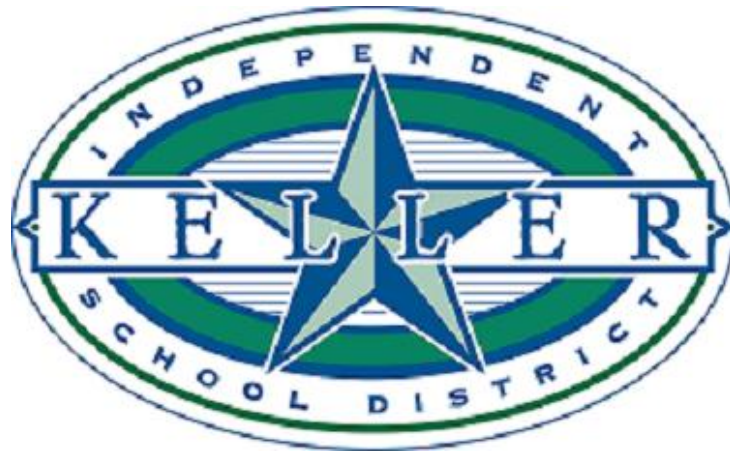


Keller Independent School District
North Riverside Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

North Riverside will challenge our diverse student population to achieve their highest potential.

Vision

North Riverside will continue to be an exceptional school in which to learn.

Value Statement

Students are NURTURED, ENCOURAGED and RESPECTED in order to be SUCCESSFUL in discovering their fullest potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Riverside Elementary is a suburban school that has been serving its community for more than 20 years. For the 21-22 school year, enrollment was 510 students. The Hispanic student population continues to be the largest population. According to the Aeries enrollment report, 47% students classified their ethnicity as Hispanic, 26% classified as White, 12% as African American, 6% as Asian, and 9% classify themselves as two or more races. North Riverside is proud to offer one-way dual language classes. 23% of the student population is a part of the Bilingual program. There are other academic programs which address students' academic needs: English Second Language classes (6%), Gifted and Talented (2%), Limited English Proficiency (30%), Response to Intervention (30.5%), Special Education (16.5%) and Title 1 Program (63%). As the school works to improve student performance, busy families work to improve the lives of students.

North Riverside currently has 19 monolingual teachers and 6 bilingual teachers in Pre- Kindergarten through Fifth Grade. Students are also served by 7 SPED teachers, 3 interventionists, 1 ESL specialist, 1 GT teacher, 5 Co-Curr teachers, 1.5 counselors and 3 administrators. According to state and district requirements, all paraprofessionals at North Riverside Elementary must hold at least an Associate degree or comparable college hours. Teachers discuss student progress through data talks, one-on-one interviews, professional development opportunities, faculty meetings and pre- summative interviews. PLC collaboration with campus administration and campus instructional coaches allow for teacher goal setting, growth and alignment to campus improvement goals. New teachers attend a mentoring program, INSPIRE ACADEMY in which they become acclimated with district and campus expectations. This creates a culture dedicated to the growth of teachers and students, working to train and retain quality staff.

Demographics Strengths

- North Riverside has a faculty and staff focused on growth for all students.
- North Riverside student population has increased with the addition of Pre-K and 5th grade to the campus.
- The student population is diverse and provides opportunities for students to work together to be culturally sensitive and aware.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over 50% of students at North Riverside have been identified as At Risk through state criteria. **Root Cause:** Transiency and underdevelopment of academic knowledge and skills for our students impacts their educational foundation.

Student Learning

Student Learning Summary

Administrators and faculty utilize the Continuous Improvement Model to streamline the process and procedures of data disaggregation. When assessing student learning the campus reviews data from NWEA MAP results and IStation ISTEP testing data, along with common assessments, formative assessments, and running records to monitor student progress. Teachers will use these assessment results in conjunction with strategically -planned interventions to ensure students remain within Tier 1 instruction.

In the 21-22 school year, teachers planned weekly with campus Math and Literacy coaches to collaborate and ensure cohesion and instructional effectiveness in all classrooms. The district purchase of Seesaw, Learning A-Z, Istation and Dreambox is also enhancing the learning experiences of the students at North Riverside. This technology integration will increase student productivity, differentiation and collaboration while also enhancing student engagement, motivation and ownership of learning.

