

Waxahachie Independent School District

Northside Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading



Board Approval Date: November 12, 2018
Public Presentation Date: November 12, 2018

Mission Statement

Continuing our tradition of “excellence in education,” the mission of the Waxahachie Independent School District is to develop through a cooperative effort with the home and community, well-educated, responsible citizens who can excel in a complex world.

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: July 16, 2018

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 2016-17 Texas Academic Performance Report (TAPR) for Northside Elementary:

Total Student Enrollment:

- 480

Ethnic Distribution:

- African American: 4.6%
- Hispanic: 24.2%
- White: 68.8%
- American Indian: .8%
- Asian: 0.0%
- Pacific Islander: 0.0%
- Two or More Races: 1.7%

Student Groups:

- Economically Disadvantaged: 50.8%
- English Language Learners (ELL): 1.5%
- Students w/Disciplinary Placements (2015-16): 0.0%
- At-Risk: 39.4%
- Special Education: 12.1%

- Gifted and Talented Education: 1.6%
- Career and Technical Education: N/A
- Mobility (2015-16): 13.4%

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: We have a big change in our student population for the upcoming school year and our new families aren't familiar with our processes and procedures. We need to make sure they are assimilated effectively. **Root Cause:** The 2018 rezoning process is the cause of our change in student population.

Problem Statement 2: There is an opportunity to build more leadership capacity on campus and increase follow-up support in regard to professional development. **Root Cause:** Lack of time

Problem Statement 3: New students who enroll after the school year has started don't have sufficient support. **Root Cause:** New students miss beginning of year orientation and information.

Student Academic Achievement

Student Academic Achievement 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. We have received Distinction Designations for the past two years. 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 Academic Achievement 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 Academic Achievement Needs

Problem Statement 1: Our students did not perform well on the Writing portion of STAAR during the 2017 administration. **Root Cause:** Time constraints for teaching content. Vertical alignment issues.

Problem Statement 2: We have lower scores for Special Education and Economically Disadvantaged students on the state assessment. **Root Cause:** Assessment not aligned with the skill level of these students. Sometimes need for increased home support.

Problem Statement 3: Our 3rd grade scores on the 2018 STAAR assessment were low in both Reading and Math. **Root Cause:** Unclear at this point. More data needed. STAAR scores were not aligned with DCA data.

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 Response to Intervention (RtI) process for student who are not meeting performance standards. Additionally, students are frequently involved with extension activities (Northside U, tutoring, Science, Technology, Engineering, Arts, and Math - STEAM - Nights) 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 a 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 Eduphoria 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 through various campus committees on which teacher serve. All duty rosters and supervision schedules are created by the asst. principal and then shared with the campus. Northside hosts Running Club, Flags, Student Council, Percussion, Guitar, 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 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 on 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: Our teachers lack the opportunity to have consistent vertical planning conversations. **Root Cause:** Different conference times and insufficient time during the school day.

Problem Statement 2: BrightBytes survey data reflects that we need greater implementation of the 4 C's (collaboration, communication, creativity, critical thinking). **Root Cause:** Lack of training and emphasis on the 4 C's

Problem Statement 3: Northside's Response to Intervention (RtI) process is not consistently utilized as intended by all teachers. **Root Cause:** Lack of time for process, migratory students, lack of understanding of RtI procedures and documentation in Eduphoria.

Perceptions

Perceptions Summary

Overall, the perception of Northside Elementary is very positive. Most parent survey responders scored categories positively. 90% responded that they feel welcomed all/most of the time. All survey respondents indicated that staff reception is viewed as friendly, and teachers/administrators are easy to talk to. Student data indicates that both groups have a positive perception of the campus. Discipline referrals have decreased over the past 3 years, and positive supports are in place, which empower 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 on 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: 12% of parents indicated on survey that their child's homework is not challenging. **Root Cause:** Many different ability levels of students in the classroom. Focus on students who need intervention.

