Houston Independent School District

003 Northside High School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: August 25, 2022

Demographics

Demographics Summary

Northside serves 1168 students of whom 85% are Hispanic, 13% are African-American, and >1% are other. Approximately 93% of the students qualify for free/reduced lunch; 25% are Limited English Proficient (LEP); 90% of the students take Career & Technology Education (CATE) classes; 11% are Special Education; 35% attend honors classes and 12% 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 offers special programs to meet the needs of its diverse student population that include the Media Magnet for Hotel & Restaurant Management; twenty-five Advanced Placement or dual credit classes; CATE with a strong culinary, hotel management, and multimedia component; ESL programs; strong JROTC, Athletic and Fine Arts programs and a technologically 21st Century campus.

There were approximately 90 teachers in 2021-2022. Teacher demographics for 2022-2023 are as follows: 70 teachers and 5 co-teachers, 36% are African American, 31% are Hispanic, 30% are White and 3% are other. 60% of the teachers are female and 40% are male. The average years of experience are 10 years. Three instructors hold a doctorate and 31% hold Master's degrees.

Demographics Strengths

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 familiy members have attended Northside High School. Alumni famliies are extrememly 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 and one in 2022, plus a front office manager in 2022. 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.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: The number of students enrolled has not met the projection. Enrollment is 1144, while projection was 1260. **Root Cause:** Increased numbers of students who

are behind their cohort as far as credits, more students dropping out or not enrolling.

Problem of Practice 2: Northside is perceived in the neighborhood as a school that is unsafe. **Root Cause:** Negative events are shared and reshared through social media with commentary included from outsiders.

Student Learning

Student Learning Summary

During the 2021-2022 school year, there was an unprecedented number of students who failed multiple classes, although fewer than in the previous year. the number dropped from 20% to 8% of the freshmen who were enrolled for the entire school year and 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.

Students were provided with multiple ways to recover credit for failed classes: On Time Grad, Apex, In-House Credit Recovery and HISD's credit recovery program.

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. 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 8% 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.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Approximately 400 students failed at least one course in 2021-2022. 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, lack of desire or transportation.

Problem of Practice 2: Emergin Bilingual tudents 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. All core teachers have been encouraged to obtain 30 hours of specialized training to assist these students, and the majority have done so. Every English teacher was already certified in ESL.

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.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Decrease in the number of students eligible for advanced classes and ability to remain in their chosen pathway due to having to repeat classes.
Root Cause: High failure rates, which most likely relate to the increased number of students absent at ADA time daily.

Problem of Practice 2: The number of students enrolled has not met the projection. Enrollment is 1144, while projection was 1260. **Root Cause:** Increased numbers of students who are behind their cohort as far as credits, more students dropping out or not enrolling.

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 Sequnce is a guide, but may be altered depending on the teachers withint 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 400 students failed at least one course in 2021-2022. 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.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Decline in school pride and participation at events by students and staff. **Root Cause:** Team building events and events open to the community were difficult to safely implement during Covid

Problem of Practice 2: The number of students enrolled has not met the projection. Enrollment is 1144, while projection was 1260. **Root Cause:** Increased numbers of students who are behind their cohort as far as credits, more students dropping out or not enrolling.

Problem of Practice 3 (Prioritized): Decrease in the number of students eligible for advanced classes and ability to remain in their chosen pathway due to having to repeat classes. **Root Cause:** High failure rates, which most likely relate to the increased number of students absent at ADA time daily.

Problem of Practice 4: Northside is perceived in the neighborhood as a school that is unsafe. **Root Cause:** Negative events are shared and reshared through social media with commentary included from outsiders.

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 2022-2023, our added goal is to ensure that parents/families feel welcome and included in Northside events as we endeavor to become a gold level Family Friendly school.   Based on input from 2021-2022 and a parent focus group:

* All signage should be in both Spanish and English
* Front office staff should be bilingual
* When meeting with non-English speaking parents, a translator will be provided

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.

Problem of Practice 1: The perception is that most 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, programs 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.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Northside is perceived in the neighborhood as a school that is unsafe. **Root Cause:** Negative events are shared and reshared through social media with commentary included from outsiders.

