

# Waxahachie Independent School District

## Northside Elementary

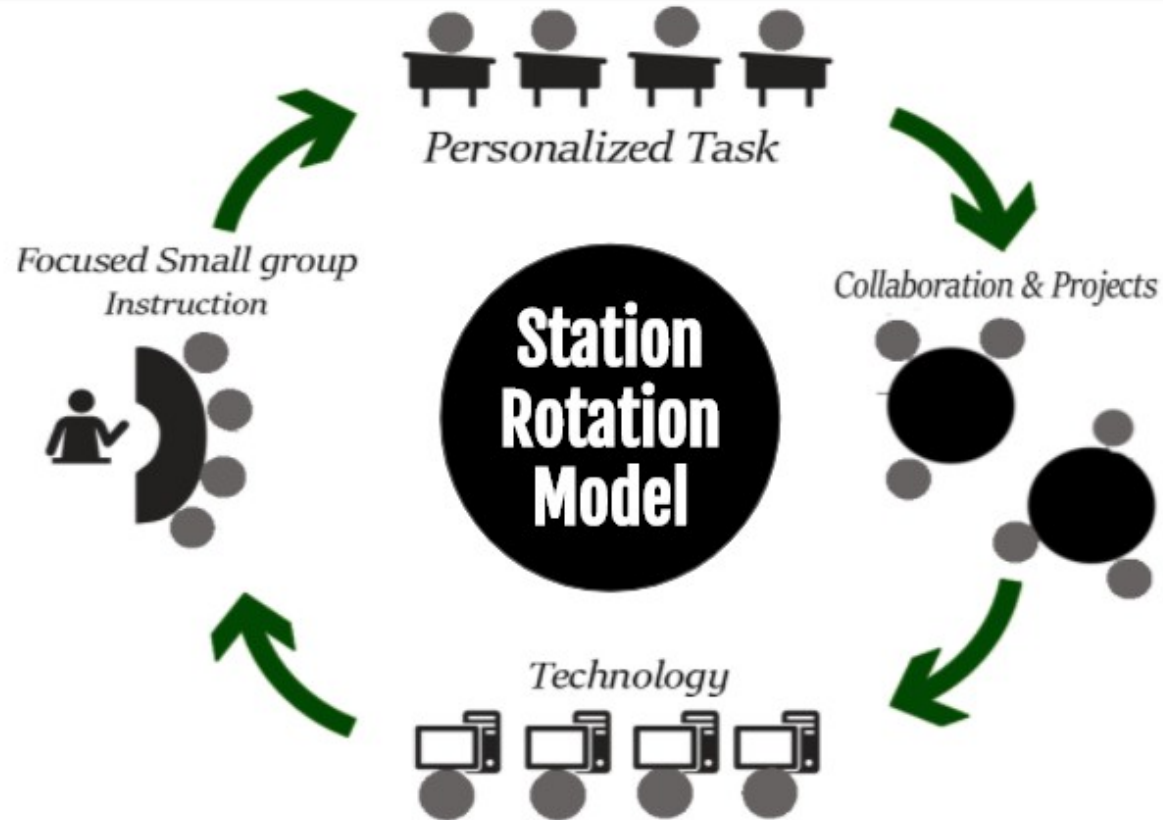
### 2021-2022 Campus Improvement Plan



# Mission Statement

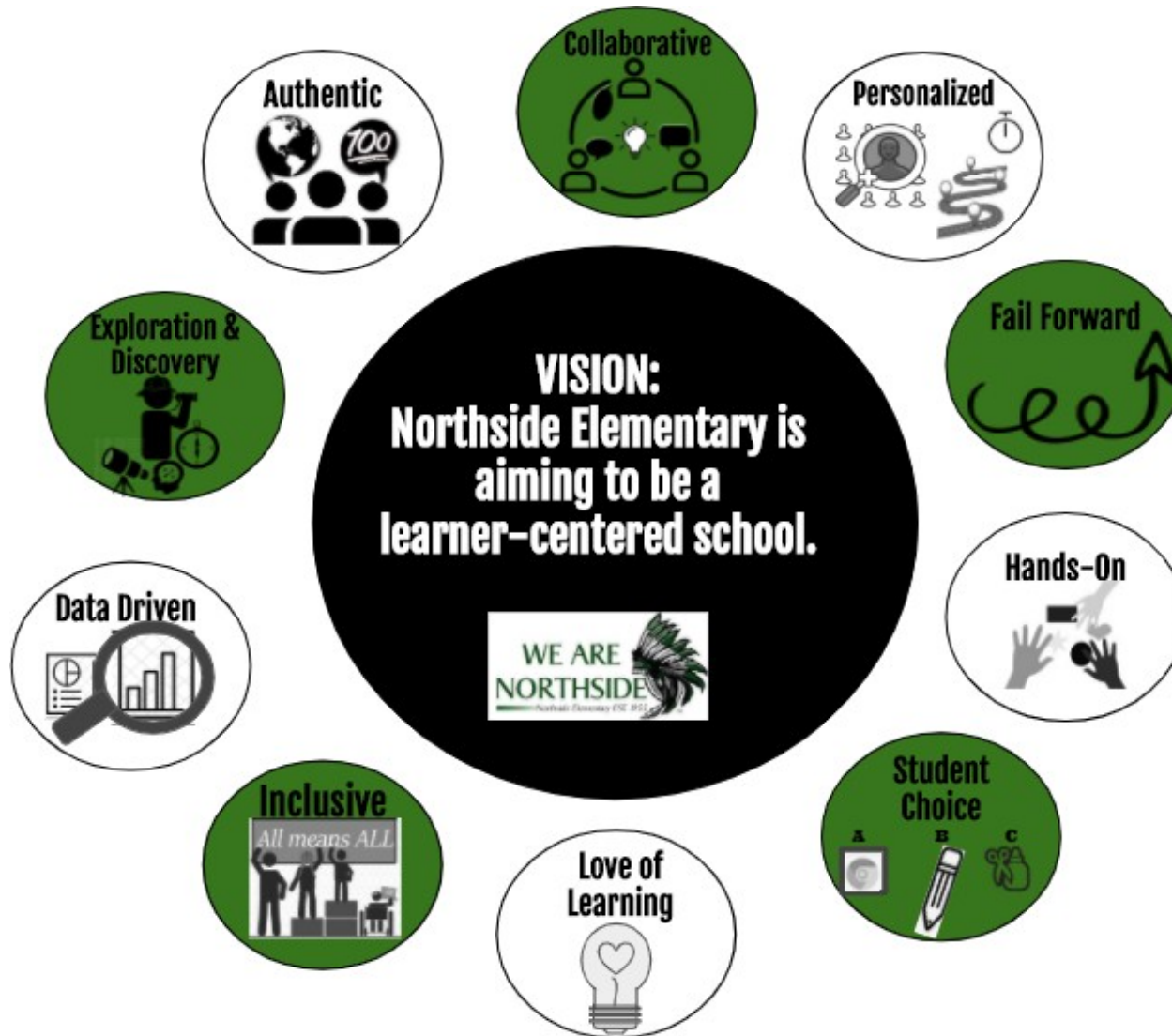
Waxahachie ISD's dynamic, focused educational experiences will produce graduates who will positively impact the world.

**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 2020-2021 Texas Academic Performance Report (TAPR) for Northside Elementary:

#### Total Student Enrollment:

- Total # of students

#### Ethnic Distribution:

- African American:
- Hispanic:
- White:
- American Indian:
- Asian:
- Pacific Islander:
- Two or More Races:

#### Student Groups:

- Economically Disadvantaged:
- English Language Learners (ELL):
- At-Risk:
- Special Education:
- Gifted and Talented Education:
- Career and Technical Education:
- Mobility (2020-21):

### Demographics Strengths

- Consistent enrollment
- At-risk population lower than district and state average
- Low student/teacher ratios
- Attendance rate higher than 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:** There is an opportunity to build more leadership capacity on campus and increase follow-up support in regard to professional development. **Root Cause:** New leadership, teachers not sure how to help

**Problem Statement 2:** The Northside Staff is in need of trauma-informed and intensive behavior support training. **Root Cause:** High levels of the student population are coming to us with trauma and no early intervention.