This year new instructional strategies will continue to be implemented through AVID - Advancement Via Individual Determination. This learning environment will allow for a more in-depth and broader model of instruction - more individualized and personalized learning. Teachers will be trained in monthly strategies addressing increased levels of thinking and discourse and powerful instructional practices will be monitored to improve Tier 1 Instruction in all classrooms. Grade level intervention time that includes targeted skill development and flexible grouping will allow teachers to collaborate to address each student's needs through one-on-one or small group instruction. During the 21-22 school year, Student Discourse levels showed a steady increase throughout the school year, with end of year totals showing 46% Level 2 discourse and 9% level 3 or 4 across the campus. Percentages indicating no student discourse went from 31% to 9%, showing that students are being given more opportunities to share their thinking and discuss their learning.

For the 21-22 school year, North Riverside Elementary continued its implementation of The Leader in Me. This leadership program focuses on staff, student and family education about the 7 Habits of Highly Effective People and the 5 Paradigms of Leadership. Campus wide book studies and training prepared all staff to live out the habits and paradigms and to teach them to the students. This training will continue into the 22-23 school year, with a continued focus on student goal setting and family education. Teachers will continue to serve on Action Teams and the Lighthouse Leadership Team to lead the implementation. Staff, student and family survey data will be used to set goals and progress will be tracked throughout the year. This will develop increased campus ownership for all stakeholders, which will also positively impact student learning. MRA results for the 21-22 school year showed increases in Student Empowerment and Academic Self Efficacy of 14 percentage points, Growth Mindset increase 16 points, and Teacher Instructional Efficacy increased 9 percentage points.

The Covid 19 pandemic has continued to have an impact on the learning and progress of the students at North Riverside. NWEA MAP assessment and STAAR data have identified gaps in student learning across grade levels, particularly in the areas of Reading and Math. Intensive and focused interventions will be utilized to continue to address these deficits. Teacher collaboration, before, during and after school tutorials, planning with campus coaches and vertical and horizontal teams will be utilized to plan and implement instruction that is targeted to meet the needs of all students.

Below are the test scores for the 21-22 school year:

- 71% Grade 3 Reading
- 65% Grade 4 Reading
- 80% Grade 5 Reading
- 55% Grade 3 Math
- 52% Grade 4 Math
- 70% Grade 5 Math

Student Learning Strengths

- AVID strategy implementation is increasing student levels of discourse across the campus.
- Leader in Me implementation will increase student ownership and achievement. MRA results show increases in Student Empowerment and Academic Self-Efficacy, as well as

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student gaps in learning continue to be seen in Reading and Math. **Root Cause:** The challenges of the pandemic impacted the effectiveness of instruction from March 2020 to the present.

School Processes & Programs

School Processes & Programs Summary

Within the learning environment, teachers and staff can utilize a plethora of instructional materials embedded within the curriculum documents. Reader's and Writers Workshop and Pearson's Investigations are being used as the districts primary instructional resources for Reading, Writing and Math Workshop Models. The workshop model maximizes students' ability to practice or apply a skill while the teacher utilizes Shared Reading and Writing, Guided Reading and Responsive Rotations to determine individual needs in a small group setting.

During each stage of learning, AVID Elementary incorporates:

- **Student Success Skills** – encompassing communication skills (e.g., listening, speaking, writing), self-advocacy skills, and study skills.
- **Organizational Skills** – both mental and physical; students are given organizational tools, as well as time management, goal-setting, and note-taking strategies.
- **WICOR Lessons** – emphasize instruction on writing to learn, inquiry, collaboration, organization and reading to learn in all content areas.
- **Partnerships** – among students, classrooms, grade levels, schools, feeder patterns, families and communities.

Teachers will continue to embed AVID strategies within lessons and the classroom environment to increase learning and engagement – conversations, structured movement, and student-centered activities. Implementation of Elementary AVID will require administrators and teachers to become reflective practitioners -- delving deeper into the curriculum documents, engaging in authentic discussions which address collective efficacy and student achievement, and actively implementing relevant professional development to address teaching and student deficiencies. Embarking upon AVID Elementary will require the additional purchase of supplies at the campus level. These supplies include but are not limited to: post-it notes, pencils, highlighters, dividers, pens, erasers, notebooks, binders, sheet protectors, student planners, pocket folders, scotch tape, loose leaf paper, crayons, dry erase markers and boards and Ziploc baggies. These items are essential to teaching WICOR Lessons and Organizational Skills.

Technology integration will continue to be an important part of student progress at NRES. iPads and Chromebooks will be used to utilize learning platforms like Istation, Dreambox, Reading A to Z, Seesaw and Google Classroom in order to ensure growth for all students. Maintenance of this technology, along with the accessories needed, will continue to be an important consideration for improvement at NRES.

