

Angleton Independent School District

Northside Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Our mission is to educate and prepare each student academically and socially through supportive relationships to maintain our thriving community.

Vision

Angleton ISD

Achieving Excellence Because We're Wildcats

Core Beliefs

We believe:

All students can learn

The learning environment must be positive, genuine, caring and safe for students and staff to reach their potential

In clearly defined goals that set high expectations for student success

In the value of parents and families as involved decision-makers

In viable curriculum and future-oriented programs

In developing and retaining staff who positively affect student achievement

Actively engaging the community results in development of our children

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Achievement 7
 - School Culture and Climate 14
 - Staff Quality, Recruitment, and Retention 17
 - Curriculum, Instruction, and Assessment 19
 - Parent and Community Engagement 21
 - School Context and Organization 23
 - Technology 25
- Priority Problem Statements 26
- Comprehensive Needs Assessment Data Documentation 27
- Goals 29
 - Goal 1: 60% of K-5 students will demonstrate the expected growth in MAP Reading (Gold PK-65%) by June 2025. 29
 - Goal 2: 60% of K-5 students will demonstrate the expected growth in MAP Math (Gold PK-65%) by June 2025. 43
 - Goal 3: The percent of students with 5 or more referrals will decrease 20% from 2019 to June 2025. 54
- Title I Personnel 58

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Membership	Pre-K		10.3%	
	Kindergarten		11.9%	
	1st Grade		14.5%	
	2nd Grade		15.3%	
	3rd Grade		17.3%	
	4th Grade		14.9%	
	5th Grade		14.7%	
Ethnic Distribution			African-American	15.5%
			Hispanic	40.0%
			White	38.4%
			American Indian	0.2%
			Asian	0.0%
			Two or more races	5.8%

Special Populations	Special Education	20.7%
	Economically Disadvantaged	67.4%
	Limited English Proficient	1.8%
	At-Risk	35.6%
	Mobility	4.8%
	GT	1.4%

Northside Elementary averages approximately 497 students from grades PK - 5th. We are a neighborhood school with a diverse population.

Staff Population	Professional Staff-Teacher	51.5%
	Campus Administration	26.5%
	Professional Support Staff	22.1%
	African-American	6.3%
	Hispanic	13.3%
	White	80.3%
	Male	3.2%
	Female	96.8%
	Average Years Teaching Experience	8.4
	Average Students per Teacher	14.1
	Office Assistants	2
	Educational Assistants	6.2

Demographics Strengths

- PK enrollment increased and more students are being prepared for kindergarten readiness.
- All grade levels share the same planning period
- New hires are paired with experienced mentors
- The average of students to teachers is 14.1

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Northside teachers have an average of 8.4 years of teaching experience. **Root Cause:** Northside has hired many zero year teachers over the

years.

Student Achievement

Student Achievement Summary

Kindergarten- Fifth Grade

2022-2023

Percent of Students Reading At or Above Grade Level

(MAPS NWEA)

PK- 72% Exceeded Widely Held Expectations

Grade		Fall 2022	Winter 2023	Spring 2023
K		61%	50%	69%
1st		61%	55%	61%
2nd		51%	54%	62%
3rd		78%	67%	70%
4th		71%	57%	74%
5th		79%	51%	72%

Percent of Students At or Above Grade Level- Math

(MAPS NWEA)

PK- 65% Exceeded Widely Held Expectations

Grade	Fall 2022	Winter 2023	Spring 2023
K	66%	45%	58%
1st	68%	49%	67%
2nd	65%	59%	68%
3rd	73%	63%	62%
4th	80%	64%	79%
5th	75%	72%	70%

- The data in the top chart indicates the percentage of students reading at or above grade level for Pre-Kindergarten – 5th grade at the beginning, middle and end of the year based on the MAPS Grade Report and PK Gold data.
- PK – 5 teachers will collaborate with our district instructional coach to learn new and innovative ways to present reading groups and reading lessons to move their students forward.
- Students will be instructed in small groups focusing on their instructional reading and math levels.
- We will continue to utilize the expertise of instructional coaches, and will improve our reading and math program and instructional strategies in order to meet our goal of students being at or above grade level.

3rd - 5th Prior Year(s) STAAR Data

This data shows students that **APPROACHED** grade level.

Grade/Subject		District	Campus	All	AA	H	W	EcoD	2+	SPED
3 rd Reading	2018	79	77	77	50	82	82	71		
	2019	76	83	83	67	81	88	73		
	2020	74	87	87	100	79	92	83		
	2021	81	91	91	*	84	96	86		
	2022	88	87	87	92	87	82	85		
	2023		89	89	100	82	94	84	67	81
3 rd Math	2018	78	70	70	50	71	73	62		
	2019	80	81	81	67	73	88	68		
	2020	73	83	83	83	63	96	77		
	2021	81	89	89	*	74	96	83		
	2022	84	81	81	78	78	86	77		
	2023		81	81	90	71	89	73	67	56

Grade/Subject		District	Campus	All	AA	H	W	EcoD	2+	SPED
4 th Reading	2018	82	82	82	73	88	82	79		
	2019	81	76	76	70	73	79	81		
	2020	74	75	75	75	100	75	68		
	2021	74	78	78	80	*	78	80		
	2022	89	87	87	88	76	96	83		
	2023		84	84	93	91	77	79	67	81
4 th Math	2018	79	81	81	64	80	86	77		
	2019	71	62	62	40	67	66	76		
	2020	73	78	78	50	100	79	72		
	2021	72	73	73	40	*	78	70		
	2022	80	82	82	75	71	93	76		
	2023		77	80	80	78	73	72	67	56

Grade/Subject		District	Campus	All	AA	H	W	EcoD	2+	SPED
4 th Writing	2018	62	62	62	55	64	68	60		
	2019	69	70	70	70	67	74	79		
	2020	64	44	44	20	33	52	44		
	2021	63	41	41	17	*	54	43		