**Problem Statement 3:** Increase/Re-engage parent involvement and communication. **Root Cause:** Due to Covid parents were not allowed in the building and a disconnect occurred between the home and school.

# Student Learning

## Student Learning Summary

Northside is a campus comprised of professionals who are committed to the progress of each individual student. State assessment data reflects that we continue to make gains. Our Response to Intervention process is effective and consistent, allowing us to address individual student needs as they arise. Our teachers assess at regular intervals throughout the school year, measuring progress and providing appropriate levels of support. Our Curriculum dept. continues to be a strong resource for data analysis.

## Student Learning Strengths

- Strong, consistent Response to Intervention process
- Intervention time built into the school day
- Students who met or exceeded progress on the state assessment - higher than state and district averages
- Masters level on state assessment is above the state and district averages
- Low grade-level retention rates
- Highly-qualified staff

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Writing continues to be a work in progress for our campus. In the 2020-2021 school year, Northside performed... **Root Cause:** Not an emphasis in writing across all grade levels, the writing test used to occur in only the 4th grade, vertical alignment concerns

**Problem Statement 2:** There is a lack of informed data points provided from Tier 1 instruction in order to make decisions for students, in our Multi-Tiered Systems of Support Meetings. **Root Cause:** Lack of expectation to provide data, lack of uniform campus decision on specific data to provide for the process, need for collaboration amongst diagnostician, interventionist, and principals, lack of MTSS process defined by admin, lack of data tracking in intervention block (G2)

**Problem Statement 3:** Campus level implementation and training of instructional support for ELL Learners. **Root Cause:** Small number of ELL learners caused a lack of emphasis, training

**Problem Statement 4:** 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

# School Processes & Programs

## School Processes & Programs Summary

As one of the oldest 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, Professional Learning Community (PLC) 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 and PLC time for 50 minutes each day, 5 days per week. PLC meetings are held monthly – 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 and Safety Patrol before and after school. The master schedule does maximize the amount of time spent on instruction. 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

- Supportive and hands-on curriculum department
- Collaborative teams
- TRS - alignment with the TEKS
- Commitment to engaging, innovative instruction
- Student goal-setting and tracking of individual data
- Ample professional development opportunities



### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Data reflects that current Tier 1 reading practices need to be refreshed and refocused in order to meet the varied needs of students. **Root Cause:** Students going into the next grade level without making adequate progress the year prior, need to address the Guided Reading expectations campus-wide, training

**Problem Statement 2:** Our teachers lack understanding of conducting a true PLC meeting in their grade level and vertically across the campus. There is not a lot of depth to current planning conversations. **Root Cause:** Lack of experience/training, Different conference times and insufficient time during the school day

**Problem Statement 3:** All teachers need to collaborate on school-wide digital data wall. **Root Cause:** lack of expectation, not a clear priority due to Covid

**Problem Statement 4:** There is a need to ensure school-wide equity in technology. **Root Cause:** funding

**Problem Statement 5:** New to the district teachers (not just first-year teachers) need support. **Root Cause:** District focus on 1st year teachers, time

# 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 is strong parent involvement at Northside, with frequent opportunities for them 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
- Active PTO with good parent involvement
- Proactive school/home communication
- Positive behavior supports, resulting in decreased discipline issues

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Families have indicated that they are never contacted about their child's achievements/successes and/or if their child is struggling. **Root Cause:** Lack of time for all teachers to make personal contact with all parents, a need for clear expectations

**Problem Statement 2:** It is the perception of some students and parents that students properly dealing with stress is a continued issue. **Root Cause:** Lack of SEL curriculum training and support, Need for increased student leadership capacity, lack of students' ability to be empathetic towards each other and how to relate to each other

**Problem Statement 3:** There is a need for a support system for "new to Northside" students and families. **Root Cause:** lack of planning, lack of realization this was a need, high mobility

**Problem Statement 4:** A recent survey showed that Paraprofessionals feel that there is a lack of communication for their roles. **Root Cause:** time (they have well defined hours), lack of leader over the paras

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

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

## **Support Systems and Other Data**

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





# Goals

**Goal 1:** Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 1:** By July 2022, 80% of all students and each student group will meet Level II Satisfactory on all sections of the state assessment (STAAR) and the African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 5% growth.