For the 21-22 school year, North Riverside Elementary continued its implementation of The Leader in Me. This leadership program focuses on staff, student and family education about the 7 Habits of Highly Effective People and the 5 Paradigms of Leadership. Campus wide book studies and training prepared all staff to live out the habits and paradigms and to teach them to the students. This training will continue into the 21-22 school year, with a focus on student goal setting and family education. Teachers will continue to serve on Action Teams and the Lighthouse Leadership Team to lead the implementation. Staff, student and family survey data will be used to set goals and progress will be tracked throughout the year. This will develop increased campus ownership for all stakeholders, which will also positively impact student learning.

Within the North Riverside faculty and staff, there is renewed commitment to working hard and providing educational opportunities for our students that are engaging and will work to meet the needs of our diverse clientele. With AVID and Leader in Me implementation, we have found an overarching “why” that is shared among the campus. Teachers have a common vision and purpose that unifies the campus and brings our great ideas and good intentions together. Leader in Me provides this unification and creates a shared mission and vision as the teachers learn the importance of the 7 Habits and the impact they can have on their personal lives along with the potential the 7 Habits have for enhancing the lives of our students and their families as they also put them into practice.

To support and retain the types of teachers and facilitators needed to ensure growth for all students, campus and district Math and Literacy Coaches actively implement professional development and authentic discussions about curriculum, instruction, and assessments. The Coaches work with teachers each week to delve into the curriculum, observe instruction, model lessons and provide constructive feedback to improve student engagement and achievement. Professional Learning Communities meet to discuss results of classroom data and create a plan of action with colleagues and administration. For the 21-22 school year, pre and post assessments will be utilized to monitor student performance and growth. This data will also be utilized during PLCs and teacher planning to make instructional decisions that are based on the needs of all students.

Lastly, tutoring is another opportunity provided for students to receive remediation or extension to address individualized learning. All faculty are encouraged to provide tutoring for students before, during and after school. Time is spent planning with our coaches to ensure targeted interventions that are designed to meet the needs of each student. The added

learning time gives teachers a new perspective on students' strengths and weaknesses to address daily.

School Processes & Programs Strengths

- Reading, Writing and Math Workshop models are the frameworks of learning.
- Elementary AVID will be a campus-wide initiative.
- Campus faculty and staff share a passion and dedication to providing relevant and engaging learning opportunities for students.
- Technology needs are addressed at the campus level -- purchasing and training.
- Leader in Me implementation will improve campus wide processes and increase ownership of all stakeholders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students continue to lag behind academically despite Tier 1 instruction, interventions and tutoring efforts. **Root Cause:** Pre and post assessments are not utilized to track student growth and performance.

Perceptions

Perceptions Summary

When surveying parents about their interactions and involvement with school approximately 8% participated in the 2021-2022 Title 1 Parent Involvement Survey. When asked about involvement and governance of the school 81% received and understood the compact, and 90% discussed with their child's teacher about the compact.

85% of the parents surveyed reported interest in parent involvement activities offered by the school. When asked about their preferences for future activities, 80% of families preferred all in person or a blend of in person and virtual events. Only 20% of responses indicated a desire for all virtual events moving forward. Parents also indicated that after school events were the best times for their families.

Parent participation in after school events increased by multiple percentage points for every event. Families are excited to be able to come into the building and see and hear what their children are learning.

When responding to the Leader in Me MRA survey, parents rating of school and family partnerships increased by 3%. Barriers to Engagement decreased 3%, and family efficacy increased 2%. Leader in Me implementation is working toward creating a shared mission and vision as the teachers learn the importance of the 7 Habits and the impact they can have on their personal lives, along with the potential the 7 Habits have for enhancing the lives of the students and their families. In previous years, there has also been a gap between campus and family relationships. Through continued school-wide implementation and the opportunity for family learning events in the coming school year, Leader in Me will continue to unify all toward a common language and purpose for the campus. Leader in Me in action will bring all stakeholders together and provide the inspiration and momentum that will take NRES into its bright future.

Perceptions Strengths

- Parents received school compact and parent involvement policy.
- PTA and school faculty and staff have worked together this year to build a foundation of positive and supportive relationships.
- Leader in Me has increased partnerships and maintained family efficacy.
- School activities were varied and were well attended.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents need more training and understanding of the programs and instructional strategies available to their children. **Root Cause:** Faculty needs to continue growing in a common purpose and program to build authentic and transparent relationships and capacity to host trainings.

Priority Problem Statements

Problem Statement 5: Over 50% of students at North Riverside have been identified as At Risk through state criteria.

Root Cause 5: Transiency and underdevelopment of academic knowledge and skills for our students impacts their educational foundation.

Problem Statement 5 Areas: Demographics

Problem Statement 2: Student gaps in learning continue to be seen in Reading and Math.

