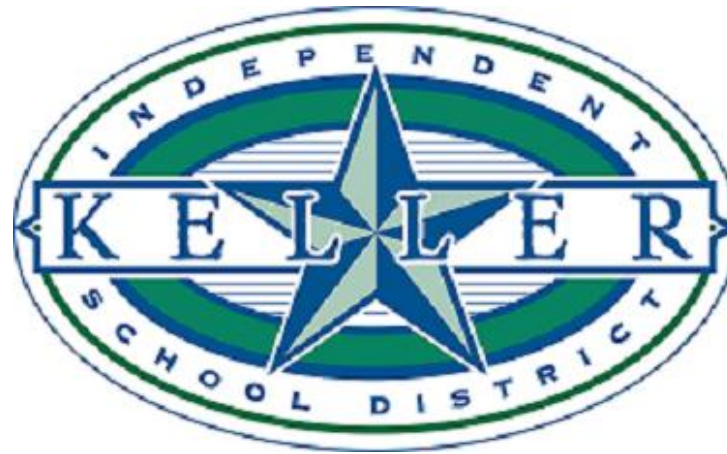


**Keller Independent School District  
North Riverside Elementary School  
2024-2025 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

At North Riverside, we work together to **ENSURE** that every student and every staff member experiences **SUCCESS**.

## Vision

North Riverside will become an **ELITE** School in Keller ISD.

## Value Statement

**ELITE: Excellence through Leadership, Impact, Teamwork, and Engagement.**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

North Riverside Elementary School, part of the Keller Independent School District, serves a diverse student population in a dynamic and evolving community. Located in a region that has experienced significant demographic shifts, the school is dedicated to fostering an inclusive and supportive educational environment. As one of the lowest-performing schools within the district, North Riverside faces unique challenges but also holds immense potential for growth and improvement.

The school's mission is to ensure the success of every student and every staff member every day. Emphasizing the values of Excellence, Leadership, Impact, Teamwork, and Engagement, North Riverside strives to cultivate a culture of academic achievement and personal development. Despite the recent turnover in staff and leadership, the commitment to these core values remains steadfast.

In the previous academic year, the school encountered several obstacles, including the departure of the principal at the end of the school year and a significant number of staff resignations and transfers. These events have necessitated a comprehensive reassessment of the school's needs and priorities. With a largely new team of educators and administrators, North Riverside is poised to embark on a transformative journey, aiming to address past challenges and lay a solid foundation for future success.

The community around North Riverside is characterized by its rich cultural diversity and strong sense of resilience. The student body reflects this diversity, bringing together a wide range of backgrounds and experiences. This diversity is a source of strength, offering unique opportunities for collaborative learning and mutual understanding. However, it also presents specific challenges that require targeted interventions and supports to ensure all students can thrive.

As we undertake the Campus Needs Assessment, our goal is to identify the key areas where the school can improve and to develop strategies that will lead to meaningful and lasting change. This assessment will be guided by a thorough analysis of available academic, demographic, attendance, and discipline data. Additionally, we will incorporate input from our new staff and parent representatives to ensure a comprehensive understanding of the school's current state and future needs.

Despite the hurdles faced in the past year, North Riverside Elementary School stands at a pivotal moment. With renewed energy and a clear vision for the future, we are committed to creating an environment where every student can achieve their full potential. Through this Campus Needs Assessment, we aim to chart a course that will lead to academic excellence and holistic development for all members of our school community.

# Demographics

## Demographics Summary

### How Do We Describe Our School? What is Our Story?

North Riverside Elementary School is an essential part of the Keller Independent School District, serving as a neighborhood school that caters to the educational needs of a diverse and vibrant community. Located in a suburban area, North Riverside is situated in a region characterized by both residential neighborhoods and emerging commercial developments, reflecting a blend of longstanding community ties and new growth.

The school accommodates students from kindergarten through 5th grade, providing a comprehensive elementary education that lays the foundation for future academic success. With a student population of approximately 465 students, North Riverside is considered a medium-sized elementary school within the district. The school's facilities are designed to support a wide range of educational activities, including general classroom instruction, specialized programs, and extracurricular activities.

Established in 1998, North Riverside has a rich history of serving the community and adapting to the changing educational landscape. Over the years, the school has evolved to meet the needs of its diverse student body, implementing various programs and initiatives aimed at enhancing student learning and well-being. Despite facing challenges such as high staff turnover and recent leadership changes, the school remains committed to its mission of ensuring that every student and staff member experiences success.

North Riverside operates as a traditional neighborhood school, drawing students primarily from the surrounding residential areas. The school does not have magnet or open enrollment programs, which means that its student population is largely reflective of the local community. This close connection to the neighborhood fosters a strong sense of community and belonging among students, parents, and staff.

The school's demographic profile is diverse, with students representing a wide range of cultural, linguistic, and socioeconomic backgrounds. This diversity is seen as a strength, contributing to a rich educational environment where students can learn from each other and develop a broader understanding of the world around them. However, it also presents challenges that require targeted interventions and supports to ensure equity and inclusion for all students.

### Alignment of Special Programs with Community Needs and Educational Philosophy

North Riverside Elementary School offers several specialized programs aimed at addressing the unique needs of its diverse student population and enhancing the overall educational experience. These programs include two self-contained STACC (Structured Teaching and Classroom Connections) classrooms for students with severe Autism and communication handicaps, a Hybrid Math program designed to accelerate the learning of students advanced in Mathematics from Kindergarten onwards, and the AVID (Advancement Via Individual Determination) program, which aligns with the AVID initiative across the district's middle and high schools, recognized as National AVID demonstration campuses.

The STACC program is instrumental in providing tailored support for students with significant autism spectrum disorders and communication challenges, ensuring that these students receive the specialized instruction and resources necessary for their development. This program is well-regarded and aligns with the needs of both the students it serves and their families, offering a supportive and structured environment that promotes communication and social skills.

The Hybrid Math program identifies and accelerates students with advanced capabilities in Mathematics starting in kindergarten. This program aims to challenge and engage these students, potentially nurturing their interest in STEM (Science, Technology, Engineering, and Mathematics) fields from an early age. By providing an accelerated curriculum, the program supports the intellectual growth of these students, catering to their advanced learning needs and helping them reach their full potential.

As an AVID elementary campus, North Riverside fosters a college-readiness culture that prepares students for future academic success. The AVID program emphasizes critical thinking, organization, and study skills, helping students develop the habits and skills necessary for academic achievement. This initiative supports a seamless transition to the AVID programs in middle and high schools, contributing to a cohesive educational pathway within the district.

The introduction of the STEM academy designation last year was a promising step towards integrating a comprehensive STEM-focused curriculum at North Riverside. However, due to a lack of funding and resources, the program was not fully implemented or supported, resulting in its current pause. Given the significant turnover in staff and the need to establish a stable foundation, the decision was made to temporarily halt the pursuit of the STEM academy designation. This pragmatic approach ensures that the school can focus on stabilizing and strengthening its existing programs before undertaking new initiatives.

While these special programs are not unique to North Riverside and are part of district-wide strategies, they play a critical role in meeting the needs and desires of students, parents, and the community. They also reflect the educational philosophy and beliefs of the school's teachers and administrators, who are committed to providing diverse and inclusive learning opportunities. The alignment of these programs with both district expectations and the school's mission underscores North Riverside's dedication to fostering an environment where every student can achieve success.

### **Enrollment in Special Programs**

North Riverside Elementary School serves a diverse student population, with a variety of special programs tailored to meet the unique needs of its students. Among these, the school has a significant number of students enrolled in special education. Over 100 students, representing a statistically significant portion of the student body, are served through the special education program. This notable enrollment suggests that many of these students may have experienced significant academic gaps that ultimately led to their identification and placement within special education services. The school's commitment to providing individualized support and resources for these students is evident through the extensive special education programming available.

Regarding English learners or Emergent Bilinguals, North Riverside has a robust bilingual program in place. Each grade level, from kindergarten through 5th grade, has one dedicated bilingual classroom, with approximately 24 students per class. This structure allows for targeted instruction that supports both language development and academic achievement for students who are emerging bilinguals. The bilingual program is designed to address the specific linguistic and educational needs of these students, fostering an environment where they can thrive academically while also developing their English language proficiency.

While specific data on students who are migrant or experiencing homelessness is not currently available, the school is attentive to the needs of these vulnerable populations. North Riverside remains committed to identifying and supporting all students who may face additional challenges due to their living situations, ensuring they have access to the necessary resources and support systems.

### **Student Behavior Trends and Discipline**

North Riverside Elementary School has faced several challenges related to student behavior and discipline. Analyzing the available data reveals key trends and areas of concern that impact the overall learning environment and student outcomes.

During the previous academic year, there were a total of 344 recorded incidents of student behavior that required disciplinary action. The breakdown of these incidents is as follows:

- Violation of Student Code of Conduct: 139 incidents
- Assault Under Penal Code 22.01: 1 incident
- Fighting/Mutual Combat: 25 incidents
- Bullying: 1 incident
- Non PEIMS Incident: 178 incidents

These figures indicate that the most frequent behavior issues involve violations of the Student Code of Conduct and Non PEIMS incidents, accounting for 139 and 178 incidents, respectively. The significant number of Non PEIMS incidents suggests a range of minor behavioral issues that, while not severe enough to be categorized under specific codes, still contribute to a challenging school climate.

The data also shows a smaller but concerning number of more serious incidents, including 25 cases of fighting or mutual combat and one incident each of assault under the penal code

and bullying. These behaviors not only disrupt the learning environment but can also create a sense of insecurity and discomfort among students, impacting their overall school experience.

Discipline trends may vary between different student groups, with some subgroups potentially experiencing higher rates of disciplinary actions. This variation could be indicative of underlying issues such as inequitable access to resources, differing levels of support, or implicit biases in the implementation of discipline policies. It is essential to further investigate these disparities to ensure that all students receive fair and equitable treatment.