Problem Statement 2: 13% of students indicated on survey 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.

Problem Statement 3: Perception of some students and parents that bullying is a continued issue. **Root Cause:** Lack of understanding about true definition of bullying. Need for increased student leadership capacity.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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



Revised/Approved: July 16, 2018

Goal 1: Northside Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By June 2019, there will be a 10% increase in parental involvement.

Evaluation Data Source(s) 1: Parent conference data, campus website, social media data, sign-in sheets, meeting agendas, parent involvement data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>1) 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>	2.5	Principal, Asst. Principal	Increased parental involvement in their children's education				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Revise and update campus and teacher websites to ensure parents have access to pertinent information and news.</p>		Principal	Increase in parental understanding of campus events and news				

Critical Success Factors CSF 1 CSF 5 CSF 6 3) Organize and promote a Practical Parent Education (PPE) Night each semester of the school year.	2.6, 3.2	Counselor, Principal, Asst. Principal	Increase in parental understanding of strategies for helping children succeed.				
Critical Success Factors CSF 1 CSF 5 CSF 6 4) Develop and implement a Parent Compact and Parent and Family Engagement Policy to engage parents in their child's educational experience	3.1	Federal Programs Coordinator, Principal	Understanding of campus goals and parents' role in the process.				
Critical Success Factors CSF 5 CSF 6 5) Develop campus Facebook/Twitter pages and consistently use School Messenger to provide updates regarding campus activities and events.		Principal and Asst. Principal	Increase in parental understanding of campus activities and events.				
Critical Success Factors CSF 5 CSF 6 6) 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	2.6, 3.2	Principal, Asst. Principal	Increase in parent involvement on campus and during school-related activities.				
= Accomplished = Continue/Modify = No Progress = Discontinue							










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: During the 2018-19 school year, there will be zero breaches of security measures, in order to provide a safe environment.

Evaluation Data Source(s) 1: Training materials, audit reports, board reports, Emergency Operations Procedure (EOP) guidelines, Comprehensive Needs Assessment (CNA) data, meeting agendas and minutes, discipline reports, Parent Involvement Policy and Compact

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Conduct a security audit on campus</p>		Coordinator of Security, Principal, Asst. Principal	Identify areas that need to be addressed regarding campus security. Ensure our facilities and procedures are optimized for student safety.				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Maintain campus Emergency Operations Procedures (EOP) guidelines</p>		Coordinator of Security, Principal, Asst. Principal	Ensure that staff and students understand emergency operations procedures.				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Complete a campus facilities needs assessment on security cameras, lighting, and badge access</p>		Director of Facilities, Coordinator of Security, Principal	Identify areas that need to be addressed in regard to safety and security.				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>4) Implement policy, awareness education program, and training for staff members in the following areas: (a). Bullying and Cyber-bullying,(b). Child Abuse (c) Implement Bullying Policy as required under TEC 37.0832</p>	2.6	Principal, Asst. Principal, Counselor	Ensure that staff are adequately trained to handle situations related to bullying and child abuse.				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Develop and implement a plan to assist students and parents who transition between campuses or grade levels. A Parent Orientation will be provided for all parents to facilitate the transition to new grade levels.</p>	2.6, 3.2	Principal	Ensure that students and parents are able to make a smooth transition between campuses and/or grade levels.				
<p>Critical Success Factors CSF 3</p> <p>6) Conduct emergency drills at consistent intervals throughout the school year.</p>		Coordinator of Security, Principal, Asst. Principal	Efficient and timely student and staff participation. Increased school safety.				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>7) Provide training for staff on Standard Response Protocol through the I Love You Guys foundation to address violence prevention and effective staff responses.</p>		Coordinator of Security, Principal, Assistant Principal	Increased school safety				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = 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 2: There will be a 10% decrease in discipline incidents and a 2% increase in attendance this year.

