

# Fort Worth Independent School District

## 008 North Side High School

### 2022-2023 Campus Improvement Plan

Accountability Rating: C



**Board Approval Date:** August 9, 2022  
**Public Presentation Date:** September 28, 2022

# Mission Statement

The mission of North Side High School is to partner with the community, pursue educational excellence, and dedicate its resources to create a learning environment that encourages each student to become productive citizens and lifelong learners in a multicultural society.

## Vision

Preparing all students for success in college, career, and community leadership.

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# Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

## Demographics

### Demographics Summary

North Side High School is a dynamic 5A high school in north Fort Worth located near the historic Fort Worth Stockyards in a community rich with tradition. The school colors are maroon and white and the mascot is a steer. The current main building of North Side High was built in 1937 as part of a joint effort between Fort Worth ISD and the Public Works Project. The main hallway still has the original Greek columns and terrazzo floors.

Through the years, additional buildings were added as the school population grew. With current growth new construction and updates have been completed. The library has been redesigned and back on the third floor of the main building. All the buildings are now connected down the center corridor with glass windows and seating areas for students to gather to study. Our campus has a new gardening club who received a \$5,000 grant to beautify the areas between the buildings. There will be a “Zen Garden” for students to go relax and unwind when needed. There will also be a vegetable garden where our culinary students can grow vegetables to use in their recipes in their culinary arts classes. Our CTE classrooms have expanded with our engineering room having state of the art equipment for our students studying civil engineering and robotics. Our Automotive shop has received a major upgrade with updated equipment and an extra bay area to work in. Our cosmetology department has gained a full functioning salon grade building with modern salon equipment for our students to prepare for their state cosmetology exams. It is also open for our community to get services done by our cosmetology candidates. We have a new Mariachi wing with state of the art sound system and practice rooms for our award winning students to prepare for performances and competitions. North Side has grown and continues to grow our current enrollment is 1759 students, and growing. Our demographics is 94% Hispanic and 92% Economically Disadvantaged.

### Demographics Strengths

The mission of North Side High School is to partner with the community, pursue educational excellence, and dedicate its resources to create a learning environment to encourage each student to become productive citizens and lifelong learners in a multicultural society. The curriculum is comprehensive and includes courses of study for college-bound students as well as for students planning to enter community college, military, or employment. To meet the diverse needs of students, the curriculum includes advanced placement, UT On-Ramps, Career and Technology, honors, and regular courses. North Side HS is an FWISD Programs of Choice high school. Students have the opportunity to be involved in the award-winning mariachi program, culinary, cosmetology, auto tech, or the medical program. Within the medical program, students can be part of PTCH which provides an opportunity for students who successfully

complete the program to graduate with both a high school diploma and a college associate degree. North Side also offers the AVID program to help students prepare for college. With our efforts with our Go Center and AVID our graduation rate has increased significantly the past 10 years. Many of our students are planning post secondary plans as early as in the 10th grade with our college visits, military visits, and career day events.

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

**Problem Statement 1 (Prioritized):** North Side HS's population is 94% Hispanic/92% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations. In general, students lack mastery of language acquisition. **Root Cause:** Some of our students have demonstrated apathy, a lack of interest in their education and in learning. Many times students lack self-advocacy, that lead to yielding to the Status Quo. Many students struggle with communication in all forms. We have many students who struggle with refugee integration.

**Problem Statement 2:** Parent and community involvement has decreased since the pandemic. **Root Cause:** \*Lack of a consistent family communication liaison \*Student in high school begin to drive themselves and are less dependent on parent involvement on campus

# Student Learning

## Student Learning Summary

- Students have held steady in ELAR in post-pandemic in person school
- Implementation of ThinkCERCA is supporting students growth in reading skills
- Math, Social Studies and Science experienced a dip in STAAR achievement during virtual school year. However, in person has provided opportunities for students to achieve.
- Students are, overall, experiencing some gaps brought on by COVID-19 and virtual school. Teachers are reporting steady growth back to the "North Side way".

## Student Learning Strengths

- Returning to In-Person instruction has supported teaching/learning
- Social Emotional Learning is restored to help students in Social Emotional health, socializing skills and academic success
- Many students benefit from and excel in Fine Arts (choir, mariachi, band, theatre arts, art, etc.)