Grade/Subject		District	Campus	All	AA	H	W	EcoD	2+	SPED
5 th Reading	2018	87	80	80	83	74	82	73		
	2019	90	90	90	78	92	91	87		
	2020	82	81	81	67	70	97	80		
	2021	83	81	81	67	69	97	76		
	2022	87	90	90	80	100	87	89		
	2023		91	91	88	86	96	91	100	64
5 th Math	2018	97	94	94	100	91	94	89		
	2019	93	85	85	67	83	88	79		
	2020	89	81	81	78	70	91	78		
	2021	90	81	81	78	69	91	76		
	2022	90	88	88	60	86	94	84		
	2023		96	96	100	96	93	96	100	93
5 th Science	2018	87	70	70	83	57	76	58		
	2019	86	74	74	56	75	72	75		
	2020	84	79	79	67	67	97	78		
	2021	84	79	79	67	65	97	76		
	2022	84	79	79	80	71	77	76		
	2023		66	66	63	64	70	67	60	29

Special Sub-Populations

This table shows students and sub-populations at each level for 2021-2022 and 2022-2023.

Grade/Subject		All		AA		H		W		EcoD		2+	SPED
		2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2023	2023
3 rd Reading	Did Not Meet	13%	11%	8%	0%	13%	18%	18%	6%	15%	16%	33	19
	Approached	87%	89%	92%	100%	87%	82%	82%	94%	85%	84%	67	81
	Meets	54%	61%	54%	80%	61%	64%	54%	56%	49%	59%	50	25
	Masters	30%	16%	15%	10%	26%	21%	43%	14%	30%	18%	17	0
3 rd Math	Did Not Meet	19%	19%	23%	10%	22%	29%	14%	11%	23%	27%	33	44
	Approached	81%	81%	77%	90%	78%	71%	86%	89%	77%	73%	67	56
	Meets	54%	46%	54%	80%	43%	43%	64%	50%	47%	45%	50	6
	Masters	20%	20%	15%	0%	17%	29%	25%	19%	21%	20%	17	0

Grade/Subject		All		AA		H		W		EcoD		2+	SPED
		2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2023	2023
4 th Math	Did Not Meet	12%	23%	15%	20%	29%	22%	7%	27%	24%	28%	17	86
	Approaches	82%	77%	75%	80%	71%	78%	93%	73%	76%	72%	83	14
	Meets	48%	44%	50%	20%	29%	48%	65%	54%	47%	35%	50	14
	Masters	35%	23%	38%	0%	19%	30%	50%	27%	33%	16%	33	14
4 th Reading	Did Not Meet	13%	16%	12%	7%	24%	9%	4%	23%	17%	21%	33	71
	Approaches	87%	84%	93%	40%	76%	91%	96%	77%	83%	79%	67	29
	Meets	61%	46%	33%	7%	48%	65%	71%	54%	60%	40%	33	14
	Masters	34%	17%	50%	9%	14%	17%	57%	19%	36%	9%	33	14

37%

Grade/Subject%		All		AA		H		W		EcoD		2+	2+	SPED	SPED
		2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2023		2023	

Grade/ Subject%		All		AA		H		W		EcoD		2+	2+	SPED	SPED
5 th Reading	Did Not Meet	10%	95	20%	12%	0%	14%	13%	4%	11%	9%	0		36	
	Approaches	90%	91%	80%	88%	100%	86%	87%	96%	89%	91%	100%		64	
	Meets	60%	62%	40%	50%	57%	57%	65%	74%	54%	63%	40%		29	
	Masters	33%	37%	20%	50%	29%	21%	34%	52%	27%	37%	20%		7	
5 th Math	Did Not Meet	22%	4%	40%	0%	24%	4%	6%	7%	16%	4%	0%		7	
	Approaches	88%	96%	60%	100%	86%	96%	94%	93%	84%	96%	100%		93	
	Meets	35%	66%	20%	63%	29%	57%	34%	78%	35%	67%	60%		36	
	Masters	17%	38%	20%	25%	29%	25%	10%	52%	19%	39%	60%		21	
5 th Science	Did Not Meet	21%	34%	20%	37%	29%	36%	23%	30%	24%	33%	40%		71	
	Approaches	79%	66%	80%	63%	71%	64%	77%	70%	76%	67%	60%		29	
	Meets	63%	32%	60%	38%	43%	18%	65%	48%	57%	33%	20%		7	
	Masters	23%	15%	0%	25%	29%	4%	23%	26%	24%	15%	0%		0	

Cumulative Data

	Approaches	Meets	Masters
3rd Reading	89	61	16
4th Reading	84	46	17
5th Reading	91	62	37
Average	88%	56%	23%
3rd Math	81	46	60
4th Math	77	44	23
5th Math	96	66	38

	Approaches	Meets	Masters
Average	85%	52%	27%

Based on our scores, Northside will continue to adjust curriculum and instruction to address areas of concern. We will vertically align with all grade levels, in all core subjects, in order to consistently and effectively utilize resources, and provide the best Tier I instruction possible. We will also provide intense intervention for our students that are demonstrating difficulty with grade level standards by scaffolding learning in small group, tutorials, and WIN time. We will also provide enrichment and acceleration for our high achieving students to help improve our meets and masters percentages. Meets or higher is our goal for all students.

Student Achievement Strengths

Student Learning Strengths:

- The percentage of kindergarten students who met or exceeded their expected growth increased in both Reading and Math. Sixty two percent of 1st- 3rd grade students met or exceeded their expected growth on MAP Math.
- 1st, 2nd and 4th grade increased the amount of students who were reading at or above grade level at the end of the school year.
- Every grade level K - 5 uses MAPS Growth Reading and/or MAPS Reading Fluency to assess student reading behaviors and progress.
- Other observations about 2023 data:

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The percentage of students who met or exceeded their expected growth on MAPS Reading decreased for 1st-5th graders an average of 11 percentage points. 21-22- 61% Met or exceeded their growth and only 51% met or exceeded during the 22-23 school year. **Root Cause:** Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time.