The high number of disciplinary incidents has a significant impact on both students and learning. Frequent behavioral disruptions can detract from instructional time, affecting not only the students involved but also their peers and teachers. This can lead to a less effective learning environment, lower academic performance, and increased stress among both students and staff. Additionally, students who are frequently disciplined may become disengaged from the educational process, leading to higher absenteeism and lower academic achievement.

To address these challenges, North Riverside Elementary School must implement strategies aimed at reducing behavioral issues and creating a more positive school climate. This could include restorative practices, increased social-emotional learning supports, and targeted interventions for students who are frequently involved in disciplinary incidents. By focusing on proactive and supportive measures, the school can work towards minimizing disruptions and fostering an environment conducive to learning and growth for all students.

### **Attendance Trends and Procedures**

At North Riverside Elementary School, attendance is a critical factor in student success and overall school performance. The available data for the 2023-2024 academic year provides insight into attendance patterns and related issues. The school's average daily membership was 465 students, with an average daily attendance of 437.5 students. This yields an average of 27.18 daily absences and an attendance rate of 94.14%. These figures indicate a generally strong attendance rate, with the majority of students attending school regularly. However, the daily absences reflect that there is room for improvement in ensuring that all students attend consistently.

The absence rate of 27.18 students per day suggests that while attendance is relatively high, there are still notable instances of students being absent. Addressing the reasons behind these absences is crucial for improving overall attendance and ensuring that all students have the opportunity to engage fully in their education.

While specific data on tardiness, truancy, and drop-out/retention rates is not available, it is important to acknowledge that these factors can also impact student success and school performance. Trends in tardiness and truancy can indicate underlying issues such as transportation problems, health concerns, or disengagement from school. Similarly, drop-out and retention rates, while more relevant to older grades, can provide insights into student engagement and long-term academic success.

### **Sub-Group Composition of our Student Population**

The student body at our campus is diverse, reflecting a rich tapestry of cultural backgrounds. Out of a total of 467 students:

- **Hispanic:** 232 students (49.7%)
- **Asian:** 29 students (6.2%)
- **Black:** 44 students (9.4%)
- **Pacific Islander:** 1 student (0.2%)
- **White:** 123 students (26.3%)
- **Multiple Races:** 38 students (8.1%)

This demographic distribution highlights the multicultural environment of our campus, emphasizing the need for inclusive programs and resources that cater to the diverse student population.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The school experienced many resignations and transfer requests at the end of the 23-24 school year. **Root Cause:** Low trust in the district direction and plans for North Riverside.

**Problem Statement 2 (Prioritized):** Discipline referrals last year were not equitable when it comes to sex and ethnicity.

**Problem Statement 3 (Prioritized):** Student average daily attendance is at 94%, and low attendance rates can lead to delayed growth in learning. **Root Cause:** Students from low-income families are more likely to be chronically absent than their peers due to a lack of desire to be present at the school.



# Student Learning

## Student Learning Summary

North Riverside Elementary School's performance on the State of Texas Assessments of Academic Readiness (STAAR) in the 2023-2024 academic year reveals significant insights into overall student achievement and subgroup performance across various subjects and grade levels.

### 3rd Grade Reading/Language Arts:

In 3rd grade Reading Language Arts, 60 students took the test. The results show a notable range of performance: 16 students did not meet (DNM) the standards, 44 students approached (App) the standards, 24 students met (Meets) the standards, and 9 students mastered (Masters) the standards. Among the economically disadvantaged students (38), 11 scored DNM, 27 approached, 16 met, and 6 mastered the standards. Hispanic students (25) had 7 DNM, 18 approached, 11 met, and 2 mastered the standards. Black or African American students (7) had 4 DNM, 3 approached, 1 met, and none mastered the standards. White students (21) had 5 DNM, 16 approached, 7 met, and 4 mastered the standards. Students with disabilities (SPED, 12) had 9 DNM, 3 approached, 1 met, and none mastered the standards. At-risk students (24) had 11 DNM, 13 approached, 5 met, and 2 mastered the standards. These results indicate a disparity in performance among different subgroups, with economically disadvantaged, Hispanic, and SPED students showing lower performance levels compared to their peers.

### 3rd Grade Math:

In 3rd grade Math, 78 students were tested. Of these, 25 did not meet the standards, 53 approached the standards, 31 met the standards, and 11 mastered the standards. Among economically disadvantaged students (54), 19 did not meet the standards, 35 approached, 19 met, and 7 mastered the standards. Hispanic students (43) had 14 DNM, 29 approached, 16 met, and 3 mastered the standards. Black students (7) had 3 DNM, 4 approached, 2 met, and none mastered the standards. White students (21) had 8 DNM, 13 approached, 8 met, and 5 mastered the standards. Students with disabilities (18) had 13 DNM, 5 approached, 1 met, and none mastered the standards. Gifted students (5) had 3 DNM, 2 approached, none met, and none mastered the standards. At-risk students (42) had 17 DNM, 25 approached, 10 met, and 1 mastered the standards. The data suggests that while many students are approaching or meeting standards, there are notable gaps, particularly among economically disadvantaged, Hispanic, and SPED students.

### 3rd Grade Reading in Spanish:

In 3rd grade Reading in Spanish, 20 students were tested. The results showed 11 students did not meet the standards, 9 approached the standards, 2 met the standards, and 2 mastered the standards. Among economically disadvantaged students (18), 10 did not meet the standards, 8 approached, 2 met, and 2 mastered the standards. SPED students (6) all did not meet the standards. At-risk students (20) had 11 DNM, 9 approached, 2 met, and 2 mastered the standards. These results indicate significant challenges for Spanish-speaking students, particularly among SPED and economically disadvantaged subgroups.

### 4th Grade Reading:

In 4th grade Reading, 71 students were tested. Seventeen students did not meet the standards, 54 approached the standards, 28 met the standards, and 9 mastered the standards. Among economically disadvantaged students (47), 14 did not meet the standards, 33 approached, 14 met, and 2 mastered the standards. Hispanic students (23) had 5 DNM, 18 approached, 7 met, and 2 mastered the standards. Asian students (7) had 1 DNM, 6 approached, 5 met, and none mastered the standards. Black students (10) had 6 DNM, 4 approached, 2 met, and 1 mastered the standards. White students (21) had 4 DNM, 17 approached, 11 met, and 5 mastered the standards. Students of two or more races (9) had 1 DNM, 8 approached, 3 met, and 1 mastered the standards. SPED students (28) had 13 DNM, 15 approached, 2 met, and 1 mastered the standards. Gifted students (8) had none DNM, 8 approached, 7 met, and 6 mastered the standards. At-risk students (34) had 14 DNM, 20 approached, 6 met, and none mastered the standards. The data reflects a varied performance, with economically disadvantaged, Black, and SPED students showing lower achievement levels.

### 4th Grade Math:

In 4th grade Math, 74 students were tested. Thirty-nine students did not meet the standards, 35 approached the standards, 20 met the standards, and 9 mastered the standards. Among

economically disadvantaged students (49), 29 did not meet the standards, 20 approached, 11 met, and 4 mastered the standards. Hispanic students (27) had 13 DNM, 14 approached, 10 met, and 3 mastered the standards. Asian students (7) had 1 DNM, 6 approached, 2 met, and none mastered the standards. Black students (9) had 7 DNM, 2 approached, 1 met, and 1 mastered the standards. White students (21) had 11 DNM, 10 approached, 6 met, and 4 mastered the standards. Students of two or more races (9) had 6 DNM, 3 approached, 1 met, and 1 mastered the standards. SPED students (28) had 20 DNM, 8 approached, 4 met, and 1 mastered the standards. Gifted students (8) had none DNM, 8 approached, 7 met, and 6 mastered the standards. At-risk students (37) had 24 DNM, 13 approached, 7 met, and 2 mastered the standards. The results indicate substantial gaps in performance, especially among economically disadvantaged, Black, and SPED students.

#### **4th Grade Reading in Spanish:**

In 4th grade Reading in Spanish, 8 students were tested. Five students did not meet the standards, 3 approached the standards, 1 met the standards, and none mastered the standards. Among economically disadvantaged students (5), 2 did not meet the standards, 3 approached, and 1 met the standards. The results highlight challenges for Spanish-speaking students, particularly those who are economically disadvantaged.

#### **5th Grade Reading:**

In 5th grade Reading, 66 students were tested. Seventeen students did not meet the standards, 49 approached the standards, 25 met the standards, and 14 mastered the standards. Among economically disadvantaged students (49), 16 did not meet the standards, 33 approached, 19 met, and 11 mastered the standards. Hispanic students (27) had 8 DNM, 19 approached, 10 met, and 5 mastered the standards. Black students (8) had 2 DNM, 6 approached, 5 met, and 3 mastered the standards. White students (21) had 6 DNM, 15 approached, 5 met, and 2 mastered the standards. Students of two or more races (6) had 1 DNM, 5 approached, 2 met, and 1 mastered the standards. SPED students (20) had 12 DNM, 8 approached, 4 met, and 2 mastered the standards. Gifted students (7) had none DNM, 7 approached, 6 met, and 5 mastered the standards. At-risk students (42) had 16 DNM, 26 approached, 9 met, and 7 mastered the standards. The data reflects diverse performance levels, with economically disadvantaged and SPED students performing lower overall.

