

**Houston Independent School District**  
**003 Northside High School**  
**2021-2022 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: July 29, 2021

## Needs Assessment Overview

Attendance has been an ongoing initiative based on data that correlated excessive absences with low or failing grades and student retention which led to a high drop-out rate. Northside focused on the campus goal of improving attendance for all grade levels by forming a targeted committee that met weekly and included multiple stakeholders including District personnel with the capability of compiling data to identify trends and provide resources. Sharing information and pulling in resources like wrap around to assure that students had all barriers removed has had a positive impact on attendance rates. Additionally, addressing reasons for discipline issues has reduced OSS and increased ISS for the majority of students. Use of counselors, involving parents, and instituting a restorative discipline program has been successful for the majority of students, although the pandemic put all of those initiatives on hold while students were virtual and hybrid. The growth area for 2021-2022 will also be Special Education, especially the BSC students who accounted for the majority of the serious discipline issues. As far as academic growth, the bell schedule was changed to account for 120 additional minutes over a two-week period in the middle of the school day to ensure that all students would have the advantage of intervention. Based on previous end-of-year data and BOY data indicated that areas of greatest needs are campus-wide reading/writing, math interventions, and speaking opportunities for all students but especially ELL's.

Urgent student priority needs are helping students regain lost credits due to excessively higher than normal failure rates due to virtual learning and improving students' GPA's by adding supports in all core classes. Credit recovery will be face-to-face whenever possible through the in-house credit recovery program. (Face to face may be through TEAMS.) Due to instructional gaps that may exist for all students due to Covid-19, the campus priority for 2021-2022 is to address any learning gaps in an effort for 2022 data to match 2018-2019 and continue the upward trend that Northside was showing. This will be done through remediation, Saturday sessions, and the Power Half Hour that will take testing out of the STARR tested classes to maximize instructional time.

Another area of growth is to work with the Special education department to develop behavior expectations that include a system of rewards and consequences for BSC and Special Education students. All instructors will be provided with de-escalation strategies provided by the Special Education department. The administrative team completed a year-long training with OSES to ensure that there was consistency and a depth of information provided to ensure compliance when conducting observations, enforcing discipline and understanding IEP's.

# Demographics

## Demographics Summary

Northside serves about 1300 students of whom 85% are Hispanic, 14% are African-American, and 1% are other. Approximately 95% of the students qualify for free/reduced lunch; 18.9% are Limited English Proficient (LEP); 81% of the students take Career & Technology Education (CATE) classes; 10.3% are Special Education; 35% attend honors classes and 6.5% are labeled gifted and talented (GT) students. Northside High School is in Houston's Near Northside and in a portion of the Fifth Ward.

Northside High School is located in Houston's Near Northside and in a portion of the Fifth Ward. The Near Northside is predominantly Hispanic while the Fifth Ward is primarily African American, with both neighborhoods having deep historical roots. These neighborhoods also include recent immigrants. Although both neighborhoods are essentially poor, there is a gentrification trend which, in the next ten years, may change student demographics.

Teacher demographics for 2020-2021 were as follows: 36% are African American, 31% are Hispanic, 30% are White and 3% are other. 62% of the teachers are female and 38% are male. The average years of experience is 10 years.

## Demographics Strengths

The population of Northside High School has remained consistent over time as far as student ethnicity and special populations. Many families have lived in the Northside neighborhood for many years, and multiple family members have attended Northside High School. Alumni families are extremely devoted to the former Davis and current Northside campus. Several faculty and staff members graduated from Davis/Northside, including one newly hired teacher in 2021 and one in 2020.

## Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** Traditionally, parental involvement has been very low at Northside. **Root Cause:** Parental participation is sometimes low due to their apprehension over language.

**Problem of Practice 2:** Students are not advancing in the English language. **Root Cause:** Due to a high percentage of second-language learners, students are not exposed to English at home.

**Problem of Practice 3:** All students are underperforming at Northside High School and parents do not want to be involved with academics. **Root Cause:** Parents only hear the negative messages about the school, and do not come to the campus and see the positive things that are happening. Also, honors, awards and accomplishments are not always publicized.

# Student Learning

## Student Learning Summary

During the 2020-2021 school year, there was an unprecedented number of students who failed multiple classes. 20% of the freshmen who were enrolled for the entire school year had GPA's of 0, meaning they failed every class that they took. Teachers and staff made tremendous efforts using a campus-wide contact tracker to document which students had been contacted, how many times, and what the response was. Even after every student was provided a lap top and hot spot if necessary, many students declined to log into their classes and if they did, walked away from the device while teachers were trying to gain their attention. Approximately 50% of students who needed to take the STAAR test came to take it, and less than 50% of students came to take the Telpas so most students have no data to use for planning.

In an effort to add intervention in reading and math during the instructional day, 30 minutes was added after lunch Monday-Thursday to ensure that all students participate in accelerated learning. The lessons are individualized based on testing data. We also created an in-house credit recovery program at all grade levels in 2020-2021 that will continue in 2021-2022. The data showed that students appreciated the opportunity to work in small groups during an intense period of immersion in a subject.

## Student Learning Strengths

While there were about 20% of 9th grade students who had a GPA of 0, there were many students who performed at very high levels. The top 20% of the 9th grade class all had GPA's over 4.1, and the student who was number one had a GPA of 4.7. That student was also virtual. When asked as a group how they managed to maintain their grades with everything else that was going on, most of them said that they knew one day things would get back to normal, and they did not want to be behind when that happened. Some also said that doing well in school made them feel better and helped keep their minds off the pandemic.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** Approximately 600 students failed at least one course in 2020-2021. In-school intervention time has been allotted for the coming school year. **Root Cause:** Students who need interventions and support often cannot come before or after school due to work , family, or transportation.

**Problem of Practice 2:** Students are not advancing in the English language. **Root Cause:** Due to a high percentage of second-language learners, students are not exposed to English at home.

**Problem of Practice 3:** Special populations often are not receiving differentiated instruction as documented in their individual education plans. **Root Cause:** Instruction is planned for the whole group without differentiation for special pops such as GT, 504, and LEP students.

# School Processes & Programs

## School Processes & Programs Summary

Instructional practices are determined by the instructional council, made up of the principal, dean, and department chairs. Input comes from all members of each department through PLC's that are led by teacher leaders under the guidance of the department chairs. The curriculum for each course is determined by the Texas Education Agency, and the Houston Independent School District. The Scope and Sequence is a guide, but may be altered depending on the teachers within their PLC. Personnel is hired based on the members of that department building a profile and participating in the selection of the teacher, since being a good fit with the department is very important to campus growth and support.