**Evaluation Data Sources:** TEKS Resource System (TRS), District Common Assessment Data, STAAR data, BrightBytes data, G2 schedules, Master Schedule, Eduphoria, DRA data, ESPED data, TELPAS data, Response to Intervention (RtI) data, Lead4Ward, Map diagnostic testing

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor and support the district's guaranteed and viable curriculum - TEKS Resource System (TRS). Train teachers in how to breakdown and dissect the Instructional Focus Document. Utilize Lead4ward Field Guides to better understand the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be taught the Texas Essential Knowledge and Skills at the appropriate rigor level</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct two vertical planning sessions for grade level teams in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective professional development for instructional staff; teacher professional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase Writing achievement by implementing the following: Drop Everything and Write time during the day, buckets outside of the classroom with writing journals for administrators to read and respond to, and school wide writing prompts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in writing achievement among all learners. ensuring students are writing everyday</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Department, Principal, Instructional Coach, Reading interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Decrease the gap in STAAR reading achievement between student groups in all subject areas by utilizing Leveled Literacy Intervention (LLI).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased percentage of students meeting expectations on the state assessment instruments</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Department, Principal, Asst. Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Ensure that all grade levels understand and implement the Response to Intervention (RtI) layered model for effective student support.</p> <p><b>Strategy's Expected Result/Impact:</b> Timely identification of students in need and implementation of intervention supports will ensure that students have their needs met prior to 4th and 5th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Decrease the gap in academic achievement between student groups in all subject areas by using district and campus approved resources and Title 1 Paraprofessionals. Additionally, an Instructional Coach will increase teacher capacity with Tier I instructional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement of at-risk students Increased teacher capacity</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Instructional Coach</p> <p><b>Funding Sources:</b> Instructional Coach - Title I (211) - \$38,237.39, Instructional Personnel - Title I (211) - \$55,646.43</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Goal 1:** Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 2:** By July 2022, 70% of all Special Education students will meet standard on the state assessments (STAAR).

**Evaluation Data Sources:** ESPED data, G2 schedules, counselor data, District Common Assessment data, STAAR data,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Adopt an inclusive mindset as a campus and work towards increasing inclusion time and support for Special Education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn from their peers, increase social interaction opportunities, this will give students exposure to on grade level TEKS</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Special Education teacher, Teachers, Paraprofessionals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Daily intervention time (G2 Time) to address individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in benchmark and state assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement specific, targeted math and reading instruction and support for Special Education students to address what wasn't met with STAAR results.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Math and Reading STAAR scores for Special Education students on the state assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, SPED teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> SPED Scheduling will happen before any other scheduling. The master schedule will be built around resource and inclusion times.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional scheduling, our staff minutes in the day will be best utilized</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>




to support SPED students during the times they need assistance

**Staff Responsible for Monitoring:** SPED teachers, Principal, Diagnostician

**Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 1:** Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 3:** By July 2022, 80% of all English Language Learner (ELL) students will meet standard on the state assessments (STAAR).

**Evaluation Data Sources:** Response to Intervention (RtI) data, District Common Assessment data, STAAR data, G2 schedule, counselor data,





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Daily use of Sheltered Instruction strategies in the classroom. <b>Strategy's Expected Result/Impact:</b> Increase in benchmark and state assessment scores <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use of Response to Intervention process to identify and address student needs. <b>Strategy's Expected Result/Impact:</b> Increase in benchmark and state assessment scores <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Daily intervention time (G2 Time) to address individual student needs. <b>Strategy's Expected Result/Impact:</b> Increase in benchmark and state assessment scores. <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Reading A to Z Student books and Raz-kids.com access - Title I (211) - \$2,956	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implementation of Student Success Skills program to improve study habits, goal-setting, and classroom performance. <b>Strategy's Expected Result/Impact:</b> Increase in classroom performance, i.e. grades, test scores, behavioral adjustments <b>Staff Responsible for Monitoring:</b> Counselor, Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 4:** By July 2022, 80% of Economically Disadvantaged students will meet standard on the state assessment (STAAR).