Root Cause 2: The challenges of the pandemic impacted the effectiveness of instruction from March 2020 to the present.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students continue to lag behind academically despite Tier 1 instruction, interventions and tutoring efforts.

Root Cause 3: Pre and post assessments are not utilized to track student growth and performance.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents need more training and understanding of the programs and instructional strategies available to their children.

Root Cause 4: Faculty needs rto continue growing in a common purpose and program to build authentic and transparent relationships and capacity to host trainings.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Increase Student Achievement





Performance Objective 1: By May 2023, campus accountability ratings will increase from a letter grade C to a letter grade B, as measured by state accountability ratings.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: North Riverside Elementary will utilize developmentally appropriate organizational tools (binders, agenda, calendars) and monthly focus instructional strategies to support academic success for all students.</p> <p>Measures: Instructional Rounds Data Walkthrough Data AVID Professional Development PLC Meeting Sign-in sheets and agendas AVID Supply Purchases</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Teacher/Principal Professional Development and Travel - 211 - Title I Pt A Impr BSC Prg - \$11,000, Sub Pay for Professional Development - 211 - Title I Pt A Impr BSC Prg - \$9,000</p>	Progress		
	Dec	Apr	July

Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers will meet with campus and district coaches to discuss curriculum, watch model lessons, receive feedback and plan for lessons and activities.</p> <p>Measures: Universal Screener and District Common Assessment data Walkthrough Data PLC Meeting Agendas and Sign-In Sheets</p> <p>Staff Responsible for Monitoring: Principal Teachers Secretary</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Sub Pay for Planning Days - 211 - Title I Pt A Impr BSC Prg - \$9,000, Coach Salary - 282 - ESSER III</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Students will receive targeted intervention for Tier 2 and Tier 3 support from teachers and 3 Intervention Support Teachers during small group and extension activities focused on academic needs.</p> <p>Measures: Universal Screener Data</p> <p>Staff Responsible for Monitoring: Principal Interventionists Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Intervention Support Teacher Salaries and Benefits - 282 - ESSER III - \$91,000</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Students will attend before, during and after school tutoring opportunities to address academic needs.</p> <p>Measures: Tutoring Sign In Sheets Extra Duty Time Sheets Universal Screener and District Common Assessment Data</p> <p>Staff Responsible for Monitoring: Principal Teachers Secretary</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Supplies and Snacks - 211 - Title I Pt A Impr BSC Prg - \$2,100, Title I Tutors - 211 - Title I Pt A Impr BSC Prg - \$15,000, Teacher Extra Duty Pay - 211 - Title I Pt A Impr BSC Prg - \$15,000</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: 4th and 5th Grade students will show expected growth in Reading and Math on STAAR tests through targeted instruction using Units of Study in Reading and Writing, Investigations Math and AVID instructional strategies.</p> <p>Measures: District Common Assessment Data PLC Meeting Sign-In Sheets</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Planning Day Subs - 211 - Title I Pt A Impr BSC Prg - \$9,000, Instructional Materials - 211 - Title I Pt A Impr BSC Prg - \$26,000</p>	Progress		
	Dec	Apr	July

Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Students will set goals and take ownership of their role on the campus and their learning through the Leader in Me Program.</p> <p>Measures: Unversal Screener and District Common Assessment Data Leader in Me Professional Development</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Leader in Me Training and Membership - 211 - Title I Pt A Impr BSC Prg - \$10,000</p>	Progress		
	Dec	Apr	July
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Feeder pattern professional development will focus on increasing Costa's levels of thinking in all classroom settings and students will begin to own Costa's thinking through personal question development.</p> <p>Measures: Walk Through Data Instructional Rounds Data AVID Professional Development</p> <p>Staff Responsible for Monitoring: Principals Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Rounds Sub Pay - 211 - Title I Pt A Impr BSC Prg - \$9,000</p>	Progress		
	Dec	Apr	July

Action Step 8 Details	Progress Reviews		
<p>Action Step 8: The AVID Site Team (Leadership Team) will present monthly AVID instructional strategy focus for the campus. They will also provide an example during each monthly training.</p> <p>Measures: AVID Site Team Agenda and Minutes Instructional Rounds Data Walk Through Data AVID Professional Development</p> <p>Staff Responsible for Monitoring: Principals AVID Site Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Training and Classroom Materials - 211 - Title I Pt A Impr BSC Prg - \$26,000</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Over 50% of students at North Riverside have been identified as At Risk through state criteria. Root Cause: Transiency and underdevelopment of academic knowledge and skills for our students impacts their educational foundation.</p>
Student Learning
<p>Problem Statement 1: Student gaps in learning continue to be seen in Reading and Math. Root Cause: The challenges of the pandemic impacted the effectiveness of instruction from March 2020 to the present.</p>
School Processes & Programs
<p>Problem Statement 1: Students continue to lag behind academically despite Tier 1 instruction, interventions and tutoring efforts. Root Cause: Pre and post assessments are not utilized to track student growth and performance.</p>

Goal 2: Parent and Community Involvement

Performance Objective 1: By May 2023, Leader in Me survey data will show increases in Family and Community Engagement categories.