#### **5th Grade Math:**

In 5th grade Math, 78 students were tested. Twenty-three students did not meet the standards, 55 approached the standards, 37 met the standards, and 13 mastered the standards. Among economically disadvantaged students (59), 20 did not meet the standards, 39 approached, 28 met, and 10 mastered the standards. Hispanic students (39) had 11 DNM, 28 approached, 18 met, and 5 mastered the standards. Black students (8) had 2 DNM, 6 approached, 6 met, and 2 mastered the standards. White students (21) had 8 DNM, 13 approached, 7 met, and 3 mastered the standards. Students of two or more races (6) had 2 DNM, 4 approached, 3 met, and 1 mastered the standards. SPED students (21) had 10 DNM, 11 approached, 4 met, and 2 mastered the standards. Gifted students (9) had none DNM, 9 approached, 9 met, and 7 mastered the standards. At-risk students (54) had 22 DNM, 32 approached, 17 met, and 6 mastered the standards. The results indicate substantial gaps, particularly among economically disadvantaged and SPED students.

#### **5th Grade Science:**

In 5th grade Science, 66 students were tested. Forty students did not meet the standards, 26 approached the standards, 8 met the standards, and 4 mastered the standards. Among economically disadvantaged students (49), 30 did not meet the standards, 19 approached, 7 met, and 3 mastered the standards. Hispanic students (27) had 18 DNM, 9 approached, 2 met, and 1 mastered the standards. Black students (8) had 3 DNM, 5 approached, 2 met, and 2 mastered the standards. White students (21) had 14 DNM, 7 approached, 1 met, and none mastered the standards. Students of two or more races (6) had 4 DNM, 2 approached, 1 met, and none mastered the standards. SPED students (20) had 17 DNM, 3 approached, 2 met, and 2 mastered the standards. Gifted students (7) had 1 DNM, 6 approached, 4 met, and 3 mastered the standards. At-risk students (42) had 30 DNM, 12 approached, 2 met, and 1 mastered the standards. The data highlights significant performance gaps, especially among economically disadvantaged, Hispanic, and SPED students.

#### **5th Grade Reading in Spanish:**

In 5th grade Reading in Spanish, 15 students were tested. Five students did not meet the standards, 10 approached the standards, 9 met the standards, and 3 mastered the standards. Among economically disadvantaged students (12), 3 did not meet the standards, 9 approached, 8 met, and 2 mastered the standards. The results show notable performance among Spanish-speaking students, with economically disadvantaged students performing relatively well.

#### **5th Grade Science in Spanish:**

In 5th grade Science in Spanish, 15 students were tested. Three students did not meet the standards, 12 approached the standards, 2 met the standards, and 2 mastered the standards. Among economically disadvantaged students (12), 1 did not meet the standards, 11 approached, 1 met, and 1 mastered the standards. The results suggest that Spanish-speaking students perform better in Science compared to other subjects, though gaps remain among economically disadvantaged students.

### **Analysis of the Data**

The analysis of the STAAR data for North Riverside Elementary School reveals distinct patterns in academic performance across different content areas. In 3rd grade Reading Language Arts, out of 60 students, 16 did not meet the standards, while 44 approached, 24 met, and 9 mastered the standards. This indicates a moderate level of proficiency in reading, with room for improvement, particularly among the students who did not meet the standards.

In 3rd grade Math, 78 students were tested, with 25 not meeting the standards, 53 approaching, 31 meeting, and 11 mastering the standards. The higher number of students meeting and mastering the standards in math compared to reading suggests stronger performance in mathematics at this grade level. In 3rd grade Reading in Spanish, 20 students were assessed, with 11 not meeting the standards, 9 approaching, 2 meeting, and 2 mastering the standards. The high number of students not meeting the standards highlights significant challenges in reading for Spanish-speaking students.

In 4th grade Reading, 71 students took the test, with 17 not meeting the standards, 54 approaching, 28 meeting, and 9 mastering the standards. This shows a slight improvement in reading proficiency compared to the 3rd grade, yet still a notable number of students are struggling. For 4th grade Math, 74 students were tested, with 39 not meeting the standards, 35 approaching, 20 meeting, and 9 mastering the standards. The substantial number of students not meeting the standards in math indicates a need for targeted interventions to improve math skills. In 4th grade Reading in Spanish, 8 students were assessed, with 5 not meeting the standards, 3 approaching, 1 meeting, and none mastering the standards. This mirrors the challenges seen in 3rd grade Reading in Spanish, suggesting a need for enhanced support for Spanish-speaking students.

In 5th grade Reading, 66 students were tested, with 17 not meeting the standards, 49 approaching, 25 meeting, and 14 mastering the standards. The higher number of students mastering the standards in 5th grade Reading is a positive trend, indicating improvement in reading proficiency as students progress through the grades. In 5th grade Math, 78 students were assessed, with 23 not meeting the standards, 55 approaching, 37 meeting, and 13 mastering the standards. The data shows a strong performance in math, with a significant number of students meeting and mastering the standards. For 5th grade Science, 66 students were tested, with 40 not meeting the standards, 26 approaching, 8 meeting, and 4 mastering the standards. The high number of students not meeting the standards in science is concerning and suggests a need for enhanced science instruction. In 5th grade Reading in Spanish, 15 students were assessed, with 5 not meeting the standards, 10 approaching, 9 meeting, and 3 mastering the standards. This shows a positive trend in reading proficiency among Spanish-speaking students. In 5th grade Science in Spanish, 15 students were tested, with 3 not meeting the standards, 12 approaching, 2 meeting, and 2 mastering the standards, indicating relatively strong performance in science for Spanish-speaking students.

The STAAR data indicates that North Riverside Elementary School has areas of both strength and challenge. Math performance is generally strong, particularly in the higher grades, while reading shows steady improvement, though significant gaps remain. Spanish-speaking students face notable challenges in reading and science, indicating a need for targeted support in these areas. The high number of students not meeting the standards in science across all grades suggests a critical area for improvement. Addressing these gaps through targeted interventions and support systems will be essential to enhance the overall academic performance of the school. When compared to other similar schools in Texas with high populations of economically disadvantaged students, North Riverside Elementary School's performance highlights several key areas for improvement. The data shows that a considerable percentage of students, particularly those who are economically disadvantaged, are not meeting the state standards. This indicates that while some interventions may be in place, they are not as effective as those in higher-performing schools.

### **Student Learning Strengths**

Based on the STAAR data, there are several strengths and notable areas to celebrate at North Riverside Elementary School:

- Performance in Gifted Students: Gifted students consistently performed well across all subjects and grade levels. For example, in 5th grade Math, all 9 gifted students approached the standards, 9 met the standards, and 7 mastered the standards. Similarly, in 4th grade Reading, all 8 gifted students approached the standards, 7 met the standards, and 6 mastered the standards. This indicates a strong performance among gifted students, showcasing the school's ability to support and challenge high-achieving students effectively.
- High Mastery Rates in 5th Grade Reading: In 5th grade Reading, 14 out of 66 students mastered the standards, which is a notable achievement. This includes 11 economically disadvantaged students who mastered the standards, indicating that there are students overcoming economic challenges to achieve high levels of proficiency.
- 5th Grade Reading in Spanish: In 5th grade Reading in Spanish, a significant number of students performed well, with 10 out of 15 students approaching the standards, 9 meeting the standards, and 3 mastering the standards. This includes 8 out of 12 economically disadvantaged students who met the standards and 2 who mastered them. This indicates strength in bilingual education and support for Spanish-speaking students.
- High Performance Among Economically Disadvantaged Students in Some Areas: Despite overall challenges, there are areas where economically disadvantaged students performed well. For instance, in 3rd grade Reading Language Arts, 27 out of 38 economically disadvantaged students approached the standards, 16 met the standards, and 6 mastered the standards. This suggests that targeted interventions for economically disadvantaged students are yielding positive results in certain subjects.
- Strong Performance in Some Ethnic Subgroups: Asian students performed notably well in several subjects. For example, in 4th grade Reading, 6 out of 7 Asian students approached the standards, 5 met the standards, and none mastered them. Similarly, in 4th grade Math, 6 out of 7 Asian students approached the standards and 2 met the standards. This indicates a strong performance in this subgroup.
- Mastery Levels in Specific Subjects: In 5th grade Math, 13 students mastered the standards, showcasing a high level of proficiency in this subject. This includes economically disadvantaged students, with 10 mastering the standards, indicating effective math instruction and support.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Low Reading Proficiency in Economically Disadvantaged Students. **Root Cause:** The primary root causes include a lack of access to literacy resources at home, insufficient targeted reading interventions, and limited parental involvement due to socio-economic factors. Systems for instructional expectations have not been established across grade levels.

**Problem Statement 2 (Prioritized):** Low student performance in Mathematics for grades 3rd-5th **Root Cause:** Inconsistency in implementation of district curriculum, framework and time management.

**Problem Statement 3 (Prioritized):** Poor Science Performance Across All Grades. **Root Cause:** Inconsistency in implementation of district curriculum, framework and time management. Limited hands-on, inquiry-based learning opportunities, inadequate integration of STEM programs, and insufficient professional development for teachers in science instruction. Additionally, the failure to implement the STEM academy program has likely impacted science performance.

**Problem Statement 4:** Significant Gaps in Math Achievement Among Special Education Students. **Root Cause:** This can be attributed to the lack of differentiated instruction tailored to individual learning needs, insufficient support and resources for math intervention, and a potential lack of professional development for teachers in effective SPED instructional strategies.

**Problem Statement 5:** High Percentage of Students At-Risk Not Meeting Standards. **Root Cause:** The root causes are multifaceted, including socio-economic challenges, frequent absenteeism, and a lack of targeted support programs. Additionally, there may be a need for better identification and support of at-risk students through interventions such as Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS).

**Problem Statement 6:** Low Performance in Reading and Science Among Spanish-Speaking Students **Root Cause:** The root causes include language barriers, insufficient bilingual education support, and a lack of culturally relevant teaching materials and strategies. There may also be a need for enhanced professional development for teachers in bilingual and dual-language instruction.

**Problem Statement 7:** Overall Low Academic Performance Compared to Similar Schools **Root Cause:** The root causes include insufficient targeted interventions and support programs, a high turnover rate of staff leading to a lack of continuity in instruction, and potential gaps in curriculum alignment and instructional practices.

