shorter walk-through evaluations, and the evaluator provides feedback to teacher on performance. At the end of the school year, a summative conference is held to discuss goal attainment and to review the year's evaluation, while also brainstorming goals for the following year. The campus stays focused on improving student academic achievement by attending and taking part in relevant training that positively influences students, by closely monitoring student achievement and by going through the Multi-Tiered Systems of Support (MTSS) process for students who are not meeting performance standards. Additionally, students are frequently involved with extension activities designed to enhance and extend classroom learning.

Northside follows a master schedule that ensures the daily demands of the campus are met in the most time-efficient manner. A school improvement monitoring calendar is in place that allows the campus and district to revise its strategies through a formative assessment process and allows the school to make mid-course adjustments as needed. Every classroom teacher is provided with common planning for 50 minutes each day of the week and a once a week PLC time for 45 minutes. Admission, Review, and Dismissal (ARD), 504, and data meetings are held regularly, in addition to parent-teacher conferences. In regard to instructional planning, teachers are required to submit lesson plans through the Google Lesson Planning Framework that are built around our Instructional Focus Document (IFD) and TEKS. We follow a scope and sequence created by our curriculum department and use the TEKS Resource System (TRS) as a resource in effectively bundling Texas Essential Knowledge and Skills (TEKS). In regard to leadership, our principal is the head of our campus, assisted by the assistant principal and counselor. Northside has grade-level leaders who represent each grade and these people work as a liaison between administration and their team, providing both with pertinent information throughout the school year. Teachers are given a voice in decision-making and school practices through PLC meetings, grade-level leader meetings, and various campus committees on which teachers serve. All duty rosters and supervision schedules are created by the asst. principal and then shared with the campus. Northside hosts Student Council, Choir, Art club and Safety Patrol before and after school. The physical environment of the campus reveals a focus on instruction.

Northside is a campus that is committed to the continuous improvement of processes and programs. We have a curriculum department that is supportive, proactive, and hands-on. Northside teachers and staff focus on providing engaging, innovative instruction that is aligned with the TEKS. Grade level teams work closely together to review data and plan instruction based on best practices and scientifically-based research. Instructional adjustments and targeted intervention are implemented as appropriate. State assessment results consistently reflect that our students are making progress and that the curriculum is aligned with the TEKS. Our teachers continue to grow and collaborate through social media – sharing classroom projects and successes. Northside is a well-organized campus in which the principal includes her staff in important decision-making. The students are the center of all we do. Our teachers collaborate with each other to ensure that students are getting the best possible educational experience and we strive to involve the parents in their children's learning as frequently as possible.

School Processes & Programs Strengths

- Collaborative teams
- TRS - alignment with the TEKS
- Commitment to engaging, innovative instruction
- Student goal-setting and tracking of individual data in student data binders

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of evidence of intervention tracking and data for G2 intervention time. **Root Cause:** no system in place, data needs not designated, time

Problem Statement 2 (Prioritized): Survey data expresses a need for more ways for the staff to feel valued. **Root Cause:** Time, assumptions, schedules

Problem Statement 3 (Prioritized): Teachers need time to vertically align with other grade levels to ensure they are meeting the level of rigor expected in the next grade level. **Root Cause:** scheduling, time

Problem Statement 4: Teachers feel that classes are not balanced fairly (behavior/academics/services). **Root Cause:** Advanced Academics requires us to stack all gifted and talented in one class with high learners from the rest of the grade level.

Problem Statement 5 (Prioritized): Students are entering the upper grades without automaticity development (fact fluency) in mathematics. **Root Cause:** Covid, lack of training, lack of schoolwide processes/expectations, time

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Problem Statement 7 (Prioritized): Students need more opportunities to participate in extracurricular activities that make them well rounded scholars. **Root Cause:** Finding staff to support these activities

Problem Statement 8 (Prioritized): Utilize Title 1 and budget funds to best support high quality instruction in the classrooms. **Root Cause:** lack of focus and planning on spending

Problem Statement 9: Based on data collection, there is a need for explanations on how information will be shared and what platforms (Facebook, Remind, Parent Square) will be utilized. **Root Cause:** Too many different communication platforms

Problem Statement 10: Staff surveys show that there is a need to redefine our campus culture committee (Sunshine). **Root Cause:** Unclear roles and expectations

Problem Statement 11 (Prioritized): Staff surveys show that those working morning, lunch, and afternoon duties have unclear expectations. **Root Cause:** Need for a re-teach every year and was not done last year

Problem Statement 12 (Prioritized): Targeted STAAR intervention needs to begin the planning phase when we return in January. **Root Cause:** Waiting too long for interim data leaves us behind the curve