Problem Statement 2 (Prioritized): The percent of students who did not meet grade level expectations on STAAR stayed the same. **Root Cause:** Lack of RLA resources and training for new STAAR redesign.

Problem Statement 3 (Prioritized): The percentage of students who met or exceeded their expected growth on MAPS MATH decreased for 1st-5th graders an average of 6 percentage points. 21-22- 65% Met or exceeded their growth and only 59% met or exceeded during the 22-23 school year. **Root Cause:** Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time.

Problem Statement 4 (Prioritized): The percent of student who did not meet grade level expectations increased. **Root Cause:** Lack of resources and training for new STAAR redesign as well as implementation of new math curriculum.

School Culture and Climate

School Culture and Climate Summary

Organizational Health Inventory

- OHI results for the 2021-2022 school year indicate that Northside Elementary is functioning at the interdependence level in the green zone.

Capturing Kids Heart Campus Surveys

- Capturing Kids Heart survey was given at the beginning of the school year as well as the end and decreased overall by .1 points. 3.8 to 3.7.
- The survey analyzes the perceptions of parents, students and staff on culture and social emotional aspects as well as organizational health.
- Teacher Implementation is the furthest from the goal of 4.1 (NSS Baseline) with a 3.7

Observation and Feedback- Coaching Data

- Weekly Coaching meetings follow the SND Model. (See it. Name it. Do it.)
- Key Performance Indicators
 - Continuously improved as the school year progressed in all areas.
- Rigor Trajectory
 - Coaching support varied based upon teacher's needs.

Focus Groups

The following focus groups work collaboratively at Northside Elementary:

- CKH Process Champions- Lead the way with Capturing Kids Hearts
- PLC Guiding Coalition- Lead the way with working together collaboratively for the academic success of NS.
- Instructional Focus Team- Addresses instructional/curriculum concerns and celebrations
- Student Focus Team- Addresses activities that are student centered on campus as well as family engagement.
- Operational Focus Team- Addresses logistical concerns and details as well as staff and campus activities and the daily functioning of Northside Elementary.
- Leadership Team/Campus Improvement Team

Interviews

- Teachers are part of the screening and interviewing committees when a position does come available.

Parent Conferences or Meetings

- Weekly meetings with administrators and the campus instructional and behavioral coaches are held for planning, coaching and data review.
- Wednesdays are held each Wednesday after school from 3:45-4:45. Vertical Team, Faculty Meeting, Committee Meeting, Leadership Team.
- Class Dojo is used campus wide for positive behavior support as well as communication.
- Parent conferences are held on as needed basis.
- Parent conferences are required with parents/guardians of students who are struggling academically, socially/emotionally, behaviorally or with attendance.

Quarterly Review Surveys

- Surveys are sent out at the end of each quarter to staff members to give feedback to administrators on what they would like us to stop, continue or take into consideration.
- Surveys indicate teachers are appreciative administrative support
- Staff feels they need additional support with extreme disruptive behaviors in the classroom.

Discipline Data

- Discipline referrals increased from 125 to 178.

Total Occurrences

•

2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
Total Occurrences	# of Students	Total Occurrences	# of Students	Total Occurrences	# of Students	Total Occurrences	# of Students	Total Occurrences	# of Students
126	60	88	35	120	42	125	51	178	69

Number of students with 5 or more Discipline Referrals

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
5	8	9	8	10

School Culture and Climate Strengths

- OHI results indicate an increase of 26 points overall from 2021 to 2022.
- Communication Adequacy was the highest area with a 98.
- Survey results are at or above the National Showcase School Baseline average in 3 out of the 4 areas which include:
 - Leader Implementation NS: 4.2 NSS Baseline: 4.0
 - Teacher/Staff Climate and Culture NS: 4.6 NSS Baseline: 4.5
 - Student NS: 4.0 NSS Baseline: 4.0
- Research based coaching models are followed, practiced and evaluated by district coaches.
- SND Model. (See it. Name it. Do it.) is utilized.
- Focus groups meet regularly in order to ensure all staff members are informed and have a voice in the decisions and communication across the campus.
- Multiple surveys are utilized in order to gather information from staff, students and parents.
 - CKH Survey- Staff, Students, Parents

- Panorama- Students
- Campus/District Created Surveys- Students, Staff and Parents.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The number of discipline referrals increased by 53 referrals. **Root Cause:** There is a lack of resources that provide tailored lessons in order to support the behavioral/social-emotional support students require.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

This information will be updated once the official TAPR report for the 23-24 school year is released.

Staff	Professional Staff	TBD- See New TAPR?
	Teachers	51.4%
	Professional Support	
	Campus Administration (School Leadership)	26.5%
	Educational Aides	22.0%
	African American	
	Hispanic	
	White	
	Male	
	Female	
	Average Years of Teaching Experience	
	Average Students per teacher	
	Office Assistants	2
	Educational Assistants	

- The average teaching experience in years is 8.4
- Teachers are part of the screening and interviewing committees when a position does come available.
- As new teachers are hired, they are paired with an experienced teaching mentor at the campus and district level.
- The new teacher, mentor and administrator meet during scheduled campus meetings.
- At Northside, all grade levels share the same planning/conference period in order to plan effectively and build camaraderie.
- General education teachers plan together weekly.
- Paraprofessionals attend quarterly professional development meetings on campus led by professional certified staff, administrations.
- Paraprofessionals also attend professional development with teacher throughout the school year and summer.
- Campus administration and staff attend job fairs to recruit staff for the campus each year.

Staff Quality, Recruitment, and Retention Strengths

- All grade levels share the same planning period
- New hires are paired with experienced mentors

- The average of students to teachers is 14.1

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Northside teachers have an average of 8.4 years of teaching experience. **Root Cause:** Northside has hired many zero year teachers over the years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Campus Schedules

- Instructional blocks meet or exceed the requirements given by AISD for all areas.