# School Processes & Programs

## School Processes & Programs Summary

Due to the previous administration's departure without completing this section of the Comprehensive Needs Assessment (CNA) and the significant turnover of staff members, comprehensive responses to many of these questions are unavailable. However, based on limited available information and initial observations, the following outlines our understanding and current status of various processes and programs at North Riverside Elementary School.

Due to the previous administration's departure without completing the Comprehensive Needs Assessment (CNA) and the significant turnover of staff members, comprehensive responses to many questions about processes and programs are unavailable. However, based on limited available information and initial observations, some key points can be outlined.

The process for recruiting and hiring high-quality educators at North Riverside Elementary School has not been well-documented or clearly defined. The need for a structured recruitment strategy is evident, as recent turnover has highlighted challenges in maintaining a stable and experienced teaching staff. Additionally, there is a lack of clarity regarding roles and responsibilities among staff members, contributing to confusion and inefficiency within the school. There is no documented process for systematically matching educators' strengths to classrooms and subjects based on student needs, indicating an area that requires significant attention to ensure effective teaching and learning.

Professional learning opportunities appear to be sporadic and not part of a cohesive plan to develop instructional leaders or support powerful teaching and learning. A comprehensive professional development plan needs to be established. Furthermore, there are currently no formal systems in place to support new or struggling teachers, and the absence of a structured mentorship or support program has been a significant gap in ensuring teacher effectiveness and retention. There is no available data or process to determine whether teacher evaluation results correlate with summative and formative student data, making it necessary to implement a system to track and analyze this correlation.

The level of understanding and buy-in among staff regarding continuous improvement and CNA processes is unclear, with initial feedback suggesting these concepts have not been effectively communicated or embraced by the staff. The process for developing a focused improvement plan that addresses the root causes of low performance is not documented, emphasizing the priority of establishing a clear and collaborative process for creating this plan. Additionally, the involvement of all stakeholders in the improvement process has been minimal, highlighting the need for a strategy to actively engage teachers, parents, students, and community members in planning and decision-making.

Systems to address needs and track progress towards intended outcomes or performance objectives are either lacking or insufficient, underscoring the importance of developing robust tracking mechanisms. There is limited information on how at-risk students are given opportunities to meet challenging state academic standards, making it crucial to ensure a well-rounded program of curriculum and instruction, including enrichment and acceleration. The coordination and integration of academic and CTE content, college and career guidance counseling, and blended learning experiences are not well-documented, indicating a need for improvement to support student preparedness for post-secondary success.

A Response to Intervention (RtI) process was in place, but it led to many students being identified for pull-out interventions and an excessive number of students being designated for Special Education. While lesson plans existed, teachers did not align their instruction to the Professional Learning Communities (PLCs) or to the curriculum provided by the district, resulting in oversight and intervention from district Curriculum and Instruction (C&I) directors. C&I also had to redo the master schedule because they perceived that teachers had created their schedules to their liking instead of maximizing instructional time and alignment. This intervention created tension and resentment among staff. Lesson planning does not consistently include data-driven approaches, formative assessments, and interventions, highlighting the necessity of emphasizing the use of data in instructional planning.

There is no specific documentation on strategies to protect and maximize instructional time, making the implementation of procedures to optimize instructional time essential for effective teaching and learning. The equity of service for all students is a concern that needs to be addressed, ensuring that all students receive fair and equitable educational opportunities.

Procedures to support students during transitions between grades and campuses are not well-defined, suggesting the establishment of clear transition protocols will help students navigate these changes more smoothly. Significant trends or findings in classroom management and discipline have not been identified due to a lack of data, necessitating the development and implementation of procedures to reduce discipline referrals. Comprehensive data on bullying, drug, violence, and suicide prevention, including unwanted aggression and other forms of maltreatment, is not available, emphasizing the need to gather and analyze this data for creating a safe school environment.

The alignment of current programs with the school's vision, mission, goals, and values is unclear, making it necessary to conduct an audit of existing programs to ensure alignment with these core principles. Lastly, a detailed plan for school safety is not available, underscoring the importance of addressing safety issues through a comprehensive and well-communicated safety plan for the well-being of students and staff.

These gaps highlight the need for systematic and strategic planning to address the processes and programs at North Riverside Elementary School. Establishing clear procedures, engaging stakeholders, and prioritizing support for educators and students will be critical steps in moving forward.

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

**Problem Statement 1 (Prioritized):** Ineffective management and organization of district and grade-level resources on campus. **Root Cause:** Insufficient accountability measures and the absence of a structured organizational system for managing tools and resources at each grade level.

**Problem Statement 2 (Prioritized):** There is no clearly defined process for recruiting and retaining high-quality educators. **Root Cause:** The absence of a strategic recruitment plan and clear criteria for selecting educators has resulted in challenges in attracting and retaining qualified staff.

**Problem Statement 3 (Prioritized):** Professional learning opportunities are insufficient and not strategically aligned with school goals. **Root Cause:** The lack of a cohesive professional development plan and alignment with school improvement goals has resulted in missed opportunities for teacher growth and leadership development.

**Problem Statement 4 (Prioritized):** Teacher evaluation results do not correlate with student performance data. **Root Cause:** There is no process for systematically linking teacher evaluations with student data, preventing the identification of areas for improvement in teaching practices.

**Problem Statement 5 (Prioritized):** Stakeholder involvement in the improvement process is minimal. **Root Cause:** There are no structured opportunities for stakeholders, including parents and community members, to participate in the planning and decision-making process, leading to a lack of diverse input and support.

**Problem Statement 6 (Prioritized):** Systems to track progress towards intended outcomes are inadequate. **Root Cause:** The absence of robust tracking mechanisms and regular data reviews has hindered the ability to monitor progress and adjust strategies as needed.

**Problem Statement 7 (Prioritized):** The RtI process leads to an excessive number of students being identified for Special Education. **Root Cause:** The current RtI process lacks effective early intervention strategies and regular progress monitoring, resulting in over-referral to Special Education.

**Problem Statement 8 (Prioritized):** Lesson planning is not consistently aligned with PLCs, district curriculum, and agreed-upon rigor. **Root Cause:** There is a disconnect between PLC discussions, curriculum expectations, and actual classroom practices, compounded by insufficient oversight and support from instructional leaders.

**Problem Statement 9 (Prioritized):** The master schedule does not maximize instructional time and alignment, causing tension and resentment. **Root Cause:** Teachers have historically created schedules based on personal preference rather than strategic instructional needs, requiring intervention from C&I directors and leading to conflict.

# Perceptions

## Perceptions Summary

Before the new administration at North Riverside was selected, a survey to the staff was conducted regarding the needs of the school and the profile of the new principal. Some questions were asked also about the direction of district. Here is an analysis of the perception survey, including positive and negative perceptions, based on responses of staff members; many of whom might not have returned for the 24-25 school year. The responses that refer to the "current administration" refer to the outgoing administration:

### Positive Perceptions:

1. Student and Staff Relationships: There is a strong emphasis on the importance of nurturing relationships between students and staff. The school community values empathy, compassion, and a big heart for kids.
2. Community and Culture: North Riverside is recognized for its diverse and proud culture, which includes staff, parents, and students. Celebrating cultural diversity and fostering a sense of unity are highlighted as important aspects to preserve.
3. Supportive Environment: Staff members appreciate supportive leadership that advocates for their needs and maintains an open-door policy. The current administration's efforts in uplifting morale through positive reinforcements and maintaining a fun, engaging environment for students are valued.
4. Creative Freedom and Autonomy: There is a desire to preserve the creative freedom in the arts and professional autonomy for teachers. The school's fine arts programs and the ability for teachers to have input in their instructional methods are seen as positive attributes.

### Negative Perceptions:

1. High Turnover and Instability: The school has faced significant leadership turnover, with multiple principals in a short span. This has contributed to a sense of instability and a need for consistent, long-term leadership.
2. Lack of District Support: There is a perception that the district has failed to support the campus adequately. Broken promises, lack of transparency, and insufficient follow-through on commitments have led to a loss of trust and morale among staff.
3. Behavior and Special Education Support: There is a call for better behavior support and special education resources. Teachers feel that the current systems for intervention and referrals are ineffective and need improvement.
4. Overemphasis on Testing and Curriculum Monitoring: Staff express frustration with the excessive focus on testing and the prescriptive nature of curriculum monitoring. This approach is seen as detrimental to student well-being and teacher morale.
5. Challenges with Community Needs: Understanding and addressing the specific needs of the North Riverside community, particularly in relation to its Title I status and bilingual program, is identified as an area needing attention. There is a need for more personalized communication and support for the unique challenges faced by the school's demographic.

## Analysis of Staff Perceptions

Based on the responses from the staff, it is evident that there are significant concerns regarding the support teachers receive in student discipline. Many teachers express frustration with the current behavior support systems, highlighting a perceived lack of effective strategies and resources to manage classroom behavior. There is a common sentiment that the processes for intervention and referrals are inadequate, leading to ongoing disciplinary challenges that hinder the learning environment. Additionally, staff members feel that there is an insufficient focus on proactive measures and comprehensive support for students with behavioral issues. This lack of support contributes to a sense of being overwhelmed and undervalued, affecting overall teacher morale and effectiveness. The feedback indicates a need for a more robust and responsive approach to student discipline, emphasizing the importance of strong, consistent support from both campus administration and district leadership to ensure a conducive learning atmosphere.

Based on the responses from the staff, it is clear that there are mixed feelings about teaching at the school. While some teachers express a strong commitment to their students and a desire to make a positive impact, a significant number of staff members feel disillusioned with the working conditions and support they receive. The high staff turnover at the end of the 2023-2024 school year, with 25 resignations, underscores these concerns.

