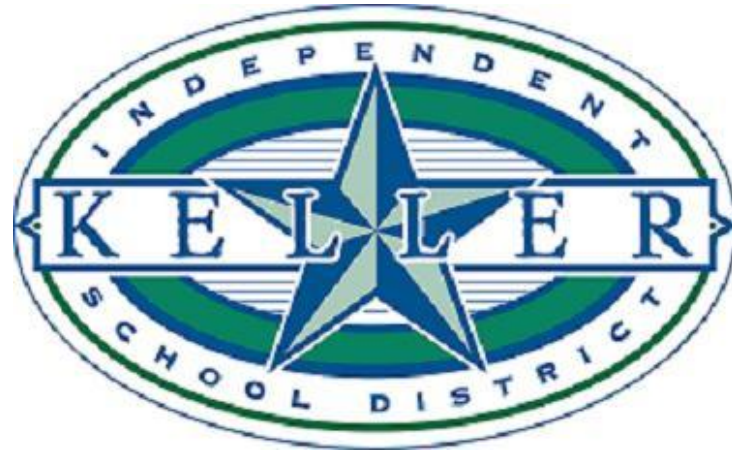


**Keller Independent School District
North Riverside Elementary School
2023-2024 Improvement Plan**



Mission Statement

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

Vision

North Riverside will Inspire Innovation.

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Riverside Elementary is a suburban school that has been serving its community for more than 20 years. For the 22-23 school year, enrollment was 488 students. The Hispanic student population continues to be the largest population. According to the Aeries enrollment report, 5% students classified their ethnicity as Hispanic, 27% classified as White, 10% as African American, 6% as Asian, and 7% classify themselves as two or more races. North Riverside is proud to offer one-way dual language classes. 16% of the student population is a part of the Bilingual program. There are other academic programs which address students' academic needs: English Second Language classes (5%), Gifted and Talented (5%), Limited English Proficiency (32%), Response to Intervention (30.5%), Special Education (18%) and Title 1 Program (68%). As the school works to improve student performance, busy families work to improve the lives of students.

North Riverside currently has 17 monolingual teachers and 5 bilingual teachers in Kindergarten through Fifth Grade. Students are also served by 5 SPED teachers, 3 interventionists, 1 ESL specialist, 1 GT teacher, 5 Co-Curr teachers, 1 counselor and 3 administrators. According to state and district requirements, all paraprofessionals at North Riverside Elementary must hold at least an Associate degree or comparable college hours. Teachers discuss student progress through data talks, professional development opportunities, faculty meetings and pre-summative discussions. PLC collaboration with campus administration allow for teacher goal setting, growth and alignment to campus improvement goals. New teachers attend a mentoring program, INSPIRE ACADEMY in which they become acclimated with district and campus expectations. This creates a culture dedicated to the growth of teachers and students, working to train and retain quality staff.

Demographics Strengths

- North Riverside has a faculty and staff focused on growth for all students.
- The student population is diverse and provides opportunities for students to work together to be culturally sensitive and aware.
- Culturally diverse campus 77.1% professional staff members with a Bachelor's degree.
- 20% professional staff members with a Master's Degree
- 20% of teachers have 20+ years of experience

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

In the 22-23 school year, teachers planned weekly with campus Math and Literacy coaches to collaborate and ensure cohesion and instructional effectiveness in all classrooms. The district purchase of Istation and Dreambox is also enhancing the learning experiences of the students at North Riverside. This technology integration will increase student productivity, differentiation and collaboration while also enhancing student engagement, motivation and ownership of learning.

This year new instructional strategies will continue to be implemented through AVID - Advancement Via Individual Determination. This learning environment will allow for a more in-depth and broader model of instruction - more individualized and personalized learning. Teachers will be trained in monthly strategies addressing increased levels of thinking and discourse and powerful instructional practices will be monitored to improve Tier 1 Instruction in all classrooms. Grade level intervention time that includes targeted skill development and flexible grouping will allow teachers to collaborate to address each student's needs through one-on-one or small group instruction.

Student Learning Strengths

- 3rd grade Math: Approaches-56%, Meets-33%, Masters- 13%
- 3rd grade Reading: Approaches-72%, Meets-35%, Masters- 20%
- 4th grade Math: Approaches- 63%, Meets-33%, Masters- 20%
- 4th grade Reading: Approaches-74%, Meets-45%, Masters- 23%
- 5th grade Math: Approaches-71%, Meets-40%, Masters-20%
- 5th grade Reading: Approaches- 78%, Meets-56%, Masters- 35%
- 5th grade Science: Approaches- 67%, Meets- 39%, Masters- 15%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student gaps in learning continue to be seen in Reading and Math. **Root Cause:** Inconsistency with how intervention time is utilized across the campus.

School Processes & Programs

School Processes & Programs Summary

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

During each stage of learning, AVID Elementary incorporates:

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

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

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

To support and retain the types of teachers and facilitators needed to ensure growth for all students, campus and district Math and Literacy Coaches actively implement professional development and authentic discussions about curriculum, instruction, and assessments. The Coaches work with teachers each week to delve into the curriculum, observe instruction, model lessons and provide constructive feedback to improve student engagement and achievement. Professional Learning Communities meet to discuss results of classroom data and create a plan of action with colleagues and administration.