Vertical & Collaborative Team Process

- Monthly Vertical Team Meetings
- Solution Tree- Professional Learning Community model for instructional processes are followed.
- Rubrics utilized to assess the development of the instructional practices twice a year.
- Northside teachers meet regularly to organize and plan.
- Teachers have autonomy to create lessons which support the mastery of student expectations.
- They are also provided Exemplar lesson samples in the new curriculum.
- Common and campus specific resources are available.
- Eduphoria Forethought provides a template of organization for lessons plans.
- Forethought allows teachers to share individual lesson plans with one another.

Assessments

- Curriculum based assessments are created at the campus level and the district creates the scope and sequence with teacher input.
- Curriculum based assessments are administered frequently to help identify students who have not mastered student expectations and to identify areas in the curriculum where there is need to increase rigor, allot additional instructional focus and time or add resources.
- Data meetings provide organization to review results, make revisions to instructional strategies and practices and share intervention plans.
- Changes are made based on a review of data results.
- These data meetings are held at the campus level.
- Quarterly assessments will be given in each grade for math and reading and some grades will administer assessments in science and social studies.
- PE will administer fitness grams to track the progress of student's physical health.

Enrichment/Social-Emotional Classes/Groups

- Behavior Coach will provide individualized SEL lessons for skills based upon student's needs.

Instructional Design

- Northside Elementary teachers will follow the AISD Tier 1 instructional practices to guide all lessons and instructional delivery.

Curriculum Focus Documents

- Teachers follow and utilize the district curriculum resources for pacing and TEKS focus each week.
- The TEKS are organized by the year and by each nine weeks/quarter.

Standards Based Curriculum Resources and Technology

- IXL
- Lonestar Math
- Lonestar Reading
- Lexia
- Google Classroom

Curriculum, Instruction, and Assessment Strengths

Parent and Community Engagement

Parent and Community Engagement Summary

- We believe that parental support plays an extremely important role in the community and is therefore critical to a student’s educational success.
- Northside believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every student.
- Our goal is to have a quality home-school partnership to help our students succeed.
- Research has shown that children who know that their parents are involved and interested in their education tend to be more responsible for their own behavior and learning.
- The campus rekindled a Parent Teacher Organization for the 2022-2023 school year and will continue for the 2023-2024 school year.
- Family engagement activities include:
 - Literacy Night
 - Math Night
 - Open House
 - Meet the Teacher
 - Grade Level Orientation Night*
 - Winter Wonderland-PTO
 - Valentine's Family Dance
 - Grandparent's Lunch
 - Music Programs
 - Veteran's Day Program
 - Community Guest Readers
- Class Dojo is utilized campus wide.
- Campus social media account is utilized to communicate with parents.
- Skyward mass email communications are utilized to communicate with parents.
- In person conferences are held.

Parent and Community Engagement Strengths

- On average approximately 60% of our students are represented at family engagement events.

Event	Students Represented	Percent
Meet Your Teacher	250	50%
Open House	221	28%
Veteran's Program	80/82	97%
PK Academic Fashion Show	33/35	94%
Family Academic Night	100	19%
Grandparent's Lunch	225	43%
Jazz on the Lawn	245	47%

Event	Students Represented	Percent
Academic Awards	400	78%
PTO Events	Will ask PTO to keep track this school year!	

- Event times are held during the day and evening in order to accommodate the varying needs of our parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Feedback from staff and parents indicate that parent's do not have the knowledge to help their children at home. **Root Cause:** Not enough communication about classroom expectations and instructional support ideas are provided in person to parents.

School Context and Organization

School Context and Organization Summary

Communication

- Email
- Weekly Smore during the school year
- Monthly Smore during the summer.
- In person conferences.

Decision Making Processes

- Instructional Leadership Team meetings are held weekly that include the principal, assistant principal, instructional coach and behavioral coach.
- Administrative Team Meetings are held weekly that include the principal, assistant principal and counselor.
- Campus Committee Teams include:
 - Operational Focus Team
 - Instructional Focus Team
 - Student Focus Team

Duty Rosters

- Duty Roster

Master Schedules

- NS Master Schedule 23-24
- Specials Schedule

Program Support Services

- Boys and Girls Club
- STEAM Ambassadors
- PALS

Support Services Schedules

- Counselor-Mrs. Wright
- Social Worker-Ms. Perkins
- LPC- Mrs. Higgins

School Maps

- Fire Map
- School Map

Supervision Structure

- TTESS Evaluator List
- Reading and Math split with observations, and plc facilitation
- Walkthroughs are conducted by both administrators

Mentor System

- Mentor List
- New Cats @ NS

School Context and Organization Strengths

- Detailed schedules and support plans exist so that expectations are clear and are reviewed periodically with teachers or as needed.
- Afterschool programs allow students to participate in enrichment activities outside of the regular school day.

Technology

Technology Summary

Technology Policy and Procedures

- Students and Staff are provided with an AUP they must agree to follow and sign.

Technology Hardware and Software

- Every student at Northside Elementary is distributed or allowed to use a Google Chromebook.

Technology Implementation

- Technology use during class should be interactive or actively monitored by the classroom teacher.
- Technology will not replace classroom instruction.
- Technology can be used to provide teachers and students with on the spot feedback on student learning.

Technology Strengths

- ALL students at Northside Elementary have a Google Chromebook (1:1) if needed.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of resources to support new online state testing requirements. **Root Cause:** Due to new programs and expectations slowly being released and funds to support the cost of programs that support online programs.

Priority Problem Statements

Problem Statement 1: Northside teachers have an average of 8.4 years of teaching experience.

Root Cause 1: Northside has hired many zero year teachers over the years.

Problem Statement 1 Areas: Demographics - Staff Quality, Recruitment, and Retention

Problem Statement 2: The percentage of students who met or exceeded their expected growth on MAPS Reading decreased for 1st-5th graders an average of 11 percentage points. 21-22- 61% Met or exceeded their growth and only 51% met or exceeded during the 22-23 school year.

Root Cause 2: Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The percent of students who did not meet grade level expectations on STAAR stayed the same.