## School Processes & Programs Strengths

At Northside, everyone has a voice in decisions whenever possible and this is what makes the Northside team so stable. The people who will work closely with any new faculty or staff member will be involved in the selection. While the final decision is always up to the principal, everyone involved will have an equal voice and usually the majority will decide rather than the principal, although she will guide through questioning to ensure that everything has been taken into account. Besides hiring, faculty and staff are provided opportunities to provide input on other decisions related to daily school functions, such as schedules, needed programs, safety, and campus policy.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** Special populations often are not receiving differentiated instruction as documented in their individual education plans. **Root Cause:** Instruction is planned for the whole group without differentiation for special pops such as GT, 504, and LEP students.

**Problem of Practice 2:** Traditionally, parental involvement has been very low at Northside. **Root Cause:** Parental participation is sometimes low due to their apprehension over language.

**Problem of Practice 3 (Prioritized):** Approximately 600 students failed at least one course in 2020-2021. In-school intervention time has been allotted for the coming school year. **Root Cause:** Students who need interventions and support often cannot come before or after school due to work, family, or transportation.

**Problem of Practice 4:** All students are underperforming at Northside High School and parents do not want to be involved with academics. **Root Cause:** Parents only hear the negative messages about the school, and do not come to the campus and see the positive things that are happening. Also, honors, awards and accomplishments are not always publicized.

# Perceptions

## Perceptions Summary

The culture of Northside is one of welcoming everyone and providing a safe environment in which to learn and become a part of the culture. As a Title I school, students come with many needs, and there are multiple safety nets in place such as wrap around services, an at-risk counselor, 3 academic counselors, college and career counselors, as well as a clean and safe environment such that many times students do not want to go home when school is over for the day.

Every student has a gift or talent, and it is the duty of the faculty and staff to help them find what that gift or talent is and then to provide opportunities to develop that talent. Every student needs to feel success in something and that will be the reason that they continue to come to school. Our goal for all Northside students is to graduate and have a plan for after graduation.

In 2021-2022, our added goal is to ensure that parents/families feel welcome and included in Northside events.

## Perceptions Strengths

Northside has a very stable faculty/staff who have made connections over time with multiple members of the same family. It is easier to work with families when there is a rapport and a base of trust. As a faculty, we try to educate the whole child, to establish connections with learning to real life, and to encourage students to want more out of life by setting long and short-term goals.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** All students are underperforming at Northside High School and parents do not want to be involved with academics. **Root Cause:** Parents only hear the negative messages about the school, and do not come to the campus and see the positive things that are happening. Also, honors, awards and accomplishments are not always publicized.

**Problem of Practice 2:** Traditionally, parental involvement has been very low at Northside. **Root Cause:** Parental participation is sometimes low due to their apprehension over language.



# Priority Problems of Practice

**Problem of Practice 1:** Approximately 600 students failed at least one course in 2020-2021. In-school intervention time has been allotted for the coming school year.

**Root Cause 1:** Students who need interventions and support often cannot come before or after school due to work , family, or transportation.

**Problem of Practice 1 Areas:** Student Learning - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

# Board Goals

**Board Goal 1:** ELAR The percentage of students performing in reading and writing at or above grade level as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** ELAR: To increase the number of students performing at Meets or Exceeds grade level on STAAR reading and writing yearly over the next three years. The goal for 2021-2022 is an increase of 2% with a stretch goal of 4%.

**Strategic Priorities:** Expanding Educational Opportunities

**Summative Evaluation:** No progress made toward meeting Goal

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Increase the number of students who score "Meets" on the STAAR English I and English II exams by 8% between 2021-2024 <b>Evaluation Data Sources:</b> STAAR exam and snap shot tests will be used for data conferences in order to reteach any unmet objectives. <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** During PLC, teachers will create aligned exit tickets to quickly assess mastery and or the need to re-teach.

**Strategy's Expected Result/Impact:** Students will be familiar with the format/ vocabulary used on STAAR/EOC .

**Staff Responsible for Monitoring:** Department Chair, Dean of Instruction, and Assistant Principals

**Action Steps:** Review lesson plans for exit ticket alignment.

**TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy**

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Create a backwards designed success plan with PLC or department to ensure that all STAAR, AP and grade level ELA objectives will be covered during the course of each semester. <b>Evaluation Data Sources:</b> Structured data driven PLC meeting minutes, observations, student performance on common assessments, Assign high performing teachers to tested subject areas. Team planning to share best practices, target areas of biggest need as identified by common assessments, structured lesson plans with emphasis on CFU, ELPS, Scaffolding, and structured monitoring. <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Backwards planning will be done at the beginning of the year based on any formative and summative assessments using the testing calendar provided by the District.





**Strategy's Expected Result/Impact:** Data driven instruction leads to results and teaching tailored to assessed student needs.

**Staff Responsible for Monitoring:** PLC team leads, ELA department chair, Dean of Instruction.

**Action Steps:** Create PLC schedule in tested subject areas. Begin to implement use of data reflection forms and PLC minute templates along with testing calendars.

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 3 Details		Reviews			
<b>Measurable Objective 3:</b> Provide time within the daily schedule to focus on sustained, independent reading. Create a print-rich school-wide culture and use Lexiles to ensure that students are selecting books that challenge but do not frustrate them. gain students input on books that they would be interested in reading.  <b>Evaluation Data Sources:</b> Given that research supports the connection between sustained independent reading and gains in Lexile level and comprehension skills, NHS will strive to create and support a culture of reading on this campus. We will embed independent reading into the Power Half Hour for all students (adding 120 minutes every two weeks of targeted reading), work with Library Services to restart our campus library so that students have the opportunity to visit the library at least twice every six weeks, organize a campus/community Literacy Night at least once/year. Students will track independent reading through reading logs or book talks via FlipGrid or other online resources.  <b>HB3 Board Goal</b>		Formative			Summative
		Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Strategy 1:** Classroom reading via PLCs and lesson plans. Library reorganization in concert with Library Services. Literacy night in cooperation with feeder pattern schools and area nonprofit/neighborhood associations.

**Strategy's Expected Result/Impact:** Including students in decision-making such as providing them opportunities for independent reading book purchases and choices of online reading will create ownership and an interest in reading for enjoyment.

**Staff Responsible for Monitoring:** PLC team leads, ELA department chair and Dean of Instruction.

**Action Steps:** ELA team and Dean will create guidelines for teachers in other departments to support independent reading in the PHH, and the literacy coach will provide teachers with Lexiles for each student.

**Title I Schoolwide Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy**

**Board Goal 2: MATH** The percentage of students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

## Goal 1: MATH

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> The percentage of students earning "Approaches" or "Meets" will increase by 5% annually <b>Evaluation Data Sources:</b> BOY data, EOY data, data driven/ aligned Common assessment, benchmark test, STAAR <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Structured data driven PLC meeting minutes, observations, student performance on common assessments, Assign high performing teachers to Algebra 1, Team planning to share best practices, target areas of biggest need as identified by common assessments, structured lesson plans with emphasis on CFU, ELPS, Scaffolding, and structured monitoring.

**Strategy's Expected Result/Impact:** Improved academic performance in STAAR Algebra 1 EOC and Mathematics academic performance..

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction, Dept. chair, Team leader.