Problem of Practice 2: The number of students enrolled has not met the projection. Enrollment is 1144, while projection was 1260. **Root Cause:** Increased numbers of students who are behind their cohort as far as credits, more students dropping out or not enrolling.

Problem of Practice 3: Decline in school pride and participation at events by students and staff. **Root Cause:** Team building events and events open to the community were difficult to safely implement during Covid

Priority Problems of Practice

Problem of Practice 1: Decrease in the number of students eligible for advanced classes and ability to remain in their chosen pathway due to having to repeat classes.

Root Cause 1: High failure rates, which most likely relate to the increased number of students absent at ADA time daily.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- SSI: Apex Learning accelerated reading assessment data for English I and II (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
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- Action research results
- Other additional data

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 10th grade first time testers performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will continue to increase from 42% in 2019 to 50% by 2024. The goal in 2022-23 is that 49% at Meets Grade Level Standard demonstrates that Northside is on its way to achieving this goal.

> **Strategic Priorities:**
> Transforming Academic Outreach
>
> **Summative Evaluation:** Met Goal

Measurable Objective 1: The percentage of 10th grade first time testers performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will continue to increase from 42% in 2019 to 50% by 2024. The goal in 2022-23 is that 49% at Meets Grade Level Standard demonstrates that Northside is on its way to achieving this goal.

> **Evaluation Data Sources:** Last year's STAAR test and BOY
>
> **HB3 Board Goal**

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of students performing at or above grade level in math as measured by Meets Grade level Standard on STAAR will increase 8 percentage points from 46% in Spring 2019 to 54% in Spring 2024.

Strategic Priorities:
Expanding Educational Opportunities, Increasing Organizational Efficiency

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: Ensure that the most experienced teachers are assigned the students whose needs are the greatest. Use all types of data: grades, test scores, BOY and MOY. Review data at every PLC meeting.

Evaluation Data Sources: STAAR, BOY and MOY

HB3 Board Goal

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 2: Ensure that the most experienced teachers are assigned the students whose needs are the greatest. Use all types of data: grades, test scores, BOY and MOY. Review data at every PLC meeting.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: 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.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Summative Evaluation: Met Goal

Measurable Objective 1: Continue to prepare students through a variety of methods based on their pathways for college or a career.

Evaluation Data Sources: College readiness, AP scores, industry certifications, college applications/acceptances.

HB3 Board Goal

Measurable Objective 2: Cohort 2022-2023 is 75%

Evaluation Data Sources: Completed and submitted college applications, dual-credit, AP scores and certifications.

HB3 Board Goal

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 2: Continue to prepare students through a variety of methods based on their pathways for college or a career.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Summative Evaluation: Met Goal

Measurable Objective 1: 25% increase in certifications.

Evaluation Data Sources: Certifications attempted and passed.

HB3 Board Goal

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 3: Continue to expand numbers of DC qualified students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Board Goal 4: 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 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: 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.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Summative Evaluation: Met Goal

Measurable Objective 1: Review data and ensure that all students are using online tools that are tailored to each student's learning gaps: Freckle, 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.

Evaluation Data Sources: BOY assessments and review both IEP and previous STAAR scores.

HB3 Board Goal

Measurable Objective 2: Students will practice for the STAAR and other tests using any accommodations as agreed upon in ARD.

Evaluation Data Sources: Observations and documentation by instructors.

HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: 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. IN 2021-2022, attendance for the year was _____. The highest month for attendance was _____ and the lowest was _____.

Evaluation Data Sources: Weekly review of data at weekly graduation support meetings.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Continue to monitor attendance and provide incentives for improvement, include parents in attendance tracking.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance will improve as parents are involved.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Grade level principals, counselors clerks. **Action Steps:** create a calendar of checkpoints. **Title I:** 2.5, 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college - **Targeted Support Strategy**	0%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

    Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: By June of 2023, the total number of Out of School suspensions will be reduced by 50% as compared to the Out of School suspension
data during the 2020-2021 and 2021-2022 school years.

    Evaluation Data Sources: Ongoing review by admin team of discipline data at monthly meeting.

    HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Meet with students and parents (counselor or grade level principal) as soon as discipline issues are noticed.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Intervention can be provided before actions become levels that involve mandatory consequences. **Staff Responsible for Monitoring:** Counselor or grade level principal **Action Steps:** Training in de-escalation strategies for all staff. Reporting procedures clarified for all. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy**	**Nov**	**Jan**	**Mar**	**June**
	0%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Summative Evaluation: No progress made toward meeting Goal

Measurable Objective 1: 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. Also through self-esteem programs as provided by the new SEL coach.

Evaluation Data Sources: Discipline and counseling data, student surveys and focus groups.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Systematic interventions with specific students and training for all students regarding healthy relationships.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Immediate intervention for students in crisis with preventative measures for all.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counseling team and admin team, nurse **Action Steps:** Create a timeline of activities. **Title I:** 2.5, 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college - **Targeted Support Strategy**	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 2: Foster knowledge, skills, and attitudes across five areas of social and emotional competence:
*Self-Awareness
*Self-Management
*Responsible Decision Making
*Relationships Skills
*Social Awareness

Evaluation Data Sources: Student feedback, counseling reports and review of discipline records.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Establish equitable learning environments and coordinate practices across four key settings that support students' social, emotional, and academic development.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will become more mindful of the effects of their actions on others. **Staff Responsible for Monitoring:** All staff. **Action Steps:** *Classrooms- SEL Instruction & Classroom Climate *Schools- Schoolwide Culture, Practices and Policies *Families & Caregivers- Authentic Partnerships *Communities- Aligned Learning Opportunities **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Connect high school to career and college **- Targeted Support Strategy - Additional Targeted Support Strategy**		0%			

Strategy 2 Details		Reviews			
Strategy 2: This will be evident by the completion of class, campus and/or community wide activities such as, but not limited to- *Red Ribbon Week Activities (Student oaths, Pledge banner, PPP be Drug Free, Celebrity talks via Natural High) *Bullying Prevention Week Activities (Re-Think Ed, Shout Out Wall, Unity Tree) *Teacher trainings (Ie- De-escalation) *Mental Wealth Wednesdays (coming soon) *An affirmation project		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students working with their teachers and parents to improve the school 's emotional climate **Staff Responsible for Monitoring:** All staff **Action Steps:** Yearlong planning by Northside's SEL coach and the SEL department. **Title I:** 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- Targeted Support Strategy**		0%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 5: N/A - Additional Campus Goals
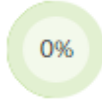
Goal 4: SPECIAL EDUCATION

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: By May 2023, 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 2020-2021 and 2021-2022 school years data as demonstrated by campus discipline reports

Evaluation Data Sources: Power School discipline reports, ARD meetings and Easy IEP. Also input from case managers and co-teachers.

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Work closely with high-risk students (students with history, ED students, BSC students).		**Formative**		**Summative**
Strategy's Expected Result/Impact: Use suspensions only in cases of safety whenever possible.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special education chair, grade level principals, special education teachers and case managers. **Action Steps:** Develop a tiered RTI. **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math	0%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: Ensure that all Special Education students complete input forms or are interviewed prior to ARD meetings and are given the opportunity to participate fully in the ARD meeting process, to self-advocate.

Evaluation Data Sources: Minutes from ARD meetings.

HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

    Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: EB, 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 EB 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 and has been continued for 2022-2023.

    Evaluation Data Sources: Growth as measured on both Telpas and STAAR, report cards, input from teachers. For GT students, the goal will be an increase in self-selected advanced classes (Pre-Ap, AP, dual-credit).

    HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Identification of unlabeled GT students, review of courses being taken by GT students, and training for all teachers in both ELL and GT strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Appropriate setting and instruction for all students.
    Staff Responsible for Monitoring: All teachers, counselors and admin. Also LPAC committee.
    Action Steps: Review placement of all students by alpha.
 	
    Title I:
    2.4, 2.6
     - TEA Priorities:
    Build a foundation of reading and math, Connect high school to career and college
	5%			

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

    Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: 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. Restrictions have been lifted to allow hosting of evening restaurant events in the culinary
arts program that will be open to the community.