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 5%-10% below all students. **Root Cause:** EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.

**Problem Statement 2:** Special Education students continuously score far below all students in various assessments (STAAR, District benchmarks, class checks, etc.). **Root Cause:** All teachers need maintained support and development to support special education students; more intense and sustained support and development for inclusion teachers.

# School Processes & Programs

## School Processes & Programs Summary

At North Side High School, we have improved our facilities to capture the real-world applicability of instruction. Students are earning more certifications through our stellar programs which contribute to our CCMR and to students' employability outside of the school setting. Our master scheduling includes common professional learning community (PLC) times for STAAR tested subjects which allows for effective instruction to be created and prepared for delivery. Differentiation and student success are on the rise based on classroom observations and professional development training.

## School Processes & Programs Strengths

- Employing many on-campus teacher leaders who are experts in many areas of instruction, classroom management, and organization
- Refining our state-of-the-art facilities to increase student experiences in real-world career scenarios such as auto tech, cosmetology, culinary, and engineering
- Increasing certifications in CTE classes for CCMR and career readiness
- Cultivating a climate of collaborative teaching efforts via PLC and teacher meetings

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Currently, there is 10% of teacher input into the Professional Learning opportunities to include a cohesive course of learning relevant to what teachers need. **Root Cause:** As a campus, we need to create a teacher committee to increase teacher input to 60%. Committee will collect topics of impact, create a schedule for PD, and recruit the instructor.

**Problem Statement 2:** Differentiating learning in the classroom for SE students who score at Meets or above on STAAR English I from 9% to 15%. **Root Cause:** Teachers do not have the skills needed to differentiate learning and need professional development to increase their skill level.

# Perceptions

## Perceptions Summary

1. The atmosphere at North Side has been described as a family atmosphere.
2. Since transitioning from virtual/in person model during the 2020-2021 school year to an all in-person classroom model, student attendance rate has increased from 89% to 91.4% for the 2021-2022 school year.
3. According to the student SEL survey, 81% of students were favorable to supportive relationships.
4. According to the teacher SEL survey, 87% of teachers were favorable to inviting work environment.
5. Teachers facilitated professional development to their peers for campus FLEX professional development.
6. The district emphasis on defining systems and structures in which should be implemented on campus to improve outcomes for students in attendance, discipline incidents and equitable access to resources will help support the success of students. This new implementation will ensure a higher degree of accountability which enhances professional performance and student outcomes. We believe this proactive approach will promote a culture of positive interactions between staff, students and community.

## Perceptions Strengths

1. Students feel supported on campus.
2. North Side is an inviting work environment.
3. North Side staff like and respect students.
4. Teachers learn from each other during campu FLEX professional development.
5. North Side has an active PTA committee.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to the student SEL survey, teacher-student relationships decreased by 14 percentage points from Fall 2020 to Fall 2021. **Root Cause:** Teacher-student relationships are impacted due to the lack of consistency and structure that values instructional time which resulted in student disengagement.

**Problem Statement 2:** According to the teacher SEL survey, there was a 33% decrease in the number of teachers who participated in the teacher SEL survey from Fall 2020 to Fall 2021. **Root Cause:** Teachers are becoming less engaged due to the inconsistencies from leadership in the implementation of policies, procedures and expectations of teachers which resulted in teacher absences and lower staff morale.

**Problem Statement 3:** Parents/guardians/community are not highly involved in activities/events in which supports an increase in student achievement and school performance. **Root Cause:** There is a lack of consistency in communication and delivery to parents/guardians/community in which results in parents/guardians/community to be disconnected, uninformed with low involvement.



# Priority Problem Statements

**Problem Statement 2:** North Side HS's population is 94% Hispanic/92% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations. In general, students lack mastery of language acquisition.

**Root Cause 2:** Some of our students have demonstrated apathy, a lack of interest in their education and in learning, Many times students lack self-advocacy, that lead to yielding to the Status Quo. Many students struggle with communication in all forms. We have many students who struggle with refugee integration.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 5%-10% below all students.

**Root Cause 1:** EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** Currently, there is 10% of teacher input into the Professional Learning opportunities to include a cohesive course of learning relevant to what teachers need.