**Action Steps:** Weekly structured PLC meetings, data conferences, sharing of ideas by teachers,

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Assign students in need of retesting to specific teachers during intervention time (Power Half Hour twice per week or 120 minutes over a two-week period. monitor student attendance for these small group interventions; monitor students performance on common assessments and target theses students for pull-outs; pair re-testers with a mentor. <b>Evaluation Data Sources:</b> STAAR, snap shot data, District Level Assessments <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** Monitor students at all tiers in order to provide both targeted intervention and also provide stretch goals for Tier I students by analyzing data and using the data to plan.

**Strategy's Expected Result/Impact:** Improved academic performance in STAAR Algebra 1 EOC and Mathematics academic performance.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction, Dept. chair, Team leader.

**Action Steps:** Weekly structured PLC meetings, data conferences, sharing of ideas by teachers

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Develop an intense Data driven and robust Algebra 1 instruction <b>Evaluation Data Sources:</b> STAAR tests, bench mark testing and DLA's. <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** Train math teachers on how to effectively manipulate and download needed data from A4E, analyze, and extract what's needed for instructional intervention. For example, reading level, TAAR EOC historical scores, ESL level, at-risk indicators, and other relevant instructional data needed for effective planning, heterogeneous grouping/regrouping implications to maximize instructional impact.

**Strategy's Expected Result/Impact:** Improved academic performance in STAAR Algebra 1 EOC and Mathematics academic performance.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction, Dept. chair, Team leader. Data conferences will take place during PLC's.

**Action Steps:**

1. Conduct one on one meeting with each Algebra one student to share math instructional calendar, expectations in Algebra classes, establish individualized Algebra learning plan with contract, and share incentives for academic success in Algebra 1
2. Organize 2021 STAAR EOC algebra 1 data by reporting categories and teacher. Identify performances by teacher of algebra 1 course and discuss at PLC. Teachers will share best instructional practices, discuss what worked and what did not work, and implement best practices based on data.
3. Monitor structured during school intervention class period for Algebra on Mondays and Wednesdays to ensure robust and intensive interventions being implemented and organize additional pull out sessions for students who are seriously behind in math.

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy**



**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**Goal 1:** The percentage of graduates that meet CCMR criteria at Northside High School will increase by 5% from the class of 2021 to the class of 2022.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Increase the percentage of CATE students that graduate with industry certifications by 10%. <b>Evaluation Data Sources:</b> industry certification test scores <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Adjust master schedule, course content, and faculty hires to maximize industry certifications.

**Strategy's Expected Result/Impact:** More students in our CTE program will be prepared to take and pass certification exams

**Staff Responsible for Monitoring:** Bolden, Garza, Garner

**Action Steps:** 1. hire faculty familiar with content and certification programs, 2. correctly sequence courses to maximize student learning, 3. assess students

**TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy**

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Increase participation in OnRamps courses by 50%. <b>Evaluation Data Sources:</b> OnRamps enrollment, UT Austin grades <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June





**Strategy 1:** Add new course offering OnRamps AV Production and expand enrolment in OnRamps physics.

**Strategy's Expected Result/Impact:** More students will graduate understanding the format and grading of college courses, increasing their likelihood to persist.

**Staff Responsible for Monitoring:** Garner, Lozano, Ford, Bolden

**Action Steps:** 1. Identify potential OnRamps courses, 2. secure funding, 3. recruit faculty, 4. faculty training, 5. identify students

**TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy**

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Increase participation in dual credit programming by 10%. <b>Evaluation Data Sources:</b> dual credit enrollment numbers, HCC grades	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 1:** Expand course offerings by recruiting in house talent to join dual credit team to increase dual credit capacity on campus.

**Strategy's Expected Result/Impact:** More faculty will feel autonomy in their teaching and courses and students will be exposed to more rigorous coursework.

**Staff Responsible for Monitoring:** Garner, Bolden

**Action Steps:** 1. reach out to faculty about opportunities, 2. match faculty with potential courses, 3. being HCC hiring process, 4. add courses to master calendar

**Comprehensive Support Strategy**

**Board Goal 4: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

**Goal 1: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR EOC English I and II assessments will increase by 2 percentage points yearly, with the goal of increasing to 29% by 2024.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Students scoring "Meets" on STAAR will increase by at least 2% yearly from 2021-2024 <b>Evaluation Data Sources:</b> STAAR scores and snap shot tests. <b>HB3 Board Goal</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Strategy 1:** Review data and ensure that all students are using online tools that are tailored to each student's learning gaps. Renaissance 360, Khan Academy and Imagine Math will be the primary platforms.

**Strategy's Expected Result/Impact:** 240 minutes every two weeks in math and reading that are focused on individual students learning goals should positively impact students growth.

**Staff Responsible for Monitoring:** All Special education teachers and co-teachers, principal and Special Education chair.

**Action Steps:** Administer the BOY assessments and review both IEP and previous STAAR scores.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Ensure that students are practicing daily with any accommodations that they will be allowed to use while testing. <b>Evaluation Data Sources:</b> ARD paperwork and previous STAAR scores. <b>HB3 Board Goal</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





**Strategy 1:** Case managers will ensure that teachers have all allowable accommodations, and are trained to work with students daily using them.

**Strategy's Expected Result/Impact:** If students are familiar with their testing accommodations, they will be more likely to use them during testing.

**Staff Responsible for Monitoring:** Classroom teachers, case managers, principal and Special education chair.

**Action Steps:** Case managers will provide information to teachers no later than the third week of school.

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy**

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Ensure that all Special Education students have the same appropriate educational experience as all other students. <b>Evaluation Data Sources:</b> Class rosters, IEP's, inclusion in regular school activities such as clubs and specialized classes. <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** Ensure that all Special Education students have input when it comes to the electives that they are interested, in clubs, events and activities.

**Strategy's Expected Result/Impact:** When students feel like they are a part of the school and campus culture, they often outperform students who may feel isolated.

**Staff Responsible for Monitoring:** Teachers and campus administrators, counselors.

**Action Steps:** Review scheduling practices and case managers will reviews IEP's.

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

## Board Goal 5: N/A - Additional Campus Goals





**Goal 1: ATTENDANCE** To increase ADA to 95%, which is where it was headed in March 2020 due to numerous checkpoints and attendance strategies that were implemented in 2019-2020.

**Strategic Priorities:** Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

**Measurable Objective 1:** Average Daily Attendance rate for Northside High School will increase from 89% TO 95%, also increase the number of parents on attendance text message alerts by 50%, and increase the number of court cases filed for truancy by 20%

**Evaluation Data Sources:** Data review of daily absences, A4E-principal's lost funding data, graduation support meeting data, lost credits due to abscess, data from appeals committee, data from how Northside compares to other schools alike, report cards, attendance warning notices, court filing data, and failures due to absences,

 No Progress     Accomplished     Continue/Modify     Discontinue

**Strategy 1:** Second period attendance will be monitored daily, phone calls will be made to all absent students after second period attendance has been recorded to ensure attendance recording accuracy, Roster of said absent students will be shared with all teachers to ensure accuracy also, sign in sheets from all offices will be collected and all students transacting any business in offices will be accounted for ADA time, teachers will share out second period roster with each other to ensure accuracy and maintain parent contact log with clear documentation, automatic parent alerts to send text messages to parents of chronically absent students,

**Strategy's Expected Result/Impact:** Improved ADA rating

**Staff Responsible for Monitoring:** All faculty and staff, attendance committee, Grade level clerks and principals, attendance clerk.