Problem Statement 13 (Prioritized): Northside students struggle to be independent problem solvers in Mathematics. **Root Cause:** instructional practices

Perceptions

Perceptions Summary

Overall, the perception of Northside Elementary is very positive. A recent survey was completed and 100% of the participants expressed that students at Northside feel loved and respected by the adults in the building. Discipline referrals have significantly decreased over the past 3 years, and positive supports are in place, which empowers students to take responsibility for their own behavior. Clear expectations, consistent drills, and emergency operation procedures promote safety for all. Campus activities are inclusive and provide for equal opportunities for all. There are frequent opportunities for parents to be involved in their children's education. We place a strong emphasis on communication to ensure that everyone is informed about all campus activities.

Perceptions Strengths

- Positive perception of campus by parents, staff, and students
- Proactive school/home communication
- Positive behavior supports, resulting in decreased discipline issues
- Active PTO Board
- Students report that they feel safe and loved by their teachers
- Cosmetic updates are constantly being made to the campus
- Utilize many ways to celebrate student growth

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Survey data expresses a need for more ways for the staff to feel valued. **Root Cause:** Time, assumptions, schedules

Problem Statement 2: Teachers feel that classes are not balanced fairly (behavior/academics/services). **Root Cause:** Advanced Academics requires us to stack all gifted and talented in one class with high learners from the rest of the grade level.

Problem Statement 3: Based on data collection, there is a need for explanations on how information will be shared and what platforms (Facebook, Remind, Parent Square) will be utilized. **Root Cause:** Too many different communication platforms

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Problem Statement 7: Staff surveys show that there is a need to redefine our campus culture committee (Sunshine). **Root Cause:** Unclear roles and expectations

Priority Problem Statements

Problem Statement 1: Survey data expresses a need for more ways for the staff to feel valued.

Root Cause 1: Time, assumptions, schedules

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: Teachers need time to vertically align with other grade levels to ensure they are meeting the level of rigor expected in the next grade level.

Root Cause 2: scheduling, time

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Northside has one of the lowest attendance rates in the district at 94.6% total ADA for the 23-24 school year.

Root Cause 3: High population of at-risk and economically disadvantaged students, high mobility, current incentives are not attractive

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Students are entering the upper grades without automaticity development (fact fluency) in mathematics.

Root Cause 4: Covid, lack of training, lack of schoolwide processes/expectations, time

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: There is a lack of evidence of intervention tracking and data for G2 intervention time.

Root Cause 5: no system in place, data needs not designated, time

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: Students need more opportunities to participate in extracurricular activities that make them well rounded scholars.

Root Cause 6: Finding staff to support these activities

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: Utilize Title 1 and budget funds to best support high quality instruction in the classrooms.

Root Cause 7: lack of focus and planning on spending

Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: Putting a STAAR goal here

Root Cause 8:

Problem Statement 8 Areas: Demographics - Student Learning

Problem Statement 9: 55% of Northside students do not feel that they always get extra help when they need it.

Root Cause 9: Time, proper utilization and expectations of G2 time, need for tutoring

Problem Statement 9 Areas: Student Learning - Perceptions

Problem Statement 10: There is a lack of HQIM in mathematics.

Root Cause 10: utilizing old curriculum, money to purchase

Problem Statement 10 Areas: Student Achievement - Student Learning

Problem Statement 11: 75% of students feel that they are not able to explain their ideas about learning.

Root Cause 11: instructional strategies, engagement, student ownership of learning

Problem Statement 11 Areas: Student Learning - Perceptions

Problem Statement 12: Northside students struggle to be independent problem solvers in Mathematics.

Root Cause 12: instructional practices

Problem Statement 12 Areas: Student Learning - School Processes & Programs

Problem Statement 13: Staff surveys show that those working morning, lunch, and afternoon duties have unclear expectations.

Root Cause 13: Need for a re-teach every year and was not done last year

Problem Statement 13 Areas: School Processes & Programs - Perceptions

Problem Statement 14: Targeted STAAR intervention needs to begin the planning phase when we return in January.