**Evaluation Data Sources:** Response to Intervention (RtI) data, District Common Assessment data, STAAR data, G2 schedule, counselor data,  
 G2 intervention: \$36,300.86  
 Instructional Coach: \$38, 237.39

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Response to Intervention (RtI) process will allow collaboration on the determination of effective interventions for struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in benchmark and state assessment scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Targeted intervention for students in grades 3-5, based on demonstrated weaknesses in benchmark data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in benchmark and state assessment scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention resource: Mentoring Minds - Title I (211) - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Mentoring program via staff members and high school students to provide psycho-social support for identified learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in benchmark and state assessment scores.</p> <p>Increase in the positive, optimistic outlook of students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement specific, targeted Writing instruction for Economically Disadvantaged students to address applicable areas on STAAR assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Writing STAAR scores for Economically Disadvantaged students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, 4th grade teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Use a digital data wall to track specific student data throughout the year using BOY/MOY MAP testing and District Common Assessments to determine needs for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Allows teachers to hyper focus on students that are continuously struggling</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers, instructional coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Goal 1:** Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 5:** Northside Elementary will utilize the successful implementation of Drop Everything and Write across the campus; in order to vertically align writing expectations.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Student notebooks, rubrics, scores from Reading test in 3rd-5th grade

**Goal 1:** Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 6:** The Campus Multi-Tiered Systems of Support team will collaborate to create a plan for 3 mandatory data points to be utilized when referring students for Tier 3 level intervention services, special ed, or dyslexia.

**Evaluation Data Sources:** data forms, a clearly defined MTSS process, minutes from the collaboration meeting

**Goal 1:** Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 7:** By May 2023, there will be a 40% mathematics automaticity growth amongst students in 2nd-5th grade. Campus Mathematics, the instructional coach, the district math coordinator, and teachers will work together to create a plan to address the concern of math fluency.

**Evaluation Data Sources:** Documented plan, Meeting minutes, STAAR testing data

**Goal 1:** Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

**Performance Objective 8:** ELAR teachers in grades K-5 will be trained in Jan Richardson Guided Reading practices.

**Evaluation Data Sources:** Growth in Tier 1 reading, fewer students requiring Tier 2/3 reading intervention



**Goal 1:** Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.





**Performance Objective 9:** By September of 2022, multiple systems will be put in place (Book buddies, Peer support, Junior Counselors, Mentorship from 4th/5th graders, Student Council welcoming committee, etc) in order to support the social and emotional needs of all students and allow for peer connections across the campus.

**Evaluation Data Sources:** Lower suicide protocols, student survey results, discipline reduction for targeted students

**Goal 2:** Northside Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

**Performance Objective 1:** There will be a 10% decrease in discipline incidents and a 2% increase in attendance this year.





**Evaluation Data Sources:** Attendance data, discipline data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Positive reinforcement for attendance (Perfect Attendance popcorn, Punctual Person cards, bike drawing) <b>Strategy's Expected Result/Impact:</b> Percentage increase in attendance rate <b>Staff Responsible for Monitoring:</b> Classroom teachers, principal <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implementation of school-wide Positive Behavior Intervention Support (PBIS) to reduce the number of office referrals and students assigned to the Disciplinary Alternative Education Program (DAEP). <b>Strategy's Expected Result/Impact:</b> Decrease in discipline incidents <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal (Campus Behavior Coordinator) <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Goal 2:** Northside Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

**Performance Objective 2:** 100% of students will participate in a health and fitness program.

**Evaluation Data Sources:** Coordinated Approach to Child Health (CATCH) materials, School Health Advisory Council (SHAC) meeting agendas and minutes, Fitness Gram data, fluoride varnish participation data, vision/hearing screening data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review and implement the district approved Coordinated Approach to Child Health (CATCH) program and district guidelines at grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased focus on health campus-wide</p> <p><b>Staff Responsible for Monitoring:</b> PE Teacher, Principal, CATCH Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Northside Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.