    Evaluation Data Sources: Parent participation and feedback via surveys and attendance numbers at events.

    HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Use social media and call-outs to invite parents to positive events and programs on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase positive presence among the Northside parents.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: LMS, teachers and admin **Action Steps:** Create a timeline of publicity. **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals	0%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Measurable Objective 1: 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.

　　Evaluation Data Sources: Data from the campus nurse to be reviewed by admin team.

　　HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: NA	**Formative**			**Summative**
Strategy's Expected Result/Impact: NA	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: NA				
Action Steps: NA **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals	0%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Measurable Objective 1: Not applicable to high school.

    Evaluation Data Sources: N/A

    HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 9: Magnet recruiting and retention

Strategic Priorities:
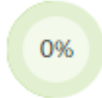Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Summative Evaluation: No progress made toward meeting Goal

Measurable Objective 1: 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.

Evaluation Data Sources: Numbers of students applying to Northside as their first choice, follow-up surveys after tours, contacting students zoned to Northside who chose other schools.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Applications are being reviewed to compare with last year, and to provide an overview of untapped recruiting areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Suggested changes to either recruiting or the program. **Staff Responsible for Monitoring:** Magnet recruiting team (Teachers, LMS, Dean) **Action Steps:** Recruiting calendar created during magnet planning meeting. **Title I:** 2.4, 2.6 **Funding Sources:** Minimal-postage mostly - 1991020003 - General Fund - Magnet Program - 6300 - Supplies and Materials - $500	0%			

Strategy 2 Details	Reviews			
Strategy 2: Utilize social media and the HISD media department.	Formative			Summative
Strategy's Expected Result/Impact: Broaden outreach	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Magnet recruiting team **Action Steps:** Obtain addresses of current 8th grade students zoned to northside. Invite to magnet tours. **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	45%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Decrease in the number of students eligible for advanced classes and ability to remain in their chosen pathway due to having to repeat classes. **Root Cause**: High failure rates, which most likely relate to the increased number of students absent at ADA time daily.
School Processes & Programs
Problem of Practice 3: Decrease in the number of students eligible for advanced classes and ability to remain in their chosen pathway due to having to repeat classes. **Root Cause**: High failure rates, which most likely relate to the increased number of students absent at ADA time daily.

State Compensatory

Budget for 003 Northside High School

Total SCE Funds: $333,917.68
Total FTEs Funded by SCE: 7
Brief Description of SCE Services and/or Programs

The regular education program is supplemented for at-risk students through specialized training for the instructors (instruction and programs with an emphasis on SEL), through intensive tutorials using a variety of strategies to ensure that multiple learning styles are being provided, and web based learning is used to support student learning gaps (Summit K-12, Freckle, CBLI (Content Based Language Institute). This is in addition to our Northside goal of ensuring that in all classes all students are reading, writing, listening, and most importantly speaking. Tutorials and small-group instruction is offered to meet the needs of as many students as possible: pull-outs, after and before school, Saturdays, and via TEAMS in special circumstances.

Personnel for 003 Northside High School

Name	Position	FTE
Dana McIntyre	Secondary ESL Teacher	1
Lindsey Baccari	Secondary ESL Teacher	1
Maren Haenicke	Math Teacher	1
Olga Beiza	Math Teacher	1
Robert Gilmore	Secondary ESL Teacher	1
Ross Krueger	Math Teacher	1
Staci Campbell	Science Teacher	1

Title I

1. 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.

Needs Assessment:

- Focus on having a normal year, the first since the pandemic.
- Train/retrain students in effective learning practices.
- Improve attendance monitoring and intervention
- Intense practice with math and reading for all students.
- Coach teachers, particularly in the following areas: checking for understanding, differentiation, Tier I planning and instruction

Major Objectives include:

- Improving attendance from 84% to 95% utilizing restorative practices, attendance contracts, a parent engagement program, and monitoring by grade level
- Increasing the number of students meeting and mastering the ELA STAAR exams by 5%
- Increasing the number of students meeting and mastering the Algebra STAAR exam by 5%
- Expanding College Readiness by increasing dual credit participation 25%, increasing Advanced Placement success by 10%, and increasing the number of college and career-ready students by 8%