**Action Steps:** 1. Create an active objective driven attendance committee with structured responsibilities for monitoring attendance and analyzing data weekly to be shared with all stake holders. Attendance will be reviewed by grade level; specific students will be discussed, and individual attendance plans created based on need and reason.

**Strategy 2:** Weekly collaboration of grade level administrative staff and teachers of students who are chronically absent to discuss data collected by teacher from "campus wide teacher intervention steps for struggling students / intervention log", referral of chronically absent students to campus Wraparound and counseling services, periodic parent education to emphasize attendance Laws during "Coffee with the Principal"

**Strategy's Expected Result/Impact:** Improved ADA rating

**Staff Responsible for Monitoring:** All faculty and staff, attendance committee, Grade level clerks and principals, attendance clerk.

**Action Steps:** 2. Create attendance incentives that will encourage students to attend school regularly and incentives to help faculty with structured implementation of action plans. Incentives will include but not limited to certificates, tangible celebrations, drawings for gift certificates, phone calls to parents, Student of the Month on the web site and/or marquee, free dress and student suggested rewards etc.

**Strategy 3:** Institute and enforce daily Second Period Attendance Lockdown from 9:45 am to 10:15 a.m. each school day with absolutely no movement for

second instructional hour attendance accounting, weekly publication of attendance rating for incentive drawing, six weeks celebration of perfect and improved attendance students and faculty efforts.

**Strategy's Expected Result/Impact:** Improved ADA rating

**Staff Responsible for Monitoring:** All faculty and staff, attendance committee, Grade level clerks and principals, attendance clerk.

**Action Steps:** 1. Post weekly reminder on social media, school website, and whole school messenger call out to advertise and send reminders about school start and end times along with second period non-negotiables.

2. Conduct end of grade cycle attendance celebration assembly to highlight and celebrate attendance improvement and engage grade levels in attendance competition.

3. Besides developing incentives for attendance improvement, also develop an effective court filing systems to address students who despite all interventions continue to be truant. Prior to COVID-19 interruptions in 2019-20, court cases filed went from 0 to 12 and attendance improved among those who were most chronically missing school. Filing was done only after repeated contracts, meetings with student and parent, defiance, or lack of improvement over time.

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 2: DISCIPLINE** By June of 2022, The total number of Out of School suspensions will be reduced by 50% as compared to the Out of School suspension data during the 2019 - 2020 and 2020-2021 school years.

**Strategic Priorities:** Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Reduce by 25% any disproportionality of out school suspensions as it relates to Special Education  <b>Evaluation Data Sources:</b> Data tracking number of infractions entered in Power School monthly. Number of referrals to alternative placement monthly. Number of parent conferences completed weekly.	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Utilize Restorative practices. Involve Male Sped. students in the Boys to Men training program. OSES Professional development training for administrators and teachers.

**Strategy's Expected Result/Impact:** Increased positive student behavior. More time on task for students. Better teacher/student relationships. Decreased student/teacher verbal altercations.

**Staff Responsible for Monitoring:** Grade Level Administrators, Grade Level Clerks, Teachers, Counselors, Sped. Dept. Chair

**Action Steps:** 1. Create Social Emotional Groups Boys to Men Program. 2. Complete Unpacking: RDA and Significant Disproportionality by Targeted Campuses - The What, The Why, The Who, & The How PD. 3. Complete Understanding: Trauma, Behaviors, Classroom Management, Student Code of Conduct, Discipline Tracker (A4E), and Early Warnings PD. 4. Complete Shaping: Managing Problem Behaviors, Intensive Intervention Teams, Alternatives to Suspensions, and Action Planning PD.





Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> When Sped. students infractions occur in the classroom, the number of teacher/student escalations will be reduced by 50%.  <b>Evaluation Data Sources:</b> Data tracking number of infractions entered in Power School monthly. Number of referrals to alternative placement monthly. Number of parent conferences completed weekly.	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** On-going trainings for teachers on de-escalating strategies. Utilize wraparound services to create a healthier SEL environment.

**Strategy's Expected Result/Impact:** Increased positive student behavior. More time on task for students. Better teacher/student relationships. Decreased student/teacher verbal altercations.

**Staff Responsible for Monitoring:** Wraparound Services Coordinator, Student Support Coordinator, Academic Counselors and Grade Level Principals.

**Action Steps:** 1. Complete Trauma Informed Practices PD. Complete Integrating SEL Into Academics PD. 3. Complete Implicit Bias PD. 4. Complete Rrestorative Practices PD. 5. Create Admin/Teacher/ Parent Behavior Contracts for student. 6. Implement Behavior Intervention Plans (ARD).

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Decrease the overall number of teacher written discipline referrals for BSC students by 20% <b>Evaluation Data Sources:</b> Data tracking number of infractions entered in Power School monthly. Number of referrals to alternative placement monthly. Number of parent conferences completed weekly.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 1:** Continue to implement the campus restorative justice program during advocacy once per month and include it in the disciplinary process for BSC students.

**Strategy's Expected Result/Impact:** Increased positive student behavior. More time on task for students. Better teacher/student relationships. Decreased student/teacher verbal altercations.

**Staff Responsible for Monitoring:** Grade Level Administrators, Grade Level Clerks, Teachers, BSC Teacher, Counselors, Sped. Dept. Chair





**Action Steps:** Restorative Justice Practices: 1. Identify and address the harm caused by an incident. 2. Develop a plan to heal and correct the situation. 3. Engage the BSC student in a restorative dialogue. 4. Supporting students will assist with repairing harm while facilitating a restorative circle.



**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3: VIOLENCE PREVENTION** The goal is to reduce the number of incidents in the areas of dating violence, stalking, and bullying through student and parent education programs, small groups, advocacy lessons, and input from adults on campus when they hear or see something.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Reduce the number of teen pregnancies at least 20% by providing guest speakers from Planned Parenthood, The One School: A Single-Parent Cooperative and Northside Episcopal Church and through small-group sessions based on referrals and student interest. <b>Evaluation Data Sources:</b> Monitor the number of students who are provided information and continue to monitor success rates. <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Reduce teen dating violence by 50% through the at-risk counselor providing information to all students on healthy relationships, small-group counseling, and training for staff on when and how to refer when they suspect unhealthy dating relationships.. <b>Evaluation Data Sources:</b> Monitor the number of referrals via sign-in sheets. Also monitor the number of parent contacts and any stay-away agreements for stalking or dating violence. <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Provide information alcohol, drugs, tobacco and violence prevention through Red Ribbon Week activities and guest speakers. Lessons will go out through advocacy. <b>Evaluation Data Sources:</b> Monthly monitoring of discipline referrals for all of the above to target common issues and proactively deal with campus-wide trends. <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 4: SPECIAL EDUCATION** - By May 2022, using positive behavior interventions and supports the number of suspensions of students who receive Special Education services will reduce by 25% as compared to the 2019-2020 and 2020-2021 school years data as demonstrated by campus discipline reports.