Root Cause 14: Waiting too long for interim data leaves us behind the curve

Problem Statement 14 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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 Achievement Domain
- 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
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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
- T-TESS data

- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Action research results
- Other additional data

Priorities

Priority 1: Student Growth

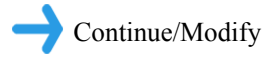
Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct common formative assessments for all essential standards in reading and math and interim assessments in grades 3-5 that align to the rigor of TEKS mastery as evidenced by the campus data tracking systems and weekly observation and feedback as well as PLC collaborative meetings with the campus leadership team.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: Campus Admin, Instructional coach</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 4, 7, 12 - School Processes & Programs 1, 8, 12</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will demonstrate consistent grade level instructional routines/materials and adherence to the campus's academic master schedule as evidenced by T-TESS walkthrough data and "Look-For" walkthroughs.</p> <p>Strategy's Expected Result/Impact: Academic Growth and Increased instructional time</p> <p>Staff Responsible for Monitoring: Campus Admin, Grade level leaders</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 7, 11 - School Processes & Programs 8 - Perceptions 5</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize G2 time to address individual academic needs of every student through intervention and enrichment. Title I funds will be used to provide supplemental resources that ensure the quality of educational programs to meet the needs of at-risk students..</p> <p>Strategy's Expected Result/Impact: Increased student academic growth at all levels Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1 Funding Sources: Creature Teacher - Title I (211) - \$415</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Every Northside Student will have a personal data tracking binder to track their attendance, DRA, MAP, and other data throughout the year.</p> <p>Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 8, 12, 13 - School Processes & Programs 12 - Perceptions 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Grade level teachers participate daily in designated PLC collaborative time outside of their planning time.</p> <p>Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Campus admin, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Achievement 1 - Student Learning 5, 7, 9 - School Processes & Programs 3, 8</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 6 Details	Reviews			
<p>Strategy 6: Students needing intervention or who are identified as At-risk will be served by an intervention team, and an Instructional Coach will increase teacher capacity with Tier I instructional support.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 3 - Student Achievement 1 - Student Learning 4, 9, 13 - School Processes & Programs 1</p> <p>Funding Sources: Salaries - Title I (211) - \$90,475</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 7 Details	Reviews			
<p>Strategy 7: Hold two PK-5 RLA and two math vertical alignment sessions throughout the school year.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 8 Details	Reviews			
<p>Strategy 8: Students will be celebrated for attendance, behavior, and academics in a quarterly Growth Rally.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Counselor, Principals</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 9 Details	Reviews			
<p>Strategy 9: Students will participate in a campus purchased typing program.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>Title I: 2.4</p> <p>Problem Statements: Demographics 3 - Student Learning 13</p>	Formative			Summative
	Oct	Dec	Feb	Apr



Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Northside has one of the lowest attendance rates in the district at 94.6% total ADA for the 23-24 school year. **Root Cause:** High population of at-risk and economically disadvantaged students, high mobility, current incentives are not attractive

Problem Statement 3: Putting a STAAR goal here

Student Learning

Problem Statement 3: Northside has one of the lowest attendance rates in the district at 94.6% total ADA for the 23-24 school year. **Root Cause:** High population of at-risk and economically disadvantaged students, high mobility, current incentives are not attractive

Problem Statement 4: There is a lack of evidence of intervention tracking and data for G2 intervention time. **Root Cause:** no system in place, data needs not designated, time

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School Processes & Programs

Problem Statement 1: There is a lack of evidence of intervention tracking and data for G2 intervention time. **Root Cause:** no system in place, data needs not designated, time

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Perceptions





Problem Statement 4: 55% of Northside students do not feel that they always get extra help when they need it. **Root Cause:** Time, proper utilization and expectations of G2 time, need for tutoring

Problem Statement 5: 75% of students feel that they are not able to explain their ideas about learning. **Root Cause:** instructional strategies, engagement, student ownership of learning