Major ongoing initiatives at Northside HS include a targeted intervention program for dyslexic students, a school-wide focus on student-centered instruction, and expanded support for ELL students to increase student achievement and self-efficacy. Another major initiative is a comprehensive wraparound services program to support students with social-emotional support needs, homeless students, and students in financial distress. Northside HS will also continue other successful collaborative PLC approach to developing meaningful curriculum for our students, its well-designed tutorial programs and its college readiness program that includes a successful College Center and a strong Advanced Placement planning and implementation team. A new initiative for 2022-23 is to implement writing expectations in all subjects as well as providing opportunities for consistent content-specific speaking opportunities for LEP students. An intervention period is scheduled for mid-morning tiered support for math and reading in all grade levels five days per week, and SEL support for both teachers and students.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is a joint effort of department members, parents, and staff. All stakeholders will implement the pan with fidelity. We will use previous year's data to make informed decisions about instructional needs of the campus. We will carefully monitor our progress and make asdjustments as needed to achieve our campus goals.

2.2: Regular monitoring and revision

We will monitor of the implementation of strategies and students' progress by the following:

- Reviewing data on a regular basis and with a consistent format via OnTrack, Freckle, and Summit K-12.
- 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.
- Adding an SEL component either with additional personnel or training all staff in effective SEL practices

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

All Title I notifications will placed on the school websit in English and Spanish.

The SIP is available to parents in the following locations:

Main Office with school secretary, Rosa Giron.

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

Strategies that Northside High School will use to create opportunites for all children to meet State Standards are:

- Daily intervention and extended learning through the Power half Hour that is built into the schedule, which allows for an additional 120 minutes per week of reading/ELA and math.
- Boot camps over holiday breaks for intense learning, intervention, and test preparation.
- Saturday and after-school tutorials on demand.
- STAAR/EOC test preparation via APEX.
- Personalized learning through Freckle.

2.5: Increased learning time and well-rounded education

in addititon to daily, scheduled intervention time, Northside High School will also Camp Spark, as approved by hthe district and also credit recovery summer school.

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 by the FACE department to help reach at risk students
- Deep dive into special population data and examine root causes
- Small Group Instruction based on student data needs: pull-outs with tutors and co-teachers
- Instructional strategies with emphais on informal checks for understnding to assess leel of understanding in the moment
- OnTrack as the platform for assessments to hel drive datsa analyis
- Mentorship program

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Northside will commit to evaluating the schoolwide plan by using the dta from Possip to gather feedback from parents. Also, the minutes from Coffee with the Principal will also assist in evaluating the schol-wide plan. We will examine reports from Freckle and EOY STAAR data to make informed decisions for next school year.

4. Parent and Family Engagement (PFE)

4.1: 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 Augustina Medrano
- Teacher- David White
- Specialist-Shanna Morgan
- Administrator- Clayton Crook

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 postive 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.

- FACE meetings

4.2: Offer flexible number of parent involvement meetings

he 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 22, 2022 9:00 am
- Meeting #1 Alternate - September 29. 4:30 pm
- Meeting #2 - October 13, 2022 9:00 am
- Meeting #2 Alternate - October 20, 2022 4:30 pm
- Meeting #3 - Janurary 12, 2023 9:00 am
- Meeting #3 Alternate - Janurary 19, 2023 4:30 pm
- Meeting #4 - February 9, 2023 9:00 am
- Meeting #4 Alternate - February 16, 2023 4:30 pm

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Cristina Longofono	Social Studies Teacher	Class Size Reduction	100%
Gisella Tanaka	Academic Counselor	T1 Counselor	100%
Martha Martinez	Hourly Counselor	T1 Hourly Counselor	100%
Sandra Rios	SEL Counselor	T 1 SEL Counselor	100%
Shanna Morgan	Teacher Specialist	T1 Teacher Specialist	100%

Campus Funding Summary

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
				1991020003 - General Fund - Magnet Program		
5	9	1	1	Minimal-postage mostly	6300 - Supplies and Materials	$500.00
					Sub-Total	$500.00