High Priority

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Parents and community members will be provided multiple opportunities to participate in school events.</p> <p>Measures: Surveys Meetings Sign In Sheets</p> <p>Staff Responsible for Monitoring: Principal Teachers Parents</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- Additional Targeted Support Action Step</p> <p>Funding Sources: Parent Involvement Materials and Supplies - 211 - Title I Pt A Impr BSC Prg - 61-6395 - \$1,538</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Administrators and teachers will provide families with frequent communication that is timely and relevant to families.</p> <p>Measures: Parent Survey Family Involvement Sign-In Sheets Seesaw/Remind reports Parent Conference Logs Parent Contact Logs</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers will communicate positively with families on a weekly basis in order to improve relationships and communication.</p> <p>Measures: Parent Contact Logs Parent Conference Forms Family Event Sign-In Sheets</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Parent and Community Involvement

Performance Objective 2: By May 2023, faculty and families will collaborate to set goals and create a culture of ownership for all stakeholders through the Leader in Me Program.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Lighthouse and Action Teams will lead teachers in setting and making progress toward goals and promoting student ownership of leadership opportunities</p> <p>Measures: Action Team Minutes and Action Steps Lighthouse Team Goal Setting and Rubric Progress</p> <p>Staff Responsible for Monitoring: Principal Lighthouse Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Leader in Me Materials - 211 - Title I Pt A Impr BSC Prg - \$26,000, Leader in Me Membership - 211 - Title I Pt A Impr BSC Prg - \$10,000</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Faculty, staff and students will learn and implement the 7 habits</p> <p>Measures: Lesson implementation, 7 Habits Club Participation, Positive Office Referrals</p> <p>Staff Responsible for Monitoring: Principal Lighthouse Team Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Strong Fathers Parent Involvement Activities - 211 - Title I Pt A Impr BSC Prg - \$5,000</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Over 50% of students at North Riverside have been identified as At Risk through state criteria. **Root Cause:** Transiency and underdevelopment of academic knowledge and skills for our students impacts their educational foundation.

Student Learning

Problem Statement 1: Student gaps in learning continue to be seen in Reading and Math. **Root Cause:** The challenges of the pandemic impacted the effectiveness of instruction from March 2020 to the present.

Perceptions

Problem Statement 1: Parents need more training and understanding of the programs and instructional strategies available to their children. **Root Cause:** Faculty needs rto continue growing in a common purpose and program to build authentic and transparent relationships and capacity to host trainings.

State Compensatory

Budget for North Riverside Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for North Riverside Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lori Rowland	Teacher	0.5
Mary Hernandez Nyari	ESA	1
Trina Long	IST	0.5

Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	1	Teacher/Principal Professional Development and Travel		\$11,000.00
1	1	1	Sub Pay for Professional Development		\$9,000.00
1	1	2	Sub Pay for Planning Days		\$9,000.00
1	1	4	Instructional Supplies and Snacks		\$2,100.00
1	1	4	Teacher Extra Duty Pay		\$15,000.00
1	1	4	Title I Tutors		\$15,000.00
1	1	5	Planning Day Subs		\$9,000.00
1	1	5	Instructional Materials		\$26,000.00
1	1	6	Leader in Me Training and Membership		\$10,000.00
1	1	7	Instructional Rounds Sub Pay		\$9,000.00
1	1	8	Training and Classroom Materials		\$26,000.00
2	1	1	Parent Involvement Materials and Supplies	61-6395	\$1,538.00
2	2	1	Leader in Me Materials		\$26,000.00
2	2	1	Leader in Me Membership		\$10,000.00
2	2	2	Strong Fathers Parent Involvement Activities		\$5,000.00
Sub-Total					\$183,638.00
282 - ESSER III					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	2	Coach Salary		\$0.00
1	1	3	Intervention Support Teacher Salaries and Benefits		\$91,000.00
Sub-Total					\$91,000.00

Addendums

North Riverside Elementary Targeted Improvement Plan

<https://docs.google.com/spreadsheets/d/1A8jYZ4IikMSx3w2knRP9M1GlxEQ6LMqcGLb4-KFnGoM/edit?usp=sharing>