Root Cause 3: Lack of RLA resources and training for new STAAR redesign.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The number of discipline referrals increased by 53 referrals.

Root Cause 4: There is a lack of resources that provide tailored lessons in order to support the behavioral/social-emotional support students require.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: The percentage of students who met or exceeded their expected growth on MAPS MATH decreased for 1st-5th graders an average of 6 percentage points. 21-22- 65% Met or exceeded their growth and only 59% met or exceeded during the 22-23 school year.

Root Cause 5: Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: The percent of student who did not meet grade level expectations increased.

Root Cause 6: Lack of resources and training for new STAAR redesign as well as implementation of new math curriculum.

Problem Statement 6 Areas: Student Achievement

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
- 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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- Special education/non-special education population including discipline, progress and participation 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- T-TESS 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 1, 2023

Goal 1: 60% of K-5 students will demonstrate the expected growth in MAP Reading (Gold PK-65%) by June 2025.




Performance Objective 1: In K - 2nd grade, the Grade-Level Norms Projected RIT Growth will be at or above the Observed Growth on the End of Year MAP Reading assessment.










High Priority








HB3 Goal

Evaluation Data Sources: NWEA MAPS

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide rigorous and quality reading instruction that is equitable for every student Strategy's Expected Result/Impact: Higher percentage of student reading at grade level or above Staff Responsible for Monitoring: Principal, AP, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly Team Time meetings for every grade level, including instructional coach and administrators to plan lessons at a high cognitive level. Strategy's Expected Result/Impact: Improved Tier 1 instruction. Staff Responsible for Monitoring: Principal Instructional Coach AP TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure that staff understands the AISD Instructional Playbook. Strategy's Expected Result/Impact: Improved Tier 1 instruction Staff Responsible for Monitoring: Principal AP Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure the appropriate staff successfully completes TEA's Science of Teaching Reading. Strategy's Expected Result/Impact: : Increase in the percent of students who are reading at or above the expected level per MAPS data. Staff Responsible for Monitoring: Principal, Coach, AP TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure that balanced literacy teaching strategies and best practices, such as , Reading groups that incorporate Science of Teaching Reading Strategies as well as an approved TEA Phonics program adopted by AISD such as, Saxon Phonics, Jolly Phonics, Patterns of Power, Comprehension Toolkit, Fountas and Pinnell, and Interactive Read Alouds are being utilized in everyday reading instruction for all students. Teacher will ensure they are providing small groups instruction, reading groups, and phonics instruction.</p> <p>Strategy's Expected Result/Impact: Best practices in reading utilized on a daily basis to help improve reading</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2</p>	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: The percentage of students who met or exceeded their expected growth on MAPS Reading decreased for 1st-5th graders an average of 11 percentage points. 21-22- 61% Met or exceeded their growth and only 51% met or exceeded during the 22-23 school year. Root Cause: Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time.</p> <p>Problem Statement 2: The percent of students who did not meet grade level expectations on STAAR stayed the same. Root Cause: Lack of RLA resources and training for new STAAR redesign.</p>

Goal 1: 60% of K-5 students will demonstrate the expected growth in MAP Reading (Gold PK-65%) by June 2025.







Performance Objective 2: In 3rd - 5th grade, student performance on the Reading STAAR "All Tests" will improve in each performance category in order to improve the school's overall accountability letter grade.











- Approaches - From 89% to 90%
- Meets - From 61 % to 63 %
- Masters - From 16 % to 20 %

High Priority

Evaluation Data Sources: STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze campus data and identify areas for which we will seek out high performance practices to increase the number of students attaining meets and masters in reading. Strategy's Expected Result/Impact: Higher percentage of students at the Meets and Masters level in reading Staff Responsible for Monitoring: Principal, AP, Interventionist, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will vertically align reading instruction and strategies through scheduled vertical team meetings. Strategy's Expected Result/Impact: Teachers will create vertically aligned and effective lessons and share strategies based on the TEKS Staff Responsible for Monitoring: Principal, AP, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Special education teachers and our reading interventionist will collaborate with general education reading teachers at data and MTSS meetings to decrease the variability in all educational settings. Strategy's Expected Result/Impact: Collaboration and alignment with our sped teachers and general education teachers. Staff Responsible for Monitoring: Principal, AP, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Meetings and observations that provide feedback/coaching and modeling with campus instructional coach, behavior coach, Assistant Principal and Principal. Strategy's Expected Result/Impact: Teachers will gain better understanding of the curriculum and be reflective of their teaching practices. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:







Student Achievement
Problem Statement 1: The percentage of students who met or exceeded their expected growth on MAPS Reading decreased for 1st-5th graders an average of 11 percentage points. 21-22- 61% Met or exceeded their growth and only 51% met or exceeded during the 22-23 school year. Root Cause: Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time.
Problem Statement 2: The percent of students who did not meet grade level expectations on STAAR stayed the same. Root Cause: Lack of RLA resources and training for new STAAR redesign.










Goal 1: 60% of K-5 students will demonstrate the expected growth in MAP Reading (Gold PK-65%) by June 2025.