**Performance Objective 3:** Northside will continue to work with maintenance to refresh the campus with a focus on painting, furniture, and removal of the old lockers.

**Evaluation Data Sources:** Physical appearance of the campus, Maintenance plan

**Goal 3:** Northside Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

**Performance Objective 1:** By November 2022, 100% of teachers and paraprofessionals will be supported with relevant professional development.

**Evaluation Data Sources:** Data from STAAR and DCAs, Teacher feedback  
Instructional Coach: \$38, 237.39

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with various leadership opportunities- committees, PLC leaders, trainers of specific platforms (Google, eduphoria, skyward).</p> <p><b>Strategy's Expected Result/Impact:</b> Strengthen the leadership capacity on the campus, campus morale boost</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Leaders, Asst Principal, Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development in all components identified in the WISD Framework for Effective Teaching and Learning</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Department, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Build a collaborative staff/campus atmosphere where teachers will vertically plan, visit each other's rooms, and host effective, purposeful PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Removal of the feeling that there is teachers are working in silos, focus on all means all, remove competition</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Team Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Northside Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

**Performance Objective 2:** By January of 2022, there will be a system of communication with all paraprofessionals.

**Evaluation Data Sources:** AP as para team leader, communication documentation

**Goal 3:** Northside Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

**Performance Objective 3:** By August of 2023, new (to the district) teachers will feel well supported through a campus mentoring program lead by our instructional coach, a team leader, and the Heart Team. There will be bi-monthly meetings planned for new to district teachers.

**Evaluation Data Sources:** Meeting notes, meeting minutes, calendar, survey new teachers at the end of the year to see how we could have better supported them

**Goal 3:** Northside Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

**Performance Objective 4:** By May of 2022, the Northside staff will receive trauma-informed and intensive behavior training.

**Evaluation Data Sources:** Sign in sheets, PowerPoint from trainings



**Goal 3:** Northside Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

**Performance Objective 5:** By September 2021, all SPED and stand-alone positions will be assigned a grade level to PLC and collaborate with.





**Evaluation Data Sources:** Campus culture survey results, Meeting minutes, overall staff satisfaction of inclusive practices

**Goal 4:** Northside Elementary will leverage the latest technology to provide a Blended Learning focus and create a student centered learning environment.

**Performance Objective 1:** The campus will effectively utilize the technology tools provided by the district to enhance academic growth for our students while seeking technology that meets the needs of students.

**Evaluation Data Sources:** Network usage report, Eduphoria Workshop reports, Comprehensive Needs Assessment (CNA) data, technology survey data, board reports, audit reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize PTO, Title 1 Money, and other sources to add 5 devices per classroom (in a phased roll out) to K-5, starting with 2nd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in network storage capacity for smooth technology integration.</p> <p><b>Staff Responsible for Monitoring:</b> Principal , Tech Department</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide 21st century technology tools and training for teachers and administrators to enable staff to achieve the district recommended 6 hours of Technology PD per year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of technology tools in the classrooms. Increase in student engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology, Coordinator of Instructional Technology, Principal, Campus Advisory Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase student/staff use and proficiency of technology to enhance academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student/staff use and proficiency of technology. Enhanced academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Remove traditional homework expectations and replace with homework choice boards.</p> <p><b>Strategy's Expected Result/Impact:</b> Bridging the gap between home and school without requiring hours of homework, allows parents to see what students are working on at school, differentiates for students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Grade Level Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 4th and 5th grade teachers will be trained in the Station Rotation Blended Learning Model.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic Achievement will improve, student engagement will grow, students will be able to take ownership of their learning on their level</p> <p><b>Staff Responsible for Monitoring:</b> Ashley Cieri, Debbie Needham, Principal, Asst Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

**Goal 4:** Northside Elementary will leverage the latest technology to provide a Blended Learning focus and create a student centered learning environment.

**Performance Objective 2:** By August of 2022, there will be 12 additional interactive TVs purchased for the 100 hallway.