Evaluation Data Source(s) 2: Attendance data, discipline data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Positive reinforcement for attendance (Perfect Attendance popcorn, Punctual Person cards, bike drawing)</p>	2.5, 2.6	Classroom teachers, principal	Percentage increase in attendance rate				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) 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).</p>	2.5, 2.6	Principal, Asst. Principal (Campus Behavior Coordinator)	Decrease in discipline incidents				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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: 100% of students will participate in a health and fitness program.

Evaluation Data Source(s) 3: 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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Review and implement the district approved Coordinated Approach to Child Health (CATCH) program and district guidelines at grades K-5.</p>	2.5	PE Teacher, Principal, CATCH Committee	Increased focus on health campus-wide				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>2) Complete Fitness Gram assessment at applicable grade levels</p>	2.5, 2.6	PE Teacher, Principal	Improvement/growth/progress in Fitness Gram Data for individuals and campus as a whole				
<p>Critical Success Factors CSF 1</p> <p>3) Fluoride Varnish program for students in K-2 to proactively address dental health</p>	2.6	Nurse, Principal	Student participation in program Decrease in dental issues for students				
<p>Critical Success Factors CSF 1</p> <p>4) Lions Club program for students who need eyeglasses</p>	2.6	Nurse, Principal	Student participation in program Decrease in eyesight issues for students in school setting				
<p>Critical Success Factors CSF 1</p> <p>5) Vision and hearing screenings for students in designated grade levels</p>	2.6	Nurse, Principal	Identification of students with vision and/or hearing issues				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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 4: By June 2019, 100% of the facilities management goals will be completed.

Evaluation Data Source(s) 4: Demographer report, long range planning report, PEIMS data, staffing plans, energy usage report

Summative Evaluation 4:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 1) Trends in staffing, facility, and program needs will be gathered during the 2018-19 school year to be prepared for the 2019-20 school year.	2.4, 2.6	Deputy Superintendent of HR and Legal Services, Asst. Superintendent of Leadership and Academics, Principal	Proactively provide optimal staffing, facilities, and programming				
Critical Success Factors CSF 1 CSF 2 CSF 3 2) Analyze both short and long term needs for school facilities and project the additional costs for potential staffing needs	2.4, 2.6	Chief Financial Officer, Deputy Sup of HR, Director of Facilities, Principal	Proactively provide optimal staffing, facilities, and programming				
Critical Success Factors CSF 3 3) Review Energy Management strategies for facilities.		Director of Facilities, Principal	Conservation of energy and resources				
= Accomplished = Continue/Modify = No Progress = Discontinue							








Goal 3: Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 1: By July 2019, 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 Source(s) 1: 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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Monitor and support the district's guaranteed and viable curriculum - TEKS Resource System (TRS).</p>	2.4, 2.6	Principal, Asst. Principal, Campus Advisory Team	Students will be taught the Texas Essential Knowledge and Skills				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Conduct Purposeful Planning sessions (WLab) for grade level teams in all content areas.</p>	2.4, 2.5, 2.6	Curriculum and Instruction Department, Principal	Effective professional development for instructional staff; teacher professional growth.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Increase Writing achievement with staff development on the Empowering Writers program.</p>	2.4, 2.5, 2.6	Curriculum and Instruction Department, Principal	Increase in writing achievement among all learners. Title 1 funding				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Decrease the gap in STAAR reading achievement between student groups in all subject areas by utilizing Leveled Literacy Intervention (LLI).</p>	2.4, 2.5, 2.6	Curriculum and Instruction Department, Principal, Asst. Principal	Increased percentage of students meeting expectations on the state assessment instruments				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Increase staff access to STAAR and other assessment data for improvement of instruction and learning.</p>	2.4, 2.6	Principal, Curriculum and Instruction Department	Improvement of instruction and learning. Effective data mining to work toward student success.				