Performance Objective 3: Provide continuous reading professional development that results in an increase of teacher proficiency in addressing the social, emotional and academic needs of learners

Evaluation Data Sources: T-TESS

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff members and administrators will attend reading/language professional development as needed, including book studies, webinars, workshops, conferences, etc incorporating the new STAAR redesign. Strategy's Expected Result/Impact: Professional growth knowledge of new and innovative best practices, with implementation to improve student academic performance Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for differentiated professional development based on reading teacher needs through coaching. Utilize classroom observations, walk-throughs, and video to establish a baseline for coaching and professional growth. Strategy's Expected Result/Impact: Teachers will grow professionally, which will have direct impact on student performance. Staff Responsible for Monitoring: Principal, Asst. Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: All staff will receive in-service and updates on Dyslexia. Strategy's Expected Result/Impact: A better understanding of how to identify and service students with dyslexia. Staff Responsible for Monitoring: Principal, Dyslexia Interventionist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Train and/or refresh reading teachers on reading groups utilizing the Science of Teaching Reading to ensure fidelity and alignment. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Administrators and coaches will be provided with opportunities to grow professionally to better support teachers. Strategy's Expected Result/Impact: Academic support for classroom teachers through Leadership Development. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1, 2 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize specials classes to incorporate alignment of all TEKS for cross curricular instruction. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Principal, AP, Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
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Performance Objective 3 Problem Statements:

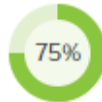

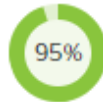


Demographics
Problem Statement 1: Northside teachers have an average of 8.4 years of teaching experience. Root Cause: Northside has hired many zero year teachers over the years.
Student Achievement
Problem Statement 1: The percentage of students who met or exceeded their expected growth on MAPS Reading decreased for 1st-5th graders an average of 11 percentage points. 21-22- 61% Met or exceeded their growth and only 51% met or exceeded during the 22-23 school year. Root Cause: Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time. Problem Statement 2: The percent of students who did not meet grade level expectations on STAAR stayed the same. Root Cause: Lack of RLA resources and training for new STAAR redesign.
School Culture and Climate
Problem Statement 1: The number of discipline referrals increased by 53 referrals. Root Cause: There is a lack of resources that provide tailored lessons in order to support the behavioral/social-emotional support students require.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Northside teachers have an average of 8.4 years of teaching experience. Root Cause: Northside has hired many zero year teachers over the years.






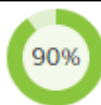



Goal 1: 60% of K-5 students will demonstrate the expected growth in MAP Reading (Gold PK-65%) by June 2025.








Performance Objective 4: Assess cognitive levels of students to implement reading strategies to intervene and promote student higher level thinking and problem solving.

Evaluation Data Sources: Reading Groups Observations
Lesson Plans
Formative Assessments
TTESS

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Classroom teachers will utilize universal screeners, progress monitoring tools and programs such as , MAPs Suite, Reading groups anecdotal notes/running records to consistently monitor the reading progress of their students. Strategy's Expected Result/Impact: Teachers will have a better understanding of student needs and how to meet individual needs. Staff Responsible for Monitoring: Principal, Asst. Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All reading teachers will meet with administrators regularly for campus data meetings, focusing on sub populations to move all groups towards meets and masters. and/or more than one year of growth Strategy's Expected Result/Impact: Teachers will utilize performance data to plan and improve instruction resulting in our students achieving Meets/Masters/More than One Year Growth. Staff Responsible for Monitoring: Principal, Asst. Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
	N/A		

Strategy 3 Details	Formative Reviews		
Strategy 3: Use our campus reading interventionist, teachers, and instructional assistants to help support the needs of our struggling readers through our campus intervention/acceleration block (WIN Time - What I Need) Strategy's Expected Result/Impact: Improvement in reading scores Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Convene in quarterly MTSS Meetings to discuss student reading/writing data and progress. Develop action plans/new goals/individual learning plans for students that are not making progress. Strategy's Expected Result/Impact: Student growth, decrease in number of students that are tiered in MTSS Staff Responsible for Monitoring: Principal, AP, Counselor, Interventionist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide a school-wide 30-55 minute time in the master schedule where all students receive either intervention and/or acceleration strategies based on data and student need. These will be documented and submitted to the principal and discussed at MTSS meetings. Northside calls this time of day WIN Time (What I Need). Strategy's Expected Result/Impact: Closing of achievement gaps Staff Responsible for Monitoring: Principal, AP, Counselor, Interventionist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide school-wide student self data-tracking folders where students set individualized reading goals, and self track their progress. These data folders will be utilized in the fall semester for teacher-led parent conferences, and again in the spring for student-led parent conferences Strategy's Expected Result/Impact: Student growth in reading Staff Responsible for Monitoring: Principal, AP TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students who met or exceeded their expected growth on MAPS Reading decreased for 1st-5th graders an average of 11 percentage points. 21-22- 61% Met or exceeded their growth and only 51% met or exceeded during the 22-23 school year. Root Cause: Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time.
Problem Statement 2: The percent of students who did not meet grade level expectations on STAAR stayed the same. Root Cause: Lack of RLA resources and training for new STAAR redesign.

Goal 1: 60% of K-5 students will demonstrate the expected growth in MAP Reading (Gold PK-65%) by June 2025.

Performance Objective 5: Implement strategies that close performance gaps with all student sub populations in reading







Evaluation Data Sources: Eduphoria










On-Point Data Suite











Formative Assessments

STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize reading/writing sub population performance data from On-point and Eduphoria to drive and spiral instruction. Strategy's Expected Result/Impact: Increase of sub population performance in reading. Staff Responsible for Monitoring: Principal, AP TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain student reading performance trackers including benchmarks and weekly formative assessments Strategy's Expected Result/Impact: Intervention with students that are not being successful and reteach of TEKS not mastered Staff Responsible for Monitoring: Principal, AP, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Reading/writing teachers will know the demographics of each of their students and monitor their sub-pop progress. Strategy's Expected Result/Impact: Fewer discrepancies between sub-pop performance and meet state targets. Staff Responsible for Monitoring: Principal, AP, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Tutors or additional Title I assistants will be hired to work alongside instructional staff to help fill achievement gaps with students. Strategy's Expected Result/Impact: Data will show that gaps are closing with students. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Implement PLC Guiding Coalition with a group of teachers who will lead the way with becoming a MODEL PLC CAMPUS. Strategy's Expected Result/Impact: PLC MODEL CAMPUS Collaborative Environment STUDENT SUCCESS Staff Responsible for Monitoring: Principal, AP TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Ensure parents and students have clear communication of classroom and campus expectations. Strategy's Expected Result/Impact: Support from families at home with helping students achieve academically. Staff Responsible for Monitoring: ILT Team	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Hold events such as Open House, academic nights and grade level orientations to ensure parents have support, training and resources to assist their child academically at home. Strategy's Expected Result/Impact: Support from families at home with helping students achieve academically. Staff Responsible for Monitoring: ILT Team	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: The percentage of students who met or exceeded their expected growth on MAPS Reading decreased for 1st-5th graders an average of 11 percentage points. 21-22- 61% Met or exceeded their growth and only 51% met or exceeded during the 22-23 school year. Root Cause: Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time.
Problem Statement 2: The percent of students who did not meet grade level expectations on STAAR stayed the same. Root Cause: Lack of RLA resources and training for new STAAR redesign.