Several factors contribute to this turnover. Teachers cite a lack of administrative support, particularly in areas such as student discipline, professional development, and recognition of their efforts. There is also a sense of instability and uncertainty, exacerbated by frequent changes in leadership and a perceived lack of clear direction and vision for the school. Additionally, workload and stress levels are mentioned as critical issues, with many teachers feeling overburdened and underappreciated.

The overall perception is that while there are dedicated and passionate educators at the school, the challenging working environment and insufficient support systems have led many to seek opportunities elsewhere. This situation highlights the urgent need for improvements in administrative support, staff morale, and overall working conditions to retain talented teachers and foster a more stable and positive school culture.

Based on the responses from the staff, it appears that there are varied experiences regarding the support teachers feel in their daily work. A significant portion of teachers express concerns about the level of support they receive from the administration. Many feel that there is insufficient communication and guidance, leading to feelings of isolation and frustration. Teachers often mention that they do not feel adequately backed up by the administration when dealing with student discipline or when facing challenging situations in the classroom.

However, on a more positive note, there is a strong sense of camaraderie and mutual support among teachers themselves. Many staff members highlight the collaborative atmosphere and the willingness of colleagues to assist one another. This peer support is frequently cited as a crucial factor in helping teachers manage their daily responsibilities and navigate the demands of their roles.

Despite the positive peer relationships, the overall sentiment indicates a need for improved administrative support to create a more cohesive and supportive work environment. Teachers seek more consistent and effective communication, recognition of their efforts, and a stronger presence of leadership to address their needs and challenges. This would help to alleviate some of the pressures they face and contribute to a more supportive and productive school culture.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Parent communication seemed to be inconsistent when it comes to building relationships to discuss school expectations and academics. **Root Cause:** There is inconsistent communication of newsletters and parent phone calls relating to school expectations and academics.

**Problem Statement 2 (Prioritized):** Teachers do not feel supported in student discipline. **Root Cause:** There is a lack of consistent and clear disciplinary policies and procedures, leading to inconsistent application of consequences and inadequate administrative support.

**Problem Statement 3 (Prioritized):** Many teachers are hesitant to continue teaching at the school, contributing to high staff turnover. **Root Cause:** The negative work environment created by factors related to the previous administration and district engagement, combined with inadequate support and professional development, has led to low morale and dissatisfaction among staff.

**Problem Statement 4 (Prioritized):** Teachers feel unsupported in their daily work by both administration and colleagues. **Root Cause:** There is a perceived lack of effective communication and collaboration structures, such as PLCs and team meetings, leading to feelings of isolation and inadequate support from both administration and peers.



# Priority Problem Statements

**Problem Statement 1:** The school experienced many resignations and transfer requests at the end of the 23-24 school year.

**Root Cause 1:** Low trust in the district direction and plans for North Riverside.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Discipline referrals last year were not equitable when it comes to sex and ethnicity.

**Root Cause 2:**

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Student average daily attendance is at 94%, and low attendance rates can lead to delayed growth in learning.

**Root Cause 3:** Students from low-income families are more likely to be chronically absent than their peers due to a lack of desire to be present at the school.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Low Reading Proficiency in Economically Disadvantaged Students.

**Root Cause 4:** The primary root causes include a lack of access to literacy resources at home, insufficient targeted reading interventions, and limited parental involvement due to socio-economic factors. Systems for instructional expectations have not been established across grade levels.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Low student performance in Mathematics for grades 3rd-5th

**Root Cause 5:** Inconsistency in implementation of district curriculum, framework and time management.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Poor Science Performance Across All Grades.

**Root Cause 6:** Inconsistency in implementation of district curriculum, framework and time management. Limited hands-on, inquiry-based learning opportunities, inadequate integration of STEM programs, and insufficient professional development for teachers in science instruction. Additionally, the failure to implement the STEM academy program has likely impacted science performance.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Parent communication seemed to be inconsistent when it comes to building relationships to discuss school expectations and academics.

**Root Cause 7:** There is inconsistent communication of newsletters and parent phone calls relating to school expectations and academics.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Teachers feel unsupported in their daily work by both administration and colleagues.

**Root Cause 8:** There is a perceived lack of effective communication and collaboration structures, such as PLCs and team meetings, leading to feelings of isolation and inadequate support from both administration and peers.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Many teachers are hesitant to continue teaching at the school, contributing to high staff turnover.

**Root Cause 9:** The negative work environment created by factors related to the previous administration and district engagement, combined with inadequate support and professional development, has led to low morale and dissatisfaction among staff.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Teachers do not feel supported in student discipline.

**Root Cause 10:** There is a lack of consistent and clear disciplinary policies and procedures, leading to inconsistent application of consequences and inadequate administrative support.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** The master schedule does not maximize instructional time and alignment, causing tension and resentment.

**Root Cause 11:** Teachers have historically created schedules based on personal preference rather than strategic instructional needs, requiring intervention from C&I directors and leading to conflict.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** Lesson planning is not consistently aligned with PLCs, district curriculum, and agreed-upon rigor.

**Root Cause 12:** There is a disconnect between PLC discussions, curriculum expectations, and actual classroom practices, compounded by insufficient oversight and support from instructional leaders.

**Problem Statement 12 Areas:** School Processes & Programs

**Problem Statement 13:** The RtI process leads to an excessive number of students being identified for Special Education.

**Root Cause 13:** The current RtI process lacks effective early intervention strategies and regular progress monitoring, resulting in over-referral to Special Education.

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 14:** Systems to track progress towards intended outcomes are inadequate.

**Root Cause 14:** The absence of robust tracking mechanisms and regular data reviews has hindered the ability to monitor progress and adjust strategies as needed.

**Problem Statement 14 Areas:** School Processes & Programs

**Problem Statement 15:** Stakeholder involvement in the improvement process is minimal.

**Root Cause 15:** There are no structured opportunities for stakeholders, including parents and community members, to participate in the planning and decision-making process,

leading to a lack of diverse input and support.

**Problem Statement 15 Areas:** School Processes & Programs

**Problem Statement 16:** Teacher evaluation results do not correlate with student performance data.

**Root Cause 16:** There is no process for systematically linking teacher evaluations with student data, preventing the identification of areas for improvement in teaching practices.

**Problem Statement 16 Areas:** School Processes & Programs

**Problem Statement 17:** Professional learning opportunities are insufficient and not strategically aligned with school goals.

**Root Cause 17:** The lack of a cohesive professional development plan and alignment with school improvement goals has resulted in missed opportunities for teacher growth and leadership development.

**Problem Statement 17 Areas:** School Processes & Programs

**Problem Statement 18:** There is no clearly defined process for recruiting and retaining high-quality educators.

**Root Cause 18:** The absence of a strategic recruitment plan and clear criteria for selecting educators has resulted in challenges in attracting and retaining qualified staff.

**Problem Statement 18 Areas:** School Processes & Programs

**Problem Statement 19:** Ineffective management and organization of district and grade-level resources on campus.

**Root Cause 19:** Insufficient accountability measures and the absence of a structured organizational system for managing tools and resources at each grade level.

**Problem Statement 19 Areas:** School Processes & Programs

# Goals





**Goal 1:** Increase Student Achievement

**Performance Objective 1:** By June 2025, at least 60% of our Kinder-Grade 2 students will grow at an above average rate or higher in Reading as measured by iStation and MAP (Minimum Impact Score of 40)

**High Priority**

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Our teachers will teach with fidelity to the master schedule the foundational skills: A master schedule will be created that prioritizes alignment with the curriculum and provides time for teachers to have uninterrupted time to address assessed skills to mastery and student growth, as measured by the impact calculator. This alignment should result in "3rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> ISIP/MAP  <b>Staff Responsible for Monitoring:</b> Allison Montague, Heather Lloyd</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction                      - <b>Targeted Support Action Step</b>  <b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 6, 8, 9</p>	Progress		
	Dec	Apr	July

Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Training will be provided to teachers for phonics and phonemic awareness, as well as follow-up support provided by the coach throughout the school year: These learning opportunities will be delivered during Professional Learning Communities, After-School Professional Development opportunities, and through in-district and outside the district trainings. These training should result in "3rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> Foundational Skills assessment, ISIP, and MAP</p> <p><b>Staff Responsible for Monitoring:</b> Allison Montague, Heather Lloyd</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Action Step</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3, 4, 6 - Perceptions 4</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Heggerty materials will be purchased to support teachers in implementing phonemic awareness with fidelity: This purchase should improve phonological awareness teaching and learning and result in "3rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> Foundational skills assessments, ISIP</p> <p><b>Staff Responsible for Monitoring:</b> Allison Montague, Heather Lloyd</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 3, 8, 9 - Perceptions 4</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p><b>Action Step 4:</b> All grade level teachers will use district RLA Summative assessments and Formative assessments from the district curriculum documents to inform and guide classroom and individualized instruction: On campus training will be provided to ensure the consistency and integrity of administration of Summative assessments before the first Unit Assessment is administered and throughout the year. Unit Summative data will be analyzed and discussed in Professional Learning Communities to inform and guide instruction after each administration. This data analysis should result in adjustments of instructional practices and inform tiered support for our students, informing also remedial instruction such as before or after-school tutorials. This data analysis process should result in "3rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> RLA summative assessments  <b>Staff Responsible for Monitoring:</b> Allison Montague, Heather Lloyd</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3, 4, 6, 7, 8, 9 - Perceptions 4</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 5 Details	Progress Reviews		
<p><b>Action Step 5:</b> Students will track data for MAP, iStation and Most Common Words to monitor progress and take ownership of data: Teachers will review this data with students and utilize it to monitor and adjust instruction. Instructional leaders will review trends and make instructional adjustments, offer coaching and professional development, and make informed purchases of instructional materials that result in "3rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> MAP, iStation, MCW  <b>Staff Responsible for Monitoring:</b> Allison Montague, Heather Lloyd</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 3, 4, 7, 8, 9 - Perceptions 4</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

### Student Learning

**Problem Statement 1:** Low Reading Proficiency in Economically Disadvantaged Students. **Root Cause:** The primary root causes include a lack of access to literacy resources at home, insufficient targeted reading interventions, and limited parental involvement due to socio-economic factors. Systems for instructional expectations have not been established across grade levels.