<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Increase student/staff use and proficiency of technology to enhance academic achievement.</p>	2.4, 2.5, 2.6	Principal, Asst. Principal	Increase in student/staff use and proficiency of technology. Enhanced academic achievement.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) Decrease the percentage of students retained at the Student Success Initiative (SSI) grade level 5 through data analysis and focused intervention</p>	2.4, 2.5, 2.6	Principal, Asst. Principal	Decrease in percentage of students retained at 5th grade (SSI grade level).				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Increase the percentage of students meeting expectations on the K-2 reading assessment through Reading Recovery intervention.</p>	2.4, 2.6	Principal, Asst. Principal	Increase in percentage of students meeting grade level expectations in Reading.				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: Title I (211) - 85000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Increase the percentage of special education students included in general education classes</p>	2.4, 2.5, 2.6	Principal, Special Education Teacher	Increase in exposure to grade level content and skills. Increase in inclusivity among peers.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>10) Increase the percentage of ELL students who improve by one or more proficiency levels and who earn the Advanced High proficiency rating via the use of Sheltered Instruction strategies in the classroom.</p>	2.4, 2.6	LPAC Coordinator, Principal	Increase in proficiency levels of ELL students.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) Monitor the effectiveness of the Gifted/Talented program at Northside for grades K-5.</p>	2.4	G/T Specialist, Principal	Increase effectiveness of GT programs.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>12) Continue to implement the Response to Intervention (RtI) layered model for effective student support.</p>	2.4, 2.5, 2.6	Principal	Timely identification of students in need and implementation of intervention supports.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>13) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities and SST meetings.</p>	2.4, 2.5, 2.6	Principal, Asst. Principal	Increased teacher effectiveness and student success.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>14) Gather feedback from all teachers regarding the implementation of all local benchmarks and curriculum checks; Data must be reviewed via Eduphoria: Teachers review data from district common assessments at WLab sessions to improve student mastery</p>	2.4, 2.5, 2.6	Principal, Asst. Principal	Increased teacher effectiveness and student progress.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>15) All students identified with dyslexia will receive instruction in the dyslexia program for a minimum of 45 minutes per day.</p>	2.4, 2.5, 2.6	Dyslexia teacher, Principal	Improvement in reading/spelling skills and progress (moving up through kits) in program				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>16) 5th grade Career Fair will be hosted to introduce students to a variety of career options.</p>	2.5	Counselor	Student exposure to a variety of career options.				
<p>Comprehensive Support Strategy Targeted Support Strategy</p> <p>17) Implement specific, focused Reading and Math instruction for SPED students, to address the missed System Safeguard with the 2017 STAAR results.</p>		Principal, SPED teachers	Increase in Math and Reading STAAR scores for SPED students on the 2018 STAAR.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>18) Provide targeted intervention in the areas of Writing for identified (Hispanic and Economically Disadvantaged) students.</p>	2.4, 2.6	Principal	Increase in Writing scores for 4th graders on the state assessment.				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Title I (211) - 27141.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue</p>							

Performance Objective 1 Problem Statements:






Student Academic Achievement
Problem Statement 1: Our students did not perform well on the Writing portion of STAAR during the 2017 administration. Root Cause 1: Time constraints for teaching content. Vertical alignment issues.
Problem Statement 3: Our 3rd grade scores on the 2018 STAAR assessment were low in both Reading and Math. Root Cause 3: Unclear at this point. More data needed. STAAR scores were not aligned with DCA data.

Goal 3: Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 2: By July 2019, 80% of all Special Education students will meet standard on the state assessments (STAAR).