Goal 2: 60% of K-5 students will demonstrate the expected growth in MAP Math (Gold PK-65%) by June 2025.







Performance Objective 1: In K - 2nd grade, the grade-level norms projected RIT growth will be at or above the observed growth on the end of year MAP Math assessment.














High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAPS

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide rigorous and quality math instruction that is equitable for every student. Strategy's Expected Result/Impact: Higher percentage of student reading at grade level or above Staff Responsible for Monitoring: Principal, AP, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Weekly Team Time meetings for every grade level, including Math instructional coach and administrators to plan lessons at a high cognitive level. Strategy's Expected Result/Impact: Produce cohesive lesson plans that are rigorous Staff Responsible for Monitoring: Principal, AP, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will work collaboratively to differentiate, analyze and revise math lessons by identifying the level of Bloom's Taxonomy to increase higher level thinking in math instruction. Strategy's Expected Result/Impact: Lessons that include higher order thinking Staff Responsible for Monitoring: Principal, AP, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure that staff understands and is utilizing AISD Instructional Playbook strategies and resources. Strategy's Expected Result/Impact: Stronger Tier 1 instruction in every classroom Staff Responsible for Monitoring: Principal, AP TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Ensure that daily guided math strategies using best practices are being utilized in everyday math instruction for all students and teachers are utilizing small groups, guided math and targeted interventions as well as Eureka Math resources with fidelity. Strategy's Expected Result/Impact: Best practices in math utilized on a daily basis to help improve math proficiency. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 3: The percentage of students who met or exceeded their expected growth on MAPS MATH decreased for 1st-5th graders an average of 6 percentage points. 21-22- 65% Met or exceeded their growth and only 59% met or exceeded during the 22-23 school year. **Root Cause:** Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time.

Problem Statement 4: The percent of student who did not meet grade level expectations increased. **Root Cause:** Lack of resources and training for new STAAR redesign as well as implementation of new math curriculum.

Goal 2: 60% of K-5 students will demonstrate the expected growth in MAP Math (Gold PK-65%) by June 2025.







Performance Objective 2: In 3rd - 5th grade, student performance on Math STAAR "All Tests" will improve in each performance category in order to improve the school's overall accountability letter grade.










- Approaches - From 85 % to 90%
- Meets - From 52% to 60%
- Masters - From 27% to 30%





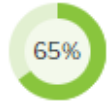
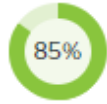



High Priority








Evaluation Data Sources: STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze campus data and identify areas for which we will seek out high performance practices to increase the number of students attaining meets and masters in math. Strategy's Expected Result/Impact: Increase amount of students scoring meets or masters on STAAR. Staff Responsible for Monitoring: Principal, AP, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Special education teachers and our math interventionist will collaborate with general education math teachers during data plcs and MTSS meetings, to decrease the variability in all educational settings. Strategy's Expected Result/Impact: A better understanding of how sped teaches can support students while in the general education setting. Staff Responsible for Monitoring: : Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Staff members and administrators will attend math/science professional development as needed, including book studies, webinars, workshops, conferences, etc. Strategy's Expected Result/Impact: Professional growth and learning of best practices and new, innovative teaching strategies to help students succeed. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide opportunities for differentiated professional development through coaching based on math teacher needs. Utilize classroom observations, walk-throughs, and video to establish a baseline for coaching and professional growth. Strategy's Expected Result/Impact: Individual teacher professional development needs are met thus leading to an increase in student performance. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Meetings and observations that provide feedback/coaching and modeling with Math instructional coach, assistant principal and principal. Strategy's Expected Result/Impact: Aid with pedagogy and teaching strategies to help teachers grow. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize math/science sub population performance data from On-point and Eduphoria to drive and spiral instruction. Strategy's Expected Result/Impact: Decrease of discrepancies between sub-populations. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Maintain student math and science performance trackers including formative assessments and a weekly tracker. Strategy's Expected Result/Impact: Visual data view of student performance. Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Math teachers will know the demographics of each of their students and know their sub-pop progress Strategy's Expected Result/Impact: Fewer discrepancies between sub-pop performance and meet state targets. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
Strategy 9: A tutor or additional Title I assistant will be hired to work alongside instructional staff to help fill achievement gaps with students. Strategy's Expected Result/Impact: Data will show that gaps are closing with students. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: The percentage of students who met or exceeded their expected growth on MAPS MATH decreased for 1st-5th graders an average of 6 percentage points. 21-22- 65% Met or exceeded their growth and only 59% met or exceeded during the 22-23 school year. Root Cause: Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time. Problem Statement 4: The percent of student who did not meet grade level expectations increased. Root Cause: Lack of resources and training for new STAAR redesign as well as implementation of new math curriculum.







Goal 2: 60% of K-5 students will demonstrate the expected growth in MAP Math (Gold PK-65%) by June 2025.










Performance Objective 3: Assess cognitive levels of students to implement math strategies to intervene/scaffold and strengthen/ promote student higher level thinking and problem solving.