**Evaluation Data Sources:** Budget, POs

**Goal 5:** Northside Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

**Performance Objective 1:** By June 2021, there will be a 80% increase in parental involvement.


**Evaluation Data Sources:** Parent conference data, campus website, social media data, sign-in sheets, meeting agendas, parent involvement data


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children: (a). Provide parents the opportunity to receive information about extra-curricular activity opportunities (specifically UIL and Destination ImagiNation), and (b). Provide parents with information about how the district defines high-quality teaching and learning</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement in their childrens' education</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Revise and update campus and teacher websites to ensure parents have access to pertinent information and news.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental understanding of campus events and news</p> <p><b>Staff Responsible for Monitoring:</b> Computer Lab Teacher, Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Organize and promote a Practical Parent Education (PPE) Night each semester of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental understanding of strategies for helping children succeed.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize campus Facebook/Twitter pages and consistently use School Messenger to provide updates regarding campus activities and events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental understanding of campus activities and events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Asst. Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Encourage parent attendance at Parent Teacher Organization (PTO) meetings by consistent advertising via multiple media outlets, e.g. School Messenger, parent flyers, website, marquee, student calendars, and social media</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent involvement on campus and during school-related activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Send home a monthly newsletter from the Principal.</p> <p><b>Strategy's Expected Result/Impact:</b> Better communication with parents</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Campus wide SMORE Digital Newsletters for Grade levels and Principal/Counselor to promote family engagement - Title I (211) - \$999</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Host "minute meetings" with every Northside student by September 30, 2021.</p> <p><b>Strategy's Expected Result/Impact:</b> Figure out students' emotional and physical needs</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Use the TVs in the hallway and cafeteria of the school to introduce new students and post important upcoming events.</p> <p><b>Strategy's Expected Result/Impact:</b> Make new students feel welcome, communication amongst all stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Send families a bi-weekly text message, through school messenger.</p> <p><b>Strategy's Expected Result/Impact:</b> Help notify parents of important dates</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture**

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Goal 5:** Northside Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

**Performance Objective 2:** By September 30, 2021, all teachers will make telephone or face-to-face contact with every parent assigned to their homeroom.





**Evaluation Data Sources:** Phone logs, sign in sheet from face to face meeting



**Goal 6:** Northside Elementary will allocate resources to ensure that students, parents, and the community receive optimal educational services.

**Performance Objective 1:** By June 2021, 100% of the campus resources will be used effectively to have the greatest impact on student achievement.

**Evaluation Data Sources:** Staffing plans, federal and state fund guidelines, inspection reports, board reports, Comprehensive Needs Assessment (CNA) data, transportation records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance with guidelines, policies, and laws to increase student success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Federal Programs Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop staffing priorities and plans based on proposed funding projections to meet campus/student needs</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain adequate staffing to meet student needs</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Human Resources, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Schedule internal building inspections to identify and anticipate needs and provide appropriate funding for preventive maintenance.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify and address building maintenance needs</p> <p><b>Staff Responsible for Monitoring:</b> Director of Facilities, Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Purchase and adopt a Social Emotional curriculum to address the current issues our students are dealing with due to stress. (Suicidal thoughts, lack of empathy, lack of boundaries, etc)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will better relate with one another, students will be given proper coping techniques</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 6:** Northside Elementary will allocate resources to ensure that students, parents, and the community receive optimal educational services.

**Performance Objective 2:** By January 2022, team leaders will work with the campus admin and intervention team to create a plan to make our intervention time more successful.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Meeting minutes, G2 plan

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Haynes	Instructional Paraprofessional	Title 1	1.0
Lindsey Oliver	Title 1 Aide	Title 1	1.0
Shanna Thrash	Instructional Coach	Title I	.5

# Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Instructional Coach		\$38,237.39
1	1	6	Instructional Personnel		\$55,646.43
1	3	3	Reading A to Z Student books and Raz-kids.com access		\$2,956.00
1	4	2	Intervention resource: Mentoring Minds		\$4,000.00
5	1	6	Campus wide SMORE Digital Newsletters for Grade levels and Principal/Counselor to promote family engagement		\$999.00
<b>Sub-Total</b>					\$101,838.82
<b>Grand Total</b>					\$101,838.82

# Addendums