**Strategic Priorities:** Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Increase number of Special Education Department members with CPI de-escalation training to at least 80%. <b>Evaluation Data Sources:</b> Completion of refresher or initial CPI training as noted on certificates	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** De-escalation Techniques, learning how to identify triggers and body language and react in supportive manner

**Strategy's Expected Result/Impact:** Teachers and Teacher Assistants will acquire a skill set of De-escalation techniques that will allow them to assist students in crisis situations more effectively

**Staff Responsible for Monitoring:** Special Education Staff, Administrators

**Action Steps:** By December 2020, the designated campus cohort will attend Building Systems of Support trainings with 100% participation in all sessions. Monthly meetings will be scheduled for the Sped Department and include all case managers to address student needs and request any additional support.





Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> Decrease teacher referrals for students who receive special education services by at least 25% <b>Evaluation Data Sources:</b> Referral reports from Power School, Easy IEP	Formative			Summative
	Nov	Jan	Mar	June

**Strategy 1:** Behavior Support Plans created and consistently monitored for students who receive repeated referrals, restorative justice, PBIS

**Strategy's Expected Result/Impact:** More time on task for students and teachers. Increased student learning opportunities. Increased teaching opportunities for teachers.

**Staff Responsible for Monitoring:** Teachers, Administrators, Special Education Dept. Chair

**Action Steps:** Create a system to ensure communication between special education administrator Mr. Crook and special education department regarding student referrals so that BSPs are followed or review ARDs are held to create BSPs if needed. This also allows for team collaboration on consequences. The committee will develop a system of rewards and consequences that will be shared with students, particularly BSC students. Their input will be included in the plan and must be in place prior to students physically returning to the building.

Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> Consistent participation in the Support Services class will increase by 25% (BSC students) <b>Evaluation Data Sources:</b> Attendance Records to be monitored by Chair Ms. Marney and case managers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 1:** Individualized and engaging social skills/behavior management instruction, restorative circles, PBIS system to encourage participation class attendance.

**Strategy's Expected Result/Impact:** Students will self-manage their behavior challenges more effectively, resulting in fewer discipline infractions/classroom disruptions.

**Staff Responsible for Monitoring:** BSC Teacher/ Administrators/ Special Education Dept. Chair.

**Action Steps:** Identify students with a history of suspensions and referrals and have them complete interest surveys to indicate positive rewards that could be used as part of the PBIS. Rewards should be a combination of individual and group, long and short term based on points and including tangible things like classroom participation, attendance, compliance with rules, good citizenship, attending tutorials, community service, positive conduct reports and following their own behavior plan consistently.

## Board Goal 5: N/A - Additional Campus Goals

**Goal 5: SPECIAL POPULATIONS:** EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. The goal is to identify any students who may need to be served through GT, to ensure that ELL students are labeled correctly by the LPAC committee (especially students new to the campus), to create programs for at-risk students such as those repeating the 9th grade, serving our Economically Disadvantaged students through wrap-around, and providing more resources for dyslexia students. A second dyslexia reading class was added for 2021-2022 to reduce numbers.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

<b>Measurable Objective 1 Details</b>  <b>Measurable Objective 1:</b> Increase the number of identified of GT students by 10%. Incoming 9th graders who are either magnet or referred by their instructors will be GT tested if they do not already have the label.  <b>Evaluation Data Sources:</b> GT Matrix	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Strategy 1:** Test all magnet students who are not already labeled GT, as well as students recommended by instructors.

**Strategy's Expected Result/Impact:** Identify any qualifying students new to campus or the District.

**Staff Responsible for Monitoring:** GT coordinator

**Action Steps:** Use the GT list to cross-check against new and magnet students. Schedule testing for Fall.

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college

**Strategy 2:** Identify GT students

**Strategy's Expected Result/Impact:** Once identified, students' education plans will be personalized.

**Staff Responsible for Monitoring:** GT coordinator

**Action Steps:** Identify, test, evaluate current instructional plan.

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college

**Strategy 3:** Train teachers to identify signs of giftedness.

**Strategy's Expected Result/Impact:** More students will be identified.

**Staff Responsible for Monitoring:** GT coordinator.

**Action Steps:** Staff development.

**TEA Priorities:** Connect high school to career and college

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6: PARENT and COMMUNITY ENGAGEMENT** Create opportunities for parents to visit the campus for positive events: coffee with the principal, literacy night, fine arts programs, honor roll celebrations and magnet events. When safe to do so, to return to hosting evening restaurant events in the culinary arts program that will be open to the community.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details		Reviews			
<b>Measurable Objective 1:</b> Increase parental involvement by 10% for the 2021-2022 school year. <b>Evaluation Data Sources:</b> Open House sign in sheets, VIPS enrollment, PTA, and coffee with the principal.		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**Strategy 1:** Post major school events including: Open House, PTA Meetings, Coffee with the principal, etc. on the school website and social media platforms.

**Strategy's Expected Result/Impact:** Increase the number of parents who participate in school-wide events.

**Staff Responsible for Monitoring:** Frankie Rodriguez

**Action Steps:** Post major school events on social media and school website in a timely manner. Create QR codes for events to track campus events.

**Title I Schoolwide Elements:** 3.1, 3.2 - **Comprehensive Support Strategy**

**Strategy 2:** Increase the number of parents who participate in the creation of the campus Parent Family and Engagement policy by giving parents and opportunity to make revisions.

**Strategy's Expected Result/Impact:** Increase parent involvement by giving parents an opportunity to share the values and beliefs that are aligned with campus core beliefs.