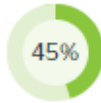

High Priority














Evaluation Data Sources: Eureka Math Walkthroughs
On Point Data Suite results
Formative and cumulative assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Classroom teachers will utilize universal screeners and progress monitoring tools such as , MAP Suite to consistently monitor the math progress of their students. Strategy's Expected Result/Impact: Knowledge of students' strengths and limitations and targeted instruction based on student need Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All math teachers will meet with administrators regularly for campus data meetings, focusing on sub populations to move all groups towards meets and masters. and/or more than one year of growth. Strategy's Expected Result/Impact: A better understanding of individual student data and how to best drive instruction to maximize student learning. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: All math teachers will participate in vertical alignment meetings to align instruction and strategies using current data to improve instruction. Strategy's Expected Result/Impact: Instruction will be aligned from K - 5 based on the most difficult to teach and the TEKS that we struggle with the most at Northside. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize math and science formative assessment data to determine the level of student proficiency to develop intervention and/or acceleration, encouraging higher order thinking to reach the next threshold of learning. Strategy's Expected Result/Impact: Individualized learning plans for students based on their strengths and/or areas of needed improvement. This will help us fill gaps and move students to the next learning threshold. Staff Responsible for Monitoring: Principal, AP, Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Use our campus math interventionist, teachers, and instructional assistants to help support the needs of our struggling math students through our campus intervention/acceleration block (WIN Time - What I Need). Strategy's Expected Result/Impact: : Intervention will help fill gaps in student learning and acceleration will take students deeper into the learning of their TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, MTSS Lead TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: : Convene in quarterly MTSS Meetings to discuss student math/science data and progress. Develop action plans/new goals/ individual learning plans for students that are not making progress. Strategy's Expected Result/Impact: Student progress will be monitored closely and plans will be adjusted as needed, so that students may achieve success. Staff Responsible for Monitoring: Principal, Assistant Principal, MTSS Lead TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide school-wide student self data-tracking folders where students set individualized math/science goals, and self track their progress. These data folders will be utilized in the fall semester for teacher-led parent conferences, and again in the spring for student-led parent conferences Strategy's Expected Result/Impact: Student growth and progress in math (PK - 5) and Science (5) Staff Responsible for Monitoring: Principal, AP, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize specials classes to incorporate alignment of all TEKS for cross curricular instruction. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Principal, AP, Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
Strategy 9: Implement PLC Guiding Coalition with a group of teachers who will lead the way with becoming a MODEL PLC CAMPUS. Strategy's Expected Result/Impact: PLC MODEL CAMPUS Student SUCCESS and Growth Collaborative Practicing Campus Staff Responsible for Monitoring: Principal, AP TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 4	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Ensure parents and students have clear communication of classroom and campus expectations. Strategy's Expected Result/Impact: Family support in improving student achievement, Staff Responsible for Monitoring: ILT Team	Formative		
	Nov	Feb	May
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Hold events such as Open House, academic nights and grade level orientations to ensure parents have support, training and resources to assist their child academically at home. Strategy's Expected Result/Impact: Family support in improving student achievement, Staff Responsible for Monitoring: ILT Team	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: The percentage of students who met or exceeded their expected growth on MAPS MATH decreased for 1st-5th graders an average of 6 percentage points. 21-22- 65% Met or exceeded their growth and only 59% met or exceeded during the 22-23 school year. Root Cause: Teachers need additional training and support in the implementation of effective tier 3 instruction during our campus WIN time.
Problem Statement 4: The percent of student who did not meet grade level expectations increased. Root Cause: Lack of resources and training for new STAAR redesign as well as implementation of new math curriculum.

Goal 3: The percent of students with 5 or more referrals will decrease 20% from 2019 to June 2025.

Performance Objective 1: Decrease the number of student referrals in each grade.

2020-2021 - 2023-2024

(Staggered start at the beginning of the school year of 2020.

ALL 115 to 123

PK- 0 to 0

K-23 to 36

1st- 11 to 24

2nd- 27 to 23

3rd- 13 to 9

4th- 16 to 10

5th- 25 to 21

21-22 to 22-23

Overall 123 to 178

PK- 0 -0

K- 36- 26

1- 24- 20

2- 23- 20

3- 9- 5

4-10- 5










5-21- 15

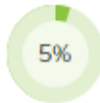








High Priority

Evaluation Data Sources: Skyward

MTSS Meetings

Panorama

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and student conferences with assistant principal and counselor to establish PBIS plans for the incoming school year Strategy's Expected Result/Impact: : Develop plans that are proactive and establish positive relationships with the student and parent. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: New Staff/Teachers will be trained in Capturing Kids Hearts and/or receive a refresher and implement the SEL curriculum throughout the school year with fidelity. Strategy's Expected Result/Impact: Decrease in discipline referrals and an increase in student achievement. Staff Responsible for Monitoring: Principal, TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Assign students in need of mentor for a buddy through the district REACH program and/or campus mentors such as PALS, StuCo. Strategy's Expected Result/Impact: Decrease in discipline referrals and an increase in student achievement. Staff Responsible for Monitoring: Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide behavior training support to all staff. Strategy's Expected Result/Impact: Decrease number of referrals and aggressive/violent behaviors. Staff Responsible for Monitoring: Principal, behavior coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Meetings and observations that provide feedback/coaching and modeling with campus behavior coach. Strategy's Expected Result/Impact: Aid with pedagogy and teaching strategies to help teachers grow. Staff Responsible for Monitoring: Principal, AP, Behavior Coach ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: CKH Process Champions will be campus ambassadors for supporting our students and staff in implementing CKH with fidelity. Strategy's Expected Result/Impact: Decrease in the number of discipline referrals. Staff Responsible for Monitoring: Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide Social-Emotional Support/Training to staff & students utilizing our full time staff Communities in Schools Member. Strategy's Expected Result/Impact: Positive School Culture Staff Responsible for Monitoring: Alicia Howell, Jennifer Wright ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: The number of discipline referrals increased by 53 referrals. **Root Cause:** There is a lack of resources that provide tailored lessons in order to support the behavioral/social-emotional support students require.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Breah Warren	Title Tutor- Para		.20
Debra Rodriguez Hebert	Instructional Assistant- Self Contained		1.0
Maryian Gear	Instructional Assistant- Computer		1.0
Suzanne Dellinger	Title Tutor- Certified		.33