### School Processes & Programs

**Problem Statement 1:** Ineffective management and organization of district and grade-level resources on campus. **Root Cause:** Insufficient accountability measures and the absence of a structured organizational system for managing tools and resources at each grade level.

**Problem Statement 3:** Professional learning opportunities are insufficient and not strategically aligned with school goals. **Root Cause:** The lack of a cohesive professional development plan and alignment with school improvement goals has resulted in missed opportunities for teacher growth and leadership development.

**Problem Statement 4:** Teacher evaluation results do not correlate with student performance data. **Root Cause:** There is no process for systematically linking teacher evaluations with student data, preventing the identification of areas for improvement in teaching practices.

**Problem Statement 6:** Systems to track progress towards intended outcomes are inadequate. **Root Cause:** The absence of robust tracking mechanisms and regular data reviews has hindered the ability to monitor progress and adjust strategies as needed.

**Problem Statement 7:** The RtI process leads to an excessive number of students being identified for Special Education. **Root Cause:** The current RtI process lacks effective early intervention strategies and regular progress monitoring, resulting in over-referral to Special Education.

**Problem Statement 8:** Lesson planning is not consistently aligned with PLCs, district curriculum, and agreed-upon rigor. **Root Cause:** There is a disconnect between PLC discussions, curriculum expectations, and actual classroom practices, compounded by insufficient oversight and support from instructional leaders.

**Problem Statement 9:** The master schedule does not maximize instructional time and alignment, causing tension and resentment. **Root Cause:** Teachers have historically created schedules based on personal preference rather than strategic instructional needs, requiring intervention from C&I directors and leading to conflict.

### Perceptions

**Problem Statement 4:** Teachers feel unsupported in their daily work by both administration and colleagues. **Root Cause:** There is a perceived lack of effective communication and collaboration structures, such as PLCs and team meetings, leading to feelings of isolation and inadequate support from both administration and peers.





**Goal 1: Increase Student Achievement**

**Performance Objective 2:** By June 2025, at least 60% of our 3rd and 5th grade students will score at the Meets performance band or higher in Reading as measured by 2025 STAAR (Minimum Impact Score of 40)

**High Priority**

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> 3rd-5th teachers will use the district curriculum and resources within the district Scope and Sequence. Training on use of district curriculum documents, framework, and resources will be provided throughout the year. Instructional Leaders will lead teachers through unit and weekly planning on campus during Professional Learning Communities and After-School Meetings to ensure fidelity to framework and district expectations. This alignment should result in "6rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> District Unit Formative and Summative Evaluations, MAP, ISIP, and State Summative Evaluations such as STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Allison Montague Jonatan Romero</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3, 4, 6, 8, 9 - Perceptions 4</p>	Progress		
	Dec	Apr	July



Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Our 3rd-5th grade teachers will use Summative assessments and Formative assessments from the district curriculum documents to inform and guide classroom and individualized instruction. On-campus training will be provided to ensure the consistency and integrity of administration of Summative assessments before the first Unit Assessment is administered and training will continue throughout the year. 3rd-5th grade teachers will use district curriculum and researched resources within the district Scope and Sequence. Unit Summative data will be analyzed and discussed in Professional Learning Communities to inform and guide instruction after each administration. This data analysis will inform adjustments to the instructional practice of our teachers and necessary purchases to support struggling students, resulting in "6rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> District formative and summative assessments  <b>Staff Responsible for Monitoring:</b> Allison Montague  Jonatan Romero</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  <b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1, 3, 4, 6, 8 - Perceptions 4</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Students and teachers will track data for MAP and iStation to monitor progress and take ownership of data. Teachers will review this data with students and utilize it to monitor and adjust instruction. Students will additionally present progress towards their goals during parent conferences and increase ownership of their learning. This data tracking should result in "6rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> MAP, iStation  <b>Staff Responsible for Monitoring:</b> Allison Montague  Jonatan Romero</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 4, 5, 6, 7</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

## Student Learning

**Problem Statement 1:** Low Reading Proficiency in Economically Disadvantaged Students. **Root Cause:** The primary root causes include a lack of access to literacy resources at home, insufficient targeted reading interventions, and limited parental involvement due to socio-economic factors. Systems for instructional expectations have not been established across grade levels.

## School Processes & Programs

**Problem Statement 1:** Ineffective management and organization of district and grade-level resources on campus. **Root Cause:** Insufficient accountability measures and the absence of a structured organizational system for managing tools and resources at each grade level.

**Problem Statement 3:** Professional learning opportunities are insufficient and not strategically aligned with school goals. **Root Cause:** The lack of a cohesive professional development plan and alignment with school improvement goals has resulted in missed opportunities for teacher growth and leadership development.

**Problem Statement 4:** Teacher evaluation results do not correlate with student performance data. **Root Cause:** There is no process for systematically linking teacher evaluations with student data, preventing the identification of areas for improvement in teaching practices.

**Problem Statement 5:** Stakeholder involvement in the improvement process is minimal. **Root Cause:** There are no structured opportunities for stakeholders, including parents and community members, to participate in the planning and decision-making process, leading to a lack of diverse input and support.

**Problem Statement 6:** Systems to track progress towards intended outcomes are inadequate. **Root Cause:** The absence of robust tracking mechanisms and regular data reviews has hindered the ability to monitor progress and adjust strategies as needed.

**Problem Statement 7:** The RtI process leads to an excessive number of students being identified for Special Education. **Root Cause:** The current RtI process lacks effective early intervention strategies and regular progress monitoring, resulting in over-referral to Special Education.

**Problem Statement 8:** Lesson planning is not consistently aligned with PLCs, district curriculum, and agreed-upon rigor. **Root Cause:** There is a disconnect between PLC discussions, curriculum expectations, and actual classroom practices, compounded by insufficient oversight and support from instructional leaders.

**Problem Statement 9:** The master schedule does not maximize instructional time and alignment, causing tension and resentment. **Root Cause:** Teachers have historically created schedules based on personal preference rather than strategic instructional needs, requiring intervention from C&I directors and leading to conflict.

## Perceptions

**Problem Statement 4:** Teachers feel unsupported in their daily work by both administration and colleagues. **Root Cause:** There is a perceived lack of effective communication and collaboration structures, such as PLCs and team meetings, leading to feelings of isolation and inadequate support from both administration and peers.

**Goal 1:** Increase Student Achievement

**Performance Objective 3:** By June 2025, at least 60% of our Kinder-Grade 2 students will grow at an above average rate or higher in Math as measured by Dreambox and MAP (Minimum Impact Score of 40)

**High Priority**

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Dreambox will be utilized for the effective implementation of differentiated instruction, academic interventions and tutoring. Instructional Leaders will monitor usage and effectiveness of the implementation and provide a monthly report to the campus principal. Follow up training will be provided once each quarter in every grade level in addition to the initial district training during BOY Professional Development (Launchpad) to support consistency and integrity in each class. Kinder through 2nd grade students will complete Dreambox lessons each week and teachers will log in to their Dashboards at least once per week. Dreambox student progress reports will inform instructional strategies during Professional Learning Communities and used to develop lesson plans within the District Curriculum/Scope and Sequence. Dreambox time will be structured into Kinder through 2nd grade Math framework. This intervention strategy should result in "3rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> At least 80% of students will complete 5-20 lessons per week and demonstrate a minimum of 1.0 years worth of growth (as determined by Dreambox proficiency levels) by December 2024).</p> <p>Students who are 1 grade level or more behind as determined by their Launchpad assessment will demonstrate the appropriate amount of accelerated growth each month to achieve on grade level mastery by May 2025. (0.1=1 month of growth; 1=1 grade level of growth).</p> <p>Students who are on grade level as determined by their Launchpad assessment will demonstrate at least 0.1 of growth per month.</p> <p>Increase the monthly average of teacher Dreambox dashboard logins from 41% to 80% by December 2024. By the end of October 2024, all teachers will be required to assign customized Dreambox lessons for each student based on their Fall MAP scores. Our goal is to ensure that by December 2025, 100% of grade-level standards are marked as "in progress."</p> <p>Increase monthly average teacher Dreambox dashboard log ins from 41 % to 80% by December 2024 and by the end of October 2024 , 100% of teachers will assign customized Dreambox lessons for 100% of their students based on Fall MAP scores to increase grade level standards "in progress" to 100% in Numbers and Operations and Algebraic Reasoning by December 2025 since those are the most tested STAAR categories .</p> <p>Increase monthly average teacher dashboard log in from 80% to 100% by March and 100% of teachers will assign customized Dreambox lessons for 100% of their students based on Winter MAP scores by January 2025 to increase grade level standards that are "proficient" to 15% in Numbers and Operations and Algebraic Reasoning by April 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Shirlee Ward, Heather Lloyd</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 3, 4, 6, 7, 8, 9 - Perceptions 4</p>	Progress		
	Dec	Apr	July

Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> MAP data will be utilized for the effective implementation of differentiated instruction and academic tutoring. Training and support will be offered before each MAP assessment for administration and analyzing reports to support integrity and consistency in each class. Instructional Leaders will support Kinder through 2nd grade teachers will disaggregate grade level, classroom and individual student MAP Growth reports to monitor student progress, identify areas of greatest need and differentiate Dreambox lessons after the Fall, Winter and Spring assessments. Class and Student Growth reports will inform instructional strategies during Professional Learning Communities and lesson plans within the District Curriculum /Scope and Sequence. This data monitoring and tutoring strategy should result in "3rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> Move 10% of students in each grade level from their BOY quadrant to the next level quadrant or higher in the High Achievement/High Growth quadrant by MOY assessment to demonstrate above average growth. Move 10% of students in each grade level from their MOY quadrant to the next level quadrant or higher in the High Achievement/High Growth quadrant by EOY assessment to demonstrate above average growth.</p> <p><b>Staff Responsible for Monitoring:</b> Shirlee Ward, Heather Lloyd</p> <p><b>Title I:</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> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 3, 4, 6, 7</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> We will use district Summative and Checkpoints and Formative assessments from the district curriculum documents to inform and guide classroom and individualized instruction in small groups and tutorials. On campus training will be provided to ensure the consistency and integrity of administration of Summative assessments before the first Unit Assessment is administered and throughout the year. Unit Summative data will be analyzed and discussed in Professional Learning Communities to inform and guide instruction after each administration. Kinder through grade 2 teachers will use the district curriculum and resources in alignment with the district Scope and Sequence. Teachers will keep records of students who are included in small group instruction/tutorials, the standards that are addressed and the duration of time. This alignment to district curriculum should result in "3rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> 100 % of teachers will use available Summative assessments, Checkpoints and formative assessments beginning with Unit 2 in the district curriculum.            At least 80% of K-2nd students will score 50% or above on each Unit Summative assessments by January 2025.            At least 80% of K-2nd students will score 60% or above on each Unit Summative assessment by May 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Shirlee Ward, Heather Lloyd</p> <p><b>Title I:</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> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1, 3, 6, 8</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p><b>Action Step 4:</b> We will provide our teachers with time to plan effective curriculum, instruction, and assessment strategies for the upcoming grading period. We will use allocated funding to attain district substitutes for K-5 Math teachers each quarter. Teachers will plan with district and campus instructional coaches to ensure the most effective strategies and powerful resources are used to target the lowest performing standards on STARR, MAP and/or Unit Assessments in the state, district and campus. This planning for effective instruction should result in "3rd Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> At least 80% of K-2nd students will score 50% or above on Unit Summative assessments by January 2025.            At least 80% of K-2nd students will score 60% or above on Unit Summative assessments by May 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Shirlee Ward, Heather Lloyd</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 3, 4, 6, 8 - Perceptions 4</p>	Progress		
	Dec	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 2:** Low student performance in Mathematics for grades 3rd-5th **Root Cause:** Inconsistency in implementation of district curriculum, framework and time management.

#### School Processes & Programs

**Problem Statement 1:** Ineffective management and organization of district and grade-level resources on campus. **Root Cause:** Insufficient accountability measures and the absence of a structured organizational system for managing tools and resources at each grade level.

**Problem Statement 3:** Professional learning opportunities are insufficient and not strategically aligned with school goals. **Root Cause:** The lack of a cohesive professional development plan and alignment with school improvement goals has resulted in missed opportunities for teacher growth and leadership development.

**Problem Statement 4:** Teacher evaluation results do not correlate with student performance data. **Root Cause:** There is no process for systematically linking teacher evaluations with student data, preventing the identification of areas for improvement in teaching practices.

**Problem Statement 6:** Systems to track progress towards intended outcomes are inadequate. **Root Cause:** The absence of robust tracking mechanisms and regular data reviews has hindered the ability to monitor progress and adjust strategies as needed.

**Problem Statement 7:** The RtI process leads to an excessive number of students being identified for Special Education. **Root Cause:** The current RtI process lacks effective early intervention strategies and regular progress monitoring, resulting in over-referral to Special Education.

**Problem Statement 8:** Lesson planning is not consistently aligned with PLCs, district curriculum, and agreed-upon rigor. **Root Cause:** There is a disconnect between PLC discussions, curriculum expectations, and actual classroom practices, compounded by insufficient oversight and support from instructional leaders.

**Problem Statement 9:** The master schedule does not maximize instructional time and alignment, causing tension and resentment. **Root Cause:** Teachers have historically created schedules based on personal preference rather than strategic instructional needs, requiring intervention from C&I directors and leading to conflict.

#### Perceptions

**Problem Statement 4:** Teachers feel unsupported in their daily work by both administration and colleagues. **Root Cause:** There is a perceived lack of effective communication and collaboration structures, such as PLCs and team meetings, leading to feelings of isolation and inadequate support from both administration and peers.

**Goal 1: Increase Student Achievement**

**Performance Objective 4:** By June 2025, at least 60% of our 3rd-5th grade students will score at the Meets performance band or higher in Math as measured by 2025 STAAR (Minimum Impact Score of 40)

**High Priority**

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Dreambox will be utilized for the effective implementation of differentiated instruction, academic interventions and tutoring, including the accelerated instruction strategy outlined by House Bill 1416. Follow up training will be provided once each quarter in every grade level in addition to the initial district training during BOY Professional Development (Launchpad) to support consistency and integrity in each class. 3rd-5th gr. students will complete Dreambox lessons each week and teachers will log in to their Dashboards at least once per week. Dreambox student progress reports, as monitored and reported by the Instructional Leaders, will inform instructional strategies during Professional Learning Communities and used to develop lesson plans within the District Curriculum/Scope and Sequence. Dreambox time will be structured into 3rd-5th gr. Math framework. This intervention strategy should result in "6th Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> At least 80% of students will complete 5-20 lessons per week; spend at least 50 min. per week to demonstrate above average progress in standards by the third week of school and maintain that average until May 2025. At least 60% of students will be Near Grade level or At/Above Grade Level by December 2024 to demonstrate growth by more than .5 of a grade level in each grade level, overall.</p> <p>Increase monthly average teacher dashboard log ins from 41 % to 80% by December and 100% of teachers will assign customized Dreambox lessons for 100% of their students based on Fall MAP scores by the end of October 2024 to increase grade level standards "in progress" to 100% by December 2025.</p> <p>Increase monthly average teacher dashboard log in from 80% to 100% by March and 100% of teachers will assign customized Dreambox lessons for 100% of their students based on Winter MAP scores by January 2025 to increase grade level standards that are "proficient" to 15% by April 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Shirlee Ward, Heather Lloyd</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4, 6 - Perceptions 4</p>	Progress		
	Dec	Apr	July



Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Math MAP data will be utilized for the effective implementation of differentiated instruction and academic tutoring. Training and support will be offered before each MAP assessment for administration and analyzing reports to support integrity and consistency in each class. 3rd-5th gr. teachers will disaggregate grade level, classroom and individual student MAP Growth reports to monitor student progress, identify areas of greatest need and differentiate Dreambox lessons after the Fall, Winter and Spring assessments. Class and Student Growth reports will inform instructional strategies during Professional Learning Communities and lesson plans within the District Curriculum /Scope and Sequence. This data analysis should result in "6th Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> Move 10% of students in each grade level from their BOY quadrant to the next level quadrant or higher in the High Achievement/High Growth quadrant by MOY assessment. Move 10% of students in each grade level from their MOY quadrant to the next level quadrant or higher in the High Achievement/High Growth quadrant by EOY assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Shirlee Ward, Heather Lloyd</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4, 6, 7</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> All grade level teachers will use district Math Summative assessments and Formative assessments from the district curriculum documents to inform and guide classroom and individualized instruction in small groups and tutorials. On campus training will be provided to ensure the consistency and integrity of administration of Summative assessments before the first Unit Assessment is administered and throughout the year. Unit Summative data will be analyzed and discussed in Professional Learning Communities to inform and guide instruction after each administration. 3rd-5th gr. teachers will use the district curriculum and resources within the district Scope and Sequence. This data analysis and alignment to district curriculum should result in "6th Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> At least 80% of 3rd-5th students will score 50% or above on Unit Summative assessments by January 2025. At least 80% of 3rd-5th students will score 60% or above on Unit Summative assessments by May 2025.</p> <p><b>Staff Responsible for Monitoring:</b> Shirlee Ward, Heather Lloyd, Jonatan Romero</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 4, 6, 8</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 4 Problem Statements:

#### Student Learning

**Problem Statement 2:** Low student performance in Mathematics for grades 3rd-5th **Root Cause:** Inconsistency in implementation of district curriculum, framework and time management.

#### School Processes & Programs

**Problem Statement 4:** Teacher evaluation results do not correlate with student performance data. **Root Cause:** There is no process for systematically linking teacher evaluations with student data, preventing the identification of areas for improvement in teaching practices.

**Problem Statement 6:** Systems to track progress towards intended outcomes are inadequate. **Root Cause:** The absence of robust tracking mechanisms and regular data reviews has hindered the ability to monitor progress and adjust strategies as needed.

**Problem Statement 7:** The RtI process leads to an excessive number of students being identified for Special Education. **Root Cause:** The current RtI process lacks effective early intervention strategies and regular progress monitoring, resulting in over-referral to Special Education.

**Problem Statement 8:** Lesson planning is not consistently aligned with PLCs, district curriculum, and agreed-upon rigor. **Root Cause:** There is a disconnect between PLC discussions, curriculum expectations, and actual classroom practices, compounded by insufficient oversight and support from instructional leaders.

#### Perceptions

**Problem Statement 4:** Teachers feel unsupported in their daily work by both administration and colleagues. **Root Cause:** There is a perceived lack of effective communication and collaboration structures, such as PLCs and team meetings, leading to feelings of isolation and inadequate support from both administration and peers.