Evaluation Data Source(s) 2: ESPED data, G2 schedules, counselor data, District Common Assessment data, STAAR data,

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Increase inclusion time and support for Special Education students.</p>	2.4, 2.5, 2.6	Principal, Special Education teacher	Increase in benchmark and state assessment scores Schedule of Services data				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Daily intervention time (G2 Time) to address individual student needs.</p>	2.4, 2.5, 2.6	Principal, Asst. Principal	Increase in benchmark and state assessment scores				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Mentoring program via staff members and high school students to provide psycho-social support to identified learners.</p>	2.5, 2.6	Principal, Counselor	Increase in benchmark and state assessment scores. Increase in positive, optimistic outlook of students.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Implementation of Student Success Skills program to improve study habits, goal-setting, and classroom performance.</p>	2.4, 2.5, 2.6	Counselor, Principal	Increase in classroom performance, i.e. grades, test scores, behavioral adjustments.				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Implement specific, targeted math and reading instruction and support for Special Education students to address what wasn't met with STAAR results.</p>	2.4, 2.5, 2.6	Principal, SPED teachers	Increase in Math and Reading STAAR scores for Special Education students on the state assessment.				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 3: Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 3: By July 2019, 80% of all English Language Learner (ELL) students will meet standard on the state assessments (STAAR).

Evaluation Data Source(s) 3: Response to Intervention (RtI) data, District Common Assessment data, STAAR data, G2 schedule, counselor data,

Summative Evaluation 3:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Daily use of Sheltered Instruction strategies in the classroom.	2.4, 2.6	Principal, Asst. Principal	Increase in benchmark and state assessment scores				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Use of Response to Intervention process to identify and address student needs.	2.4, 2.5, 2.6	Principal, Asst. Principal	Increase in benchmark and state assessment scores				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Daily intervention time (G2 Time) to address individual student needs.	2.4, 2.5, 2.6	Principal, Asst. Principal	Increase in benchmark and state assessment scores.				
Critical Success Factors CSF 1 CSF 5 4) Mentoring program via staff members and high school students to provide psycho-social support for identified learners.	2.5, 2.6	Principal, Counselor	Increase in benchmark and state assessment scores. Increase in the positive, optimistic outlook of students.				
Critical Success Factors CSF 1 CSF 2 CSF 4 5) Implementation of Student Success Skills program to improve study habits, goal-setting, and classroom performance.	2.4, 2.5, 2.6	Counselor, Principal	Increase in classroom performance, i.e. grades, test scores, behavioral adjustments				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							





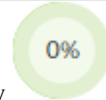

Goal 3: Northside Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 4: By July 2019, 80% of Economically Disadvantaged students will meet standard on the state assessment (STAAR).

Evaluation Data Source(s) 4: Response to Intervention (RtI) data, District Common Assessment data, STAAR data, G2 schedule, counselor data,

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Response to Intervention (RtI) process will allow collaboration on the determination of effective interventions for struggling students.</p>	2.4, 2.5, 2.6	Principal, Asst. Principal	Increase in benchmark and state assessment scores.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Targeted intervention for students in grades 3-5, based on demonstrated weaknesses in benchmark data.</p>	2.4, 2.5, 2.6	Principal, Asst. Principal	Increase in benchmark and state assessment scores.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Mentoring program via staff members and high school students to provide psycho-social support for identified learners.</p>	2.5, 2.6	Principal, Counselor	Increase in benchmark and state assessment scores. Increase in the positive, optimistic outlook of students.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Daily intervention time (G2 Time) to address individual student needs.</p>	2.4, 2.5, 2.6	Principal, Asst. Principal	Increase in benchmark and state assessment scores.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Implementation of Student Success Skills program to improve study habits, goal-setting, and classroom performance.</p>	2.4, 2.5, 2.6	Counselor, Principal	Increase in classroom performance, i.e. grades, test scores, behavioral adjustments				

Critical Success Factors CSF 1 CSF 4 6) Tutoring provided for all homeless students.	2.4, 2.5, 2.6	Principal, Counselor	Increase in benchmark and state assessment scores. Increase in the positive, optimistic outlook of students.				
	Problem Statements: Demographics 1, 3 Funding Sources: Professional Extra Duty - 2000.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 7) Implement specific, targeted Writing instruction for Economically Disadvantaged students to address applicable areas on STAAR assessment.	2.4, 2.5, 2.6	Principal, 4th grade teachers	Increase in Writing STAAR scores for Economically Disadvantaged students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: We have a big change in our student population for the upcoming school year and our new families aren't familiar with our processes and procedures. We need to make sure they are assimilated effectively. Root Cause 1: The 2018 rezoning process is the cause of our change in student population.
Problem Statement 3: New students who enroll after the school year has started don't have sufficient support. Root Cause 3: New students miss beginning of year orientation and information.