**Root Cause 3:** As a campus, we need to create a teacher committee to increase teacher input to 60%. Committee will collect topics of impact, create a schedule for PD, and recruit the instructor.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** According to the student SEL survey, teacher-student relationships decreased by 14 percentage points from Fall 2020 to Fall 2021.

**Root Cause 4:** Teacher-student relationships are impacted due to the lack of consistency and structure that values instructional time which resulted in student disengagement.

**Problem Statement 4 Areas:** Perceptions

# 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
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## 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
- Special education/non-special education population including discipline, progress and participation 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.
- Response to Intervention (Rtl) student achievement data

- Dual-credit and/or college prep course completion data

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

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **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
- T-TESS data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# District Goals

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 1:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in reading on PSAT from 30% to 50% by May 2023.

Increase the percentage of 9th and 10th grade male students who meet the grade level benchmark in reading on PSAT from 27% to 50% by May 2023.

**Strategy 1:** Improve tier one instruction to offer differentiation for EL and ED students that align with the curriculum frameworks.

**Strategy's Expected Result/Impact:** Scores will increase from 30% to 50% by May of 2022.





**Staff Responsible for Monitoring:** Assistant Principals, Principal, Instructional Coach

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Differentiating learning in the classroom for SE students who score at Meets or above on STAAR English I from 9% to 15%.</p> <p><b>Intended Audience:</b> English teachers</p> <p><b>Date(s) / Timeframe:</b> September 2022-May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Assistant Principal, Instructional Coach, Department Head</p> <p><b>Collaborating Departments:</b> FWISD English Department</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Hire Tier 1 Teacher - Title I (211) - 211-11-6119-04N-008-30-510-000000-23F10 - \$62,097 , Professional Development for administrators - Title I (211) - 211-23-6411-04N-008-30-510-000000-23F10 - \$4,000, Professional Development for teachers and data analyst - Title I (211) - 211-13-6411-04N-008-30-510-000000-23F10 - \$7,000, Library reading resource material - Title I (211) - 211-12-6329-04N-008-30-510-000000-23F10 - \$7,000, ATF - Title I (211) - 211-11-6129-04N-008-30-510-000000-23F10 - \$23,000</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** Emphasize teacher support with QTEL and AVID training and tier one lesson planning in the areas of language acquisition, ESL strategies, and

being culturally responsive to our student needs.

**Strategy's Expected Result/Impact:** Increase the number of students who exit the LEP program from 1% to 5% by June of 2023.

**Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team

**TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Emphasize teacher support with QTEL and AVID training and tier one lesson planning in the areas of language acquisition, ESL strategies, and being culturally responsive to our student needs. <b>Intended Audience:</b> Teachers <b>Date(s) / Timeframe:</b> June, July 2023 <b>Provider / Presenter / Person Responsible:</b> AVID Coordinator, M. Sharpe, Asst. Principals, Inst. Specialist <b>Collaborating Departments:</b> PLI dept <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Professional Development - Title I (211) - 211-23-6411-04N-008-30-510-000000-23F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 3:** Provide additional before and after school, and summer tutoring for all ED , EL, and SE students.

**Strategy's Expected Result/Impact:** Increase first time tester scores at Meets or above on the STAAR English I test from 46 to 50% by May of 2023.

**Staff Responsible for Monitoring:** Teachers, Administrators





**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Curriculum

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide additional before and after school, and summer tutoring for all ED , EL, and SE students. <b>Intended Audience:</b> Students <b>Date(s) / Timeframe:</b> Before school, after school, summer <b>Provider / Presenter / Person Responsible:</b> Teachers, Administrators <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Tutoring - Title I (211) - 211-11-6116-OPD-008-30-510-000000-23F10 - \$6,500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 4:** Provided additional library materials and classroom books for economically disadvantaged students.

**Strategy's Expected Result/Impact:** Increase the percentage of Economically Disadvantaged students who meet the grade level benchmark in reading from 33.6% to 40% by May 2023.

**Staff Responsible for Monitoring:** Librarian





**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers

**Problem Statements:** Demographics 1





Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide professional development for librarian. <b>Intended Audience:</b> librarian <b>Date(s) / Timeframe:</b> Spring 2023 <b>Provider / Presenter / Person Responsible:</b> Region XI <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In person and virtual  <b>Funding