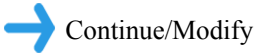

**Goal 1: Increase Student Achievement**

**Performance Objective 5:** By June 2025, at least 60% of our 5th grade students will score at the Meets performance band or higher in Science as measured by 2025 STAAR (Minimum Impact Score of 40)

**High Priority**

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> K-5th teachers will use the district curriculum and resources within the district Scope and Sequence. Training on use of district curriculum documents, framework, scheduling time in lessons plans for Science activities and resources will be provided throughout the year. Classroom &amp; Outdoor Investigations should account for the following amounts of Science Instructional Time for respective grade levels: 80% for K-1st grade; 60% for 2nd-3rd; 50% for 4th-5th. Training will be provided over the Unit documents and Science framework and will be utilized in all grade levels by the third week of school to establish Anchoring Phenomenon, SEPs (Scientific &amp; Engineering Practices) and RTCs(Recurring Themes).</p> <p>3rd-5th gr. Teachers will use Summative and Formative assessments from the district curriculum documents to inform and guide classroom and individualized instruction in small groups and tutorials. On campus training will be provided to ensure the consistency and integrity of administration of 5th gr. online Summative assessments before the first Unit Assessment is administered and training will continue throughout the year. 3rd-5th gr. teachers will use district curriculum and researched resources within the district Scope and Sequence. Unit Summative data will be analyzed and discussed in Professional Learning Communities to inform and guide instruction after each administration. This data analysis and alignment to district curriculum should result in "6th Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> At least 50% of each grade level, 3rd-5th gr. ,will score 60% or above on Science Unit assessments by October 2024 to show accelerated growth. At least 60% of each grade level, 3rd-5th gr. ,will score 60% or above on Science Unit assessments by March 2025 to show accelerate growth.</p> <p><b>Staff Responsible for Monitoring:</b> Shirlee Ward Heather Lloyd Jonatan Romero</p> <p><b>Title I:</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 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 4, 6, 8</p>	Progress		
	Dec	Apr	July

Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> We will utilize allocated funding to purchase MAP Science to progress measure on this priority area. Assessments will be administered in 4th and 5th grades. MAP Science data will be utilized for the effective implementation of differentiated instruction and academic tutoring. Training and support will be offered before each MAP assessment for administration and analyzing reports to support integrity and consistency in each class. 4th-5th gr. teachers will disaggregate grade level, classroom and individual student MAP Growth reports to monitor student progress, identify areas of greatest need and differentiate lessons after the Fall, Winter and Spring assessments with district curriculum resources. Class and Student Growth reports will inform instructional strategies during Professional Learning Communities and lesson plans within the District Curriculum /Scope and Sequence. This intervention strategy should result in "6th Grade-Ready Students" where at least 60% of our students will show growth at an above average growth, or an Impact Score of at least 40.</p> <p><b>Measures:</b> At least 70% of 5th gr. students score at or above 41 percentile by MOY MAP and 80% of 5th gr. students scoring at or above 41 percentile by EOY MAP  At least 60% of 4th gr. students score at or above 41 percentile by MOY MAP and 70% of 4th gr. students scoring at or above 41 percentile by EOY MAP</p> <p><b>Staff Responsible for Monitoring:</b> Shirlee Ward, Jonatan Romero</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b>  Improve low-performing schools</p> <p>- <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 6, 8</p>	Progress		
	Dec	Apr	July

**Performance Objective 5 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 3:</b> Poor Science Performance Across All Grades. <b>Root Cause:</b> Inconsistency in implementation of district curriculum, framework and time management. Limited hands-on, inquiry-based learning opportunities, inadequate integration of STEM programs, and insufficient professional development for teachers in science instruction. Additionally, the failure to implement the STEM academy program has likely impacted science performance.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 4:</b> Teacher evaluation results do not correlate with student performance data. <b>Root Cause:</b> There is no process for systematically linking teacher evaluations with student data, preventing the identification of areas for improvement in teaching practices.</p>
<p><b>Problem Statement 6:</b> Systems to track progress towards intended outcomes are inadequate. <b>Root Cause:</b> The absence of robust tracking mechanisms and regular data reviews has hindered the ability to monitor progress and adjust strategies as needed.</p>
<p><b>Problem Statement 8:</b> Lesson planning is not consistently aligned with PLCs, district curriculum, and agreed-upon rigor. <b>Root Cause:</b> There is a disconnect between PLC discussions, curriculum expectations, and actual classroom practices, compounded by insufficient oversight and support from instructional leaders.</p>

**Goal 1:** Increase Student Achievement

**Performance Objective 6:** By the end of May 2025, the number of students with chronic absences of 15 or more unexcused will decrease by 10% from 108 students in 2023-2024 to 97 students.

**Goal 1: Increase Student Achievement**

**Performance Objective 7:** By the end of May 2025, North Riverside will reduce the number of discipline referrals school wide by 10% from 344 referrals in 2023-2024 to 309 referrals for the 2024-2025 school year.





Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Discipline referrals will be reduced through campus wide use of ClassDojo as a PBIS support.</p> <p><b>Measures:</b> ISS and OSS data and occurrences</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 6 - Perceptions 2</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 7 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Discipline referrals last year were not equitable when it comes to sex and ethnicity.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 6:</b> Systems to track progress towards intended outcomes are inadequate. <b>Root Cause:</b> The absence of robust tracking mechanisms and regular data reviews has hindered the ability to monitor progress and adjust strategies as needed.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Teachers do not feel supported in student discipline. <b>Root Cause:</b> There is a lack of consistent and clear disciplinary policies and procedures, leading to inconsistent application of consequences and inadequate administrative support.</p>

**Goal 2:** Overall Excellence in Student, Parent and Community Relations

**Performance Objective 1:** By May 2025, North Riverside will hold a diversity of family and community involvement events that result in increased parent participation.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> The school will partner with parents and community members to grow and strengthen a Parent-Teacher Association (PTA) and hold monthly meetings.</p> <p><b>Measures:</b> PTA drive board membership increase from 3 parents to also include staff members. Monthly meeting agendas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1, 5 - Perceptions 1</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Create a Site-Based Advisor Board that includes parents, staff members, business owners, and community partners that drives school improvement efforts.</p> <p><b>Measures:</b> At least 4 meetings in the year.</p> <p><b>Staff Responsible for Monitoring:</b> School Principal</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes &amp; Programs 5 - Perceptions 1</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** The school experienced many resignations and transfer requests at the end of the 23-24 school year. **Root Cause:** Low trust in the district direction and plans for North Riverside.

### Student Learning

**Problem Statement 1:** Low Reading Proficiency in Economically Disadvantaged Students. **Root Cause:** The primary root causes include a lack of access to literacy resources at home, insufficient targeted reading interventions, and limited parental involvement due to socio-economic factors. Systems for instructional expectations have not been established across grade levels.

**Problem Statement 2:** Low student performance in Mathematics for grades 3rd-5th **Root Cause:** Inconsistency in implementation of district curriculum, framework and time management.

**Problem Statement 3:** Poor Science Performance Across All Grades. **Root Cause:** Inconsistency in implementation of district curriculum, framework and time management. Limited hands-on, inquiry-based learning opportunities, inadequate integration of STEM programs, and insufficient professional development for teachers in science instruction. Additionally, the failure to implement the STEM academy program has likely impacted science performance.

### School Processes & Programs

**Problem Statement 1:** Ineffective management and organization of district and grade-level resources on campus. **Root Cause:** Insufficient accountability measures and the absence of a structured organizational system for managing tools and resources at each grade level.

**Problem Statement 5:** Stakeholder involvement in the improvement process is minimal. **Root Cause:** There are no structured opportunities for stakeholders, including parents and community members, to participate in the planning and decision-making process, leading to a lack of diverse input and support.





### Perceptions

**Problem Statement 1:** Parent communication seemed to be inconsistent when it comes to building relationships to discuss school expectations and academics. **Root Cause:** There is inconsistent communication of newsletters and parent phone calls relating to school expectations and academics.



**Goal 2:** Overall Excellence in Student, Parent and Community Relations

**Performance Objective 2:** By June 2025, 100% of our teachers will have at least 95% parent engagement on ClassDojo.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Track monthly the percentage of parents that are connected to ClassDojo by teacher and grade level.</p> <p><b>Title I:</b> 2.5, 2.6, 4.2</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5 - Perceptions 1</p>	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

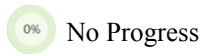
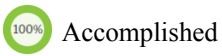
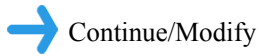

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 5:</b> Stakeholder involvement in the improvement process is minimal. <b>Root Cause:</b> There are no structured opportunities for stakeholders, including parents and community members, to participate in the planning and decision-making process, leading to a lack of diverse input and support.</p>
Perceptions
<p><b>Problem Statement 1:</b> Parent communication seemed to be inconsistent when it comes to building relationships to discuss school expectations and academics. <b>Root Cause:</b> There is inconsistent communication of newsletters and parent phone calls relating to school expectations and academics.</p>

**Goal 3: Employee Excellence and Organizational Improvement**

**Performance Objective 1:** Lower budget spending for resources and materials by organizing resources, using existing resources and materials and increase access to all staff and community by implementing an organizational process.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Increase accessibility and lower budget costs for campus resources. Implement systems of accountability for district content resources and materials. Teachers will fill out a classroom checklist at the beginning of the year and the end of the year to inventory resources and materials in the classroom. The Assistant Principal and Instructional Coaches will distribute and collect the inventory sheets from teachers and use as part of the checkout process at the end of the year.</p> <p><b>Measures:</b> Instructional Coaches distribute inventory forms/sheets of content resources/materials by 8/9/2024 to increase stewardship and lower budget spending for resources.                      100% of teachers fill out BOY inventory sheets and turn in to Instructional Coaches by 8/23/2024 to increase stewardship and lower budget spending for resources.                      100% of teachers fill out EOY inventory sheets and turn in to Assistant Principal by 5/23/2025 to increase stewardship and lower budget spending for resources.</p> <p><b>Staff Responsible for Monitoring:</b> Heather Lloyd                      Shirlee Ward                      Allison Montague</p> <p><b>Title I:</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  <b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Progress		
	Dec	Apr	July

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Ineffective management and organization of district and grade-level resources on campus. <b>Root Cause:</b> Insufficient accountability measures and the absence of a structured organizational system for managing tools and resources at each grade level.</p>