**Staff Responsible for Monitoring:** Shanna Morgan

**Action Steps:** Distribute policies at meetings and review commitments at all meetings.





**Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy**

**Board Goal 5:** N/A - Additional Campus Goals**Goal 7: MANDATED HEALTH SERVICES**

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. <b>Evaluation Data Sources:</b> Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. <b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Northside has a full-time nurse.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. <b>Evaluation Data Sources:</b> PERSON RESPONSIBLE: School Nurse/Health Wellness Team Northside has a full-time nurse.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 4 Details	Reviews			
<b>Measurable Objective 4:</b> AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. <b>Evaluation Data Sources:</b> PERSON RESPONSIBLE who is certified in CPR/AED: Campus nurse and PE teachers Number of AEDs on campus: 4	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 5 Details	Reviews			
<b>Measurable Objective 5:</b> Provide COVID information regarding safe practices in groups. Provide staff training and work with wellness team to develop safety rules whenever students are on campus or attending school events. The nurse and wellness team will oversee, but all adults on campus are responsible for supporting campus COVID safety expectations. Provide information to students and the community regarding COVID testing and vaccine locations and times. <b>Evaluation Data Sources:</b> Weekly monitoring of cases. Contact tracing will be completed by the nurse.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 8: MAGNET RECRUITING & RETENTION** The goal is to increase the number of magnet students by 20% by using social media to publicize the programs, live recruiting at specific middle schools to show case Northside's programs, in-person tours and events, providing additional support for current magnet students and offering incentives for high-performing magnet students.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> Recruiting and retaining students in the magnet program. <b>Evaluation Data Sources:</b> Magnet numbers, GPA's of magnet students. <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				



# Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	During PLC, teachers will create aligned exit tickets to quickly assess mastery and or the need to re-teach.
1	1	2	1	Backwards planning will be done at the beginning of the year based on any formative and summative assessments using the testing calendar provided by the District.
1	1	3	1	Classroom reading via PLCs and lesson plans. Library reorganization in concert with Library Services. Literacy night in cooperation with feeder pattern schools and area nonprofit/neighborhood associations.
2	1	2	1	Monitor students at all tiers in order to provide both targeted intervention and also provide stretch goals for Tier I students by analyzing data and using the data to plan.
2	1	3	1	Train math teachers on how to effectively manipulate and download needed data from A4E, analyze, and extract what's needed for instructional intervention. For example, reading level, TAAR EOC historical scores, ESL level, at-risk indicators, and other relevant instructional data needed for effective planning, heterogeneous grouping/regrouping implications to maximize instructional impact.
3	1	1	1	Adjust master schedule, course content, and faculty hires to maximize industry certifications.
3	1	2	1	Add new course offering OnRamps AV Production and expand enrolment in OnRamps physics.
3	1	3	1	Expand course offerings by recruiting in house talent to join dual credit team to increase dual credit capacity on campus.
4	1	1	1	Review data and ensure that all students are using online tools that are tailored to each student's learning gaps. Renaissance 360, Khan Academy and Imagine Math will be the primary platforms.
4	1	2	1	Case managers will ensure that teachers have all allowable accommodations, and are trained to work with students daily using them.
4	1	3	1	Ensure that all Special Education students have input when it comes to the electives that they are interested, in clubs, events and activities.
5	6	1	1	Post major school events including: Open House, PTA Meetings, Coffee with the principal, etc. on the school website and social media platforms.
5	6	1	2	Increase the number of parents who participate in the creation of the campus Parent Family and Engagement policy by giving parents and opportunity to make revisions.

## RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
4	1	1	1	Review data and ensure that all students are using online tools that are tailored to each student's learning gaps. Renaissance 360, Khan Academy and Imagine Math will be the primary platforms.
4	1	3	1	Ensure that all Special Education students have input when it comes to the electives that they are interested, in clubs, events and activities.

## Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	3	1	Classroom reading via PLCs and lesson plans. Library reorganization in concert with Library Services. Literacy night in cooperation with feeder pattern schools and area nonprofit/neighborhood associations.
2	1	3	1	Train math teachers on how to effectively manipulate and download needed data from A4E, analyze, and extract what's needed for instructional intervention. For example, reading level, TAAR EOC historical scores, ESL level, at-risk indicators, and other relevant instructional data needed for effective planning, heterogeneous grouping/regrouping implications to maximize instructional impact.
4	1	1	1	Review data and ensure that all students are using online tools that are tailored to each student's learning gaps. Renaissance 360, Khan Academy and Imagine Math will be the primary platforms.
4	1	2	1	Case managers will ensure that teachers have all allowable accommodations, and are trained to work with students daily using them.
4	1	3	1	Ensure that all Special Education students have input when it comes to the electives that they are interested, in clubs, events and activities.

## Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	2	1	Backwards planning will be done at the beginning of the year based on any formative and summative assessments using the testing calendar provided by the District.
2	1	2	1	Monitor students at all tiers in order to provide both targeted intervention and also provide stretch goals for Tier I students by analyzing data and using the data to plan.
4	1	1	1	Review data and ensure that all students are using online tools that are tailored to each student's learning gaps. Renaissance 360, Khan Academy and Imagine Math will be the primary platforms.
4	1	3	1	Ensure that all Special Education students have input when it comes to the electives that they are interested, in clubs, events and activities.

# State Compensatory

## Budget for 003 Northside High School

**Total SCE Funds:** \$314,754.70

**Total FTEs Funded by SCE:** 6.11

### Brief Description of SCE Services and/or Programs

Since science, math and ELA are critical needs areas at Northside, the SCE funds are used to ensure that students are provided outstanding teachers in those areas to ensure mastery, and also to ensure that class sizes are small enough to allow for personal attention and targeted instruction. Teachers also use the SCE funds to purchase instructional supplies (\$13,307.00) that benefit the diverse instructional needs of their students. This might include math manipulatives, notebooks/composition books, reading materials, graph papers, markers, and anchor charts. Students are given multiple opportunities for additional one-on-one and small group tutorials, study sessions, Saturday and after-school options for targeted intervention and holiday boot camps. There are some opportunities available through Teams with a live teacher for both tutorials, make-up work and credit recovery for which teachers are compensated.

## Personnel for 003 Northside High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Baccari, Lindsey Paige	Tchr, English	1
Beiza, Olga Lidia	Tchr, Math	0.59
Campbell, Staci Nichole	Tchr, Science	1
Haenicke, Maren	Tchr, Math	0.52
Krueger, Ross Frederick	Tchr, Math	1
Rodriguez, Francisco Jose	Tchr, English	1
Vacant	Tchr, Math	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by administrative team based on campus data in a variety of areas. Input was provided by various members of the administrative and instructional team at Northside, as well as from the Shared Decision Making Committee.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

Those who are responsible for implementing and monitoring specific areas of instruction or support such as math, Title I, Special education were responsible for that section of the SIP to ensure that the individual on campus with the most knowledge and experience would be the person creating that section of the SIP. They of course had input with the team that they work with and they brought that information into the document with them. All understand that this is a fluid document that will be updated periodically, and used to plan for 2022-2023.

### **2.2: Regular monitoring and revision**

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Reviewing data on a regular basis and with a consistent format.
- Monitoring grades and planning ahead to fill gaps in both grades and knowledge.
- Using ESSER funds to supplement the school wide tutorial program including but not limited to tutors.
- Continue with a program that was piloted in Spring of 2021 that allowed for an accelerated in-house credit recovery plan.
- Adding an SEL component either with additional personnel or training all staff in effective SEL practices
- Providing opportunities to feel more of a connection to Northside and provide social opportunities through a newly-implemented Friday club time during school hours.

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

The SIP is available to parents in the following locations:

Main Office with school secretary, Rosa Giron.