Goal 4: 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 2019, 100% of teachers and paraprofessionals will be highly qualified.

Evaluation Data Source(s) 1: HR certification records, staffing reports, Eduphoria Workshop report, meeting agendas and sign-in sheets, SBEC reports, teacher retention data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Analyze all teacher data in the areas of: (a). certification, (b). testing, (c). staff development, and (d). service records to ensure that all meet the highly qualified status</p>	2.4, 2.6	Deputy Superintendent of HR, Principal	Ensure that all teachers meet highly qualified status				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide incentives for teachers to obtain ESL and/or GT certification/endorsement</p>	2.4, 2.6	Deputy Superintendent of HR, Principal	Increase in certifications among teaching staff.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Provide a Beginning Teacher professional development and mentoring program (G.U.I.D.E. Program)</p>	2.4, 2.6	Deputy Superintendent of HR, GUIDE Coordinator, Principal	Increase in effectiveness for beginning teachers				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide professional development in all components identified in the WISD Framework for Effective Teaching and Learning</p>	2.4, 2.6	Curriculum and Instruction Department, Principal	Increase in teacher effectiveness				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>5) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Communities and providing monthly PLC meeting dates/times.</p>	2.4, 2.6	Principal	<p>Increase in teacher effectiveness and student success. Increase in positive work culture.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 5: Northside Elementary will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

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 Source(s) 1: Network usage report, Eduphoria Workshop reports, Comprehensive Needs Assessment (CNA) data, technology survey data, board reports, audit reports

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 4 CSF 6 1) Review trends of network usage and storage capacity to develop plans for growth.	2.4, 2.5	Director of Technology, Principal	Increase in network storage capacity for smooth technology integration.				
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 2) 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.	2.4, 2.5, 2.6	Director of Technology, Coordinator of Instructional Technology, Principal, Campus Advisory Team	Increased use of technology tools in the classrooms. Increase in student engagement.				
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 3) Evaluate existing technology hardware and software usage and standards; maintain and improve teacher/student technology access at campus.	2.4, 2.5, 2.6	Director of Technology, Coordinator of Instructional Technology, Principal, Campus Advisory Team	Increased use of technology tools in the classroom. Increase in student engagement.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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

Performance Objective 1: By June 2019, 100% of the campus resources will be used effectively to have the greatest impact on student achievement.

Evaluation Data Source(s) 1: Staffing plans, federal and state fund guidelines, inspection reports, board reports, Comprehensive Needs Assessment (CNA) data, transportation records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) 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>	2.4, 2.6	Principal, Federal Programs Coordinator	Compliance with guidelines, policies, and laws to increase student success.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Develop staffing priorities and plans based on proposed funding projections to meet campus/student needs</p>	2.4, 2.6	Deputy Superintendent of Human Resources, Principal	Maintain adequate staffing to meet student needs				
<p>Critical Success Factors CSF 6</p> <p>3) Schedule internal building inspections to identify and anticipate needs and provide appropriate funding for preventive maintenance.</p>		Director of Facilities, Principal	Identify and address building maintenance needs				
<p>4) Transportation will be followed for foster care (if needed) according to district policy.</p>	2.6	Assistant Superintendent of Leadership and Finance Assistant Superintendent of Leadership and Academics Foster Care Liaison	Meet transportation needs of students who are in foster care				



Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	17	Implement specific, focused Reading and Math instruction for SPED students, to address the missed System Safeguard with the 2017 STAAR results.
3	1	18	Provide targeted intervention in the areas of Writing for identified (Hispanic and Economically Disadvantaged) students.
3	2	5	Implement specific, targeted math and reading instruction and support for Special Education students to address what wasn't met with STAAR results.
3	4	7	Implement specific, targeted Writing instruction for Economically Disadvantaged students to address applicable areas on STAAR assessment.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CAT meeting to review committee reports and develop CNA - 5/10/18

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Jennifer Burns - Principal

Rachel Rector - Asst. Principal

Claire Thornhill - Counselor

Rachael Price - Nurse

Leslie Jurkash - Teacher

Amy Nutt - Teacher

Karen Ensinia - Teacher

Tiffany Walker - Teacher

Misty Gattin - Teacher

Julia Carrillo - Teacher

Dennell Harris-Kenney - Parent

Tammy Britt - Parent

Monica Macias - Parent

Andrea Ward - Parent

Isabel Garcia - Community

Nickie Weyrauch - Community

Brandie Dirmansyah - Business

Wendy Higginbotham - Business

2.2: Regular monitoring and revision

Formative review dates:

November 2018

January 2019

March 2019

June 2019

2.3: Available to parents and community in an understandable format and language

CIP will posted on the WISD website in October 2018.

CIP is in English and translation will be made available to parents upon request.

2.4: Opportunities for all children to meet State standards

Opportunities will be provided for all children to meet State standards by:

- Using effective instructional strategies and best practices that are scientifically research-based
- Using effective instructional strategies to meet the needs of economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English language learners

2.5: Increased learning time and well-rounded education

- After school tutoring will be provided to students who need additional learning time.
- Extra-curricular activities and programs will be introduced to provide a well-rounded education.

- Northside University enrichment clubs will provide additional learning opportunities.

2.6: Address needs of all students, particularly at-risk

Northside Elementary will work with the Curriculum department to evaluate data, identify student needs, and develop teacher instructional strategies to promote growth and success for all students, with an emphasis on students who are at-risk.

Daily intervention (G2 Time) built into the master schedule for all grade levels to meet individual needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy meeting on Parent Orientation Night - August 28, 2018.

The Parent and Family Engagement Policy will be posted to the campus website.

The Parent and Family Engagement Policy will be in English, and made available to parents in other languages upon request.

Copies of policy sent home with all students in September 2018.

3.2: Offer flexible number of parent involvement meetings

PTO Meeting dates for the 2018-19 school year:

Sept. 11

Oct. 9

Nov. 13

Jan. 22

Feb. 12

Apr. 9

May 14

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bonnie Bearden	Title 1 Teacher	Title 1/Reading Recovery	1.0
Erin Rodriguez	Title 1 Aide	Title 1	.5
Suzette Perlmutter	Title 1 Aide	Title 1	1.0

Campus Advisory Team

Committee Role	Name	Position
Administrator	Jennifer Burns	Principal
Administrator	Rachel Rector	Asst. Principal
Non-classroom Professional	Claire Thornhill	Counselor
Non-classroom Professional	Rachael Price	Nurse
Classroom Teacher	Leslie Jurkash	Teacher
Classroom Teacher	Amy Nutt	Teacher
Classroom Teacher	Karen Ensinia	Teacher
Classroom Teacher	Tiffany Walker	Teacher
Classroom Teacher	Misty Gattin	Teacher
Classroom Teacher	Julia Carrillo	Teacher
Parent	Dennell Harris-Kenney	Parent
Parent	Tammy Britt	Parent
Parent	Monica Macias	Parent
Parent	Andrea Ward	Parent
Community Representative	Isabel Garcia	Community Rep
Community Representative	Nickie Weyrauch	Community Rep
Business Representative	Brandie Dirmansyah	Business Rep
Business Representative	Wendy Higginbotham	Business Rep

Campus Funding Summary

Professional Extra Duty					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	6			\$2,000.00
Sub-Total					\$2,000.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	8			\$85,000.00
3	1	18			\$27,141.00
Sub-Total					\$112,141.00
Grand Total					\$114,141.00