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

School Processes & Programs Strengths

- Reading, Writing and Math Workshop models are the frameworks of learning.
- Elementary AVID will be a campus-wide initiative with a focus on inquiry.
- Campus faculty and staff share a passion and dedication to providing relevant and engaging learning opportunities for students.
- Technology needs are addressed at the campus level -- purchasing and training.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students continue to perform below level academically despite Tier 1 instruction, intervention and tutoring efforts. **Root Cause:** Inconsistency with intervention and tutoring efforts as well as the lack of pre and post assessments and data.

Perceptions

Perceptions Summary

Morning meetings are used with students to develop healthier peer relations and increase social emotional intelligence. NRES had made tremendous efforts within our PTA. Our PTA has been deemed official according to the PTA organization. We have board members that are organizing fundraising efforts as well as Teacher Appreciation Week. They are working diligently to fund more items for students within our school and have already made plans for next year. The events for this year include: holiday family night, Chuck E Cheese night and Fun Run. Our Fine Arts department also put on grade level plays and performances throughout the second semester along with a Fall production during the first semester. Parent engagement at all events were well-attended. Title 1 parent surveys have been distributed to determine strengths and needs. An end of year survey will also be distributed to parents, families, students as well as faculty and staff. We will utilize results from our surveys to create and implement committees within our faculty and staff to meet the needs of our families and ensure they are a valued part of our school.

Perceptions Strengths

- Parents received school compact and parent involvement policy.
- PTA and school faculty and staff have worked together this year to build a foundation of positive and supportive relationships.
- School activities were varied and were well attended.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements





Goals

Goal 1: Increase Student Achievement

Performance Objective 1: By June 2024, 60% of 3rd grade students will score Meets in reading and math as measured by 2024 STAAR.





Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Support at-risk and struggling students by providing targeted interventions in reading and math through the use of Intervention Support Teachers and tutors.</p> <p>Measures: tier movement, BOY, MOY and EOY MAP data</p> <p>Staff Responsible for Monitoring: Intervention Support Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$71,500</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Create a STEM lab with a STEM lab teacher that focuses on an integration of Science, Technology, Engineering and Mathematics as an extension of the Science and Mathematics curriculum through a variety of instructional resources</p> <p>Measures: MAP Science data for 4th and 5th grade 5th grade STAAR Science</p> <p>Staff Responsible for Monitoring: Administration STEM teacher</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$71,500</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers will meet with administrators and intervention support teachers in bi-weekly PLCs, grade level planning days and after school professional development to review curriculum and lessons and plan rigorous lessons and activities.</p> <p>Measures: Lesson plans, walkthrough data, T-TESS data, calibration and collaboration with district coaches</p> <p>Staff Responsible for Monitoring: Campus administration District coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Utilize iStation as an additional instructional resource to support individualized learning.</p> <p>Measures: BOY, MOY, EOY MAP data and istation data</p> <p>Staff Responsible for Monitoring: Campus administration Intervention Support Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Utilize Lead4ward leadership coaching build instructional leadership capacity by: identifying, leveraging, and building on the principal's strengths.</p> <p>Measures: PLC agendas, professional development planning</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - 211 - Title I Pt A Impr BSC Prg - \$1,500</p>	Progress		
	Dec	Apr	July

Action Step 6 Details	Progress Reviews		
Action Step 6: Establish and maintain STEAM TEAMS before and after school that focus on a specific strand of Science, Technology, Engineering, Arts and Mathematics. Measures: Student participation and data Staff Responsible for Monitoring: All staff	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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

Performance Objective 1: By May 2024, North Riverside will plan at least one monthly event for parents as well as a parent event specific calendar as measured by family sign in sheets.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: North Riverside committees will set up and host a STEAM night and attend a STEAM Festival onsite.</p> <p>Measures: Increased parental involvement Staff Responsible for Monitoring: Administrative team</p> <p>Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 285 - Title I Part A ARRA</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Host a Grandparent BINGO night, multi-cultural night, Fine Arts Night, Holiday Reading Night, etc...</p> <p>Measures: Increased parent involvement Staff Responsible for Monitoring: All</p> <p>Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: Faculty and Staff retention of at least 70%

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Each nine weeks, teachers will be provided a half day of planning with district coaches to map out curriculum. Measures: Teachers will be given the opportunity for a half day planning with district coaches with their team. Staff Responsible for Monitoring: District Coaches Campus administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Establish and maintain a campus calendar Measures: Digital and office calendar updated weekly Staff Responsible for Monitoring: Campus Administration Secretary</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: All faculty and staff are part of campus committees. Measures: Monthly committee meetings Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Campus Funding Summary

211 - Title I Pt A Impr BSC Prg					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	1			\$71,500.00
1	1	2			\$71,500.00
1	1	5			\$1,500.00
Sub-Total					\$144,500.00
285 - Title I Part A ARRA					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00