003 Northside High School  
Generated by Plan4Learning.com

The SIP was made available to parents by:

- Hard Copy in the Main Office
- Online- Northside HS webpage

We provide the SIP to parents in the following languages:

- English
- Spanish

## 2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

Daily intervention and extended learning through the Power half Hour that is built into the schedule, which allows for an additional 60 minutes per week of reading/ELA and math.

Boot camps over holiday breaks for intense learning, intervention, and test preparation.

Weekly monitor of students' levels with feedback to both advocacy teacher and student.

Saturday and after-school tutorials on demand. These are in person sessions.

In-house Credit recovery via Teams with a live teacher.

Test preparation via APEX.

## 2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

Camp Spark offered to all students to increase learning time.

Day	Hours
Monday—Friday August 2-13, 2021	
Monday, December 20, 2021	

Monday, December 20, 2021	8:00 am – 2:00 pm
Tuesday, December 21, 2021	
Monday, March 14, 2022	
Tuesday, March 15, 2022	
Wednesday, March 16, 2022	

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: ongoing PD that is content specific
- Proficient Tier 1 explicit instruction taking place in all content areas: GT training for all faculty
- Bi-weekly AT BATs: shared best practices via the instructional council
- Small Group Instruction based on student data needs: pull-outs with tutors and co-teachers

## ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

### 3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Becky Franco and Ruben Chavez
- Teacher-Andrea Davis
- Admin-Claudia Garza

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Coffee with the principal
- PTA Meetings
- Social media to highlight positive events and awards
- In-person parent meetings by grade level (one each semester). These are in addition to Open House and other regularly scheduled events.

### 3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:



- Meeting #1 - September 16, 2021 9:00 am
- Meeting #1 Alternate - September 16, 2021 4:30 pm
- Meeting #2 - October 13, 2021 9:00 am
- Meeting #2 Alternate - October 13, 2021 4:30 pm
- Meeting #3 - January 19, 2022 9:00 am
- Meeting #3 Alternate - January 29, 2022 4:30 pm
- Meeting #4 - February 16, 2022 9:00 am
- Meeting #4 Alternate - February 16, 2022 4:30 pm

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dajuana Oliney	Graduation Coach		1.0
Shanna Morgan	Title I Coordinator		1.0

# School Improvement and Operational Team

Committee Role	Name	Position
Administrator	Cecilia Gonzales	Principal
Administrator	Clayton Crook	Grade 10 Principal
Non-classroom Professional	Laura Goeddeke	Magnet Coordinator
Classroom Teacher	Louisa Meacham	ELA Teacher
Administrator	Tamera Bolden	Dean of Instruction
Administrator	Victor Okoli	12th Grade Principal
Non-classroom Professional	Paloma Garner	CAC
Administrator	Shanna Morgan	Teacher Specialist
Administrator	Jose Leal	Ninth Grade Principal
Classroom Teacher	Maren Haenicke	Classroom Teacher

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Tamera Bolden	Member
Classroom Teacher	Jonathan Bryant	SDMC president
Administrator	Cecilia Gonzales	Principal, SDMC Chair
Classroom Teacher	Louisa Meacham	Member
Non-classroom Professional	Maria Paloma Garner	Member
Non-classroom Professional	Laura Goeddeke	Member
Parent	Sarah Castillo	Member
Parent	C. Reyes Revilla	Member
Parent	Becky Valdez Franco	Member
Business Representative	Del Torres	Member
Non-classroom Professional	Shanna Morgan	Member
Paraprofessional	Eva Hernandez	Member
Classroom Teacher	Sandra Reyna	Member
Classroom Teacher	Jenny Sanders-Fox	Member
Classroom Teacher	Nikesha Sanders	Member
Classroom Teacher	Shannon Wight	Member

# Addendums



## Northside High School 2021-2022 Professional Development

PD Date(s)	PD Topic	SIP Goal Alignment	Platform	Person Responsible/Presenter
8/16/21	Welcome <ul style="list-style-type: none"> <li>• Building, safety, drills</li> <li>• Daily procedures, signing in, subs, tardies, OCD</li> <li>• Faculty Handbook</li> <li>• Instructional expectations and due dates for deliverables</li> <li>• Technology</li> <li>• GT Training</li> </ul>	1. Safety and security 2. Compliance 3. Using technology to support instruction 4. Support for special pops	IP	Principal Gonzales and Admin. Team
8/17/21	<ul style="list-style-type: none"> <li>• SEL (Roses and ATM)</li> <li>• Dual Credit, CCMR, SAT prep, TSI</li> <li>• Advocacy, School Culture, Clubs</li> <li>• LEP &amp; TELPAS</li> <li>• Sp..Ed</li> <li>• 504 IAT</li> </ul>	1. Socio-emotional 2. College & career readiness 3. Improving school culture 4. Support for special pops	IP	Principal Gonzales and Admin. Team
8/19/21	Job Alike and/or Choice Sessions	Instruction	Virtual	HISD personnel
8/20/21	<ul style="list-style-type: none"> <li>• TADS</li> <li>• Opening day procedures</li> </ul>	1. Instruction 2. Safety/security 3. Remediation and acceleration	IP	Principal Gonzales and Admin. Team, school nurse

	<ul style="list-style-type: none"> <li>• Reading and math during Power Half Hour</li> <li>• Athletics and Social Media</li> <li>• SEL/supports, systems, referrals &amp; resources</li> <li>• Covid updates</li> </ul>	4. Image in the community 5. SEL		
*9/14/21	Tech Tuesday	Participation in PD that will be applied to instructional practices	IP	Campus Instructional Technologist
9/17/21	<ul style="list-style-type: none"> <li>• HB4545</li> <li>• Co Teaching</li> <li>• EOC retester support</li> <li>• Lead4Ward</li> <li>• Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Remediation and acceleration</li> <li>• Support for special pops</li> <li>• Increasing campus literacy</li> </ul>	Virtual	HISD and Approved training sites
**9/21/21	Graduation Support	Increasing the graduation rate while reducing the drop-out rate	IP	Graduation support team led by Mr. Okoli.
10/4/21	HISD Compliance trainings	Child abuse, BBP, Title IX, GT, Copyright, Professionalism, Safety, Bullying	One Source	Self-paced
***10/20/21	Data with DDIS	Using data for remediation and acceleration.	A4E and On Track with IP instruction	Dean of Instruction Ms. Ivy Gill from Student Assessment
12/1/21	STAAR retesting plan	Logistics and training	IP	Campus testing coordinator and team
12/16/21	Updates from HB4545	Using data for remediation and acceleration.	IP	Campus TDS
2/21/22	<ul style="list-style-type: none"> <li>• Reviewing all campus testing data</li> </ul>	Supporting students based on data	A4E and On Track	Ms. Ivy Gill from Student Assessment

	to date inc. Ren 360, PHH, snap shot. <ul style="list-style-type: none"> <li>• Reviewing attendance by month and compare to 2018 data</li> <li>• Reviewing failure rates</li> </ul>		with IP instruction	
3/2/22	TELPAS training	Supporting special pops	IP	Campus TELPAS administrator
3/30/22	STAAR testing plan	Logistics and training	IP	Campus testing coordinator and team
6/1/22	Summer School Planning	Logistics and training	IP	Summer school team