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Reteach and Refresh the current campus PBIS plan to offer student choice and new incentives for G.R.I.T. Create a behavior matrix and communication plan with staff.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals, reduction in reports of bullying and increased student attendance</p> <p>Staff Responsible for Monitoring: Campus Admin. Counselor</p> <p>Problem Statements: Student Achievement 1 - Student Learning 1, 4, 8, 9 - School Processes & Programs 1, 5 - Perceptions 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: At-Risk students will receive intervention or acceleration services that are reasonable and necessary for them to have access to educational opportunities equal to their peers.</p> <p>Strategy's Expected Result/Impact: Student academic growth</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: When students get a mark in specials, the specials teacher follows through with the mark in the students folder.</p> <p>Strategy's Expected Result/Impact: Better Communication amongst staff and families</p> <p>Staff Responsible for Monitoring: Specials teachers, grade level teachers</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 4 Details	Reviews			
<p>Strategy 4: Hold a behavior assembly within the 1st week of school. This will need to be broken up by K-2 and 3-5. We will review PBIS incentives and capturing kids hearts.</p> <p>Strategy's Expected Result/Impact: Better behavior norms across the campus</p> <p>Staff Responsible for Monitoring: Principal, AP, heart team</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: Northside has one of the lowest attendance rates in the district at 94.6% total ADA for the 23-24 school year. Root Cause: High population of at-risk and economically disadvantaged students, high mobility, current incentives are not attractive</p>
Student Learning
<p>Problem Statement 1: Students are entering the upper grades without automaticity development (fact fluency) in mathematics. Root Cause: Covid, lack of training, lack of schoolwide processes/expectations, time</p>
<p>Problem Statement 3: Northside has one of the lowest attendance rates in the district at 94.6% total ADA for the 23-24 school year. Root Cause: High population of at-risk and economically disadvantaged students, high mobility, current incentives are not attractive</p>
<p>Problem Statement 4: There is a lack of evidence of intervention tracking and data for G2 intervention time. Root Cause: no system in place, data needs not designated, time</p>
<p>Problem Statement 6: Students need more opportunities to participate in extracurricular activities that make them well rounded scholars. Root Cause: Finding staff to support these activities</p>
<p>Problem Statement 8: 55% of Northside students do not feel that they always get extra help when they need it. Root Cause: Time, proper utilization and expectations of G2 time, need for tutoring</p>
<p>Problem Statement 9: There is a lack of HQIM in mathematics. Root Cause: utilizing old curriculum, money to purchase</p>
School Processes & Programs
<p>Problem Statement 1: There is a lack of evidence of intervention tracking and data for G2 intervention time. Root Cause: no system in place, data needs not designated, time</p>
<p>Problem Statement 5: Students are entering the upper grades without automaticity development (fact fluency) in mathematics. Root Cause: Covid, lack of training, lack of schoolwide processes/expectations, time</p>
<p>Problem Statement 7: Students need more opportunities to participate in extracurricular activities that make them well rounded scholars. Root Cause: Finding staff to support these activities</p>

Perceptions

Problem Statement 4: 55% of Northside students do not feel that they always get extra help when they need it. **Root Cause:** Time, proper utilization and expectations of G2 time, need for tutoring

Priority 1: Student Growth





Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Participate throughout the year in events, such as Career Week, College Days and Military support days.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of post-graduation opportunities</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Elementary students will have the opportunity to participate in extracurricular activities such as Student Council, FLAG crew, choir, academic UIL, Safety Patrol, and art club.</p> <p>Strategy's Expected Result/Impact: Increased participation rate</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Add opportunities for new clubs and for a greater number of students to participate (ie. add 4th and 5th to safety patrol, Anchor crew, Kindness club).</p> <p>Strategy's Expected Result/Impact: Culture building, student involvement</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 7</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 6: Students need more opportunities to participate in extracurricular activities that make them well rounded scholars. Root Cause: Finding staff to support these activities</p>





School Processes & Programs

Problem Statement 7: Students need more opportunities to participate in extracurricular activities that make them well rounded scholars. **Root Cause:** Finding staff to support these activities

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide better communication to teachers following a discipline incident where a student has to visit the office. Strategy's Expected Result/Impact: Communication survey results will increase Staff Responsible for Monitoring: Assistant Principal Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Honor a teacher and support para as Difference Maker of the Month for his/her positive impact on the school culture. Strategy's Expected Result/Impact: Supports a positive campus culture Staff Responsible for Monitoring: Campus Administration Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Begin the secret encourager initiative. Every staff member will be connected to another (in secret) and throughout the year they can do kind things to encourage the individual. Strategy's Expected Result/Impact: Stronger culture, staff feeling honored Staff Responsible for Monitoring: All staff Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Survey data expresses a need for more ways for the staff to feel valued. **Root Cause:** Time, assumptions, schedules





Perceptions

Problem Statement 1: Survey data expresses a need for more ways for the staff to feel valued. **Root Cause:** Time, assumptions, schedules

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.





Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade level teachers participate weekly in designated PLC collaboration time outside of their conference time. Strategy's Expected Result/Impact: Increase collaboration among staff and increase in student growth Staff Responsible for Monitoring: Campus admin</p> <p>Title I: 2.6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage the certified staff in vertical alignment sessions at least twice in the 23-24 school year. Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Only 77% of the staff say they feel valued at work. Increase ways to show staff members of their value; ie. words of affirmation, handwritten notes, toot your horn, etc. Strategy's Expected Result/Impact: Increase the number of staff that feel valued to 87%. Staff Responsible for Monitoring: Principal. AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
<p>Strategy 1: K-3 Classroom Teachers and SPED staff will complete the Reading Academies. All teachers will have opportunities for professional development.</p> <p>Strategy's Expected Result/Impact: Growth in Students' Reading Ability and Assessments</p> <p>Staff Responsible for Monitoring: Campus Admin, Curriculum Director</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Invest in staff growth through professional learning/specialized training. Utilize Get Better Faster coaching data collection to determine pockets of needed PD. Individualize on campus for different levels of teachers.</p> <p>Strategy's Expected Result/Impact: Build capacity in teachers</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Priority 2: Honor and Support Staff


Performance Objective 4: Invest in staff growth through professional learning/specialized training [TEC 11.252(3)(F)].

Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices, research based best practices and inclusion and support for students who are members of special populations groups.</p> <p>Strategy's Expected Result/Impact: Student Growth Build Capacity in staff</p> <p>Staff Responsible for Monitoring: Campus Administration Special Ed. Staff</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 5 Details	Reviews			
<p>Strategy 5: Invest in non-instructional staff growth through professional learning/specialized training in their field of work.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: None</p> <p>Funding Sources: - Title I (211) - \$875</p>	Formative			Summative
	Oct	Dec	Feb	Apr

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.





Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Offering initiative and opportunities to serve, such as Dads at the Door, Parent Teacher Organization, classroom and campus volunteers Strategy's Expected Result/Impact: Increase engagement of family members and guardians Staff Responsible for Monitoring: Principal, Counselor</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor will host two parent education sessions. The topics can include bullying, anxiety, stress, etc. Strategy's Expected Result/Impact: Improvement of parent/school relationships Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 3 Details	Reviews			
<p>Strategy 3: Research and implement new ways to creatively engage families. Strategy's Expected Result/Impact: Promotes a positive school climate Staff Responsible for Monitoring: CEIC Committee, Principal, AP</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.





Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
Strategy 1: Continue to partner with businesses in the community to enhance the learning environment. Strategy's Expected Result/Impact: Promote community relationships. Staff Responsible for Monitoring: Campus Administration Counselor	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Involve CEIC Committee in the process of determining of use of funds. Strategy's Expected Result/Impact: Financial Stewardship Staff Responsible for Monitoring: Admin, CEIC team</p> <p>Problem Statements: Student Learning 7, 10 - School Processes & Programs 8, 11, 13 - Perceptions 6</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 7: Utilize Title 1 and budget funds to best support high quality instruction in the classrooms. Root Cause: lack of focus and planning on spending</p>
<p>Problem Statement 10: Northside students struggle to be independent problem solvers in Mathematics. Root Cause: instructional practices</p>
School Processes & Programs
<p>Problem Statement 8: Utilize Title 1 and budget funds to best support high quality instruction in the classrooms. Root Cause: lack of focus and planning on spending</p>
<p>Problem Statement 11: Staff surveys show that those working morning, lunch, and afternoon duties have unclear expectations. Root Cause: Need for a re-teach every year and was not done last year</p>
<p>Problem Statement 13: Northside students struggle to be independent problem solvers in Mathematics. Root Cause: instructional practices</p>
Perceptions
<p>Problem Statement 6: Staff surveys show that those working morning, lunch, and afternoon duties have unclear expectations. Root Cause: Need for a re-teach every year and was not done last year</p>

Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administration will prioritize campus building needs and communicate with district support service team lead.</p> <p>Strategy's Expected Result/Impact: Students are in a safe and desirable learning environment.</p> <p>Staff Responsible for Monitoring: Campus Principal, Assistant Principal</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 8</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 7: Utilize Title 1 and budget funds to best support high quality instruction in the classrooms. Root Cause: lack of focus and planning on spending</p>
School Processes & Programs
<p>Problem Statement 8: Utilize Title 1 and budget funds to best support high quality instruction in the classrooms. Root Cause: lack of focus and planning on spending</p>

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: All campus transactions related to campus budget and Title I funding will follow the district protocol with fidelity.</p> <p>Strategy's Expected Result/Impact: Appropriate monitoring and transparency of funds</p> <p>Staff Responsible for Monitoring: Principal and Secretary</p> <p>Problem Statements: Student Learning 7 - School Processes & Programs 8</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 7: Utilize Title 1 and budget funds to best support high quality instruction in the classrooms. Root Cause: lack of focus and planning on spending</p>
School Processes & Programs
<p>Problem Statement 8: Utilize Title 1 and budget funds to best support high quality instruction in the classrooms. Root Cause: lack of focus and planning on spending</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abigail Whitten	Paraprofessional	Title I	1.
April Haynes	Paraprofessional	Title I	.50
Cortni Henke	Instructional Coach	Title I	1.

Campus Funding Summary

Title I (211)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Creature Teacher		\$415.00
1	1	6	Salaries		\$90,475.00
2	4	5			\$875.00
Sub-Total					\$91,765.00