**\*Tech Tuesday will take place weekly and cover various topics suggested by teachers**

**\*\*Graduation support meetings will take place weekly until June 2022**

**\*\*\*This will take place weekly, every Wednesday**



### 2021-2022 Professional Development Plan\*

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	In person, small group rotations. Large group for GT training	Welcome! Building information, safety and drills. Daily procedures, absence from duty, Axiom. Faculty handbook and changes for 2021-2022. Instructional expectations and deliverables. Technology updates and training. Gifted Education Plan training for all.	Administrators, faculty & staff as presenters	Instructional and employee expectations for the year and resources, additional support for students to close learning gaps. Safety reminders and procedures.
Aug. 17	In person, small group rotations	Overview of Ascending to Men and Roses. CCMR training. Advocacy and school culture with built-in club time. LEP and TELPAS training. Special Education training and updates. 504 and IAT to be implemented through the new bell schedule.	Wrap-Around services, administrators, faculty & staff as presenters	School accountability. School culture and SEL support for students. Differentiation for all special pops and intervention for all students.
Aug. 18	No PD	Teacher prep day	Administrators and clerical staff to assist teachers with physical classroom needs and supplies	Warm and inviting classrooms to improve school culture and to clearly define expectations.
Aug. 19	TEAMS	JOB Alike day by departments	One Source Me	Provide content- specific PD to teachers
Aug. 20	In person, small group rotations. Large group	Covid training provided by campus nurse. TADS refresher. Opening day procedures. Reading and math interventions during Power Half Hour.	Administrators, faculty & staff as presenters HUB resources CDC and HISD web sites	Safety Attendance SEL supports for staff and students

	for Covid training.	Athletics. Social media reminders and links. SEL training, resources for students and staff.		
Sept. 17	On line	HB4545 and Interventions that accelerate student learning. Co-Teaching (optional) EOC Re-tester support in English I, English II and Algebra I. (Optional) digital resources, intervention strategies, Using data/Lead4ward, literacy, effective instructional practices.	One Source Me	HB4545 and Interventions that accelerate student learning. Differentiate for all learners.
Oct. 4	On line	Mandatory HISD compliance trainings (Waived for those employees who completed all trainings by 9/30)  Compliance trainings if not previously completed, along with math or reading self-selected trainings.	One Source Me	District Policies related to : FERPA, child abuse, safety, special pops, copyright, bullying, Title IX, sexual harassment
Feb. 21	On line	Reviewing campus data, both school-wide (failure rates and attendance) and by PLC's using Renaissance and snap shot data.	A4E and snap shot data	Using data to drive instruction.

\* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

09.02.21 SDMC Agenda

Members in attendance: L Meacham, J Bryant, S Castillo, T Bolden, C Reyes Revilla, P Garner, S Morgan, S Reyna, S Sanders-Fox, S Wight, Mrs. Valdez Franco

1. **Review and approve the Northside High School 2021-22 School Improvement Plan.** The SIP was discussed and a motion was made to approve the current SIP. Motion was seconded and carried unanimously.

## 09.2.21 SDMC Agenda

1. New Business
  - a. Vote on School Improvement Plan 2021-22

## The first district Teacher Service day is on Friday, September 17, 2021

### Teacher Service Day At-A-Glance

*Focus on HB4545 and Interventions that Accelerate Learning for Students*

<b>Morning</b>  8 AM – 11:30 AM	<b>Campus Planning</b> (½ day) Whole staff and/or PLCs
<b>11:30 AM – 12:15 PM</b>	Lunch on your own
<b>Afternoon</b>  12:15- 3:45 PM	<b>Professional Learning Time</b> **  (½ day) <i>Includes two (2) 1.5 hour PD sessions</i>

\*\* Refer to [www.houstonisd.org/eLearning](http://www.houstonisd.org/eLearning) for online PD offerings (1.5 hr/sessions). Participation in central courses should be pre-approved by campus leadership to attend. **Preregistration is required in OneSource for PD sessions at least 1 hour prior to session start.** Links to join online sessions will be included in the OneSource Registration Confirmation email.

Central PD topics are 1.5 hour sessions and grouped by priority levels to include:

Priority Topics (Recommended Teachers to participate during Professional Learning Time)

- EOC Retester Support in English I & II and Algebra I
- Co-teach/inclusion teaching practices (Audience: All Teachers)
- HB4545
- Small Group Instruction

- Skill Builders

### Optional Topics

- AIT Digital Resources
- Understanding and Utilizing Data to Support Student Learning (Lead4ward)
- Intervention Strategies
- Effective Instructional Practices
- Content Instructional Development and Resources
- Content Literacy

### Looking Ahead:

- **October 4, 2021** - Teacher Service day will provide a variety of professional development choice topics for staff to sharpen their skills. Sessions will be offered in segments of 1 hour to 3 hours increments. This day can be used to complete Reading Academy sessions. In addition, this will be the designated day campus-based staff that met the training requirement hours can utilize a compensation day.
- Campus-based employees who complete the compliance trainings and/or **minimum of 7.75 pd hours outside duty schedule** by September 30, 2021, have the option to comp the time during the October 4<sup>th</sup> Teacher Service Day. Refer to the July 7, 2021, for details on the 2021-2022 compliance courses - [HISD 2021-2022 Compliance Courses, Deadline Date: September 30, 2021](#)

## Northside High School 2021-2022 Daily Bell Schedule

Period 1	8:30-9:25	55 minutes
Passing		5 minutes
Period 2	9:30-10:25	55
Passing		5
Period 3	10:30-11:20	50
Passing		5
A Lunch	11:25-11:55	30
<b>Class for A Lunch, Pd. 4</b>	12:00-12:50	50
<b>Class for B Lunch, Pd. 4</b>	11:25-12:15	50
B Lunch	12:20-12:50	30
Power half hour/Advocacy & Enrichment	12:55-1:25	30
<p style="text-align: center;"><b>M/W=Math, T/Th=Reading, F=Clubs</b>  <b>Advocacy/Enrichment will be scheduled regularly</b>  All students will report back to their first period class at 12:55 except on Fridays.  Teachers off at first period will work with a core teacher.  Power Half Hour instructions will be provided.</p>		
Period 5	1:30-2:20	50
Passing		5
Period 6	2:25-3:15	50
Passing		5
Period 7	3:20-4:10	Dismissal

Total minutes per class over two weeks = 500 minutes

Total math intervention over two weeks = 120 minutes

Total reading intervention over two weeks = 120 minutes

Total club time over two weeks = 60 minutes

Prior to the start of Clubs, students will report back to 1<sup>st</sup> period during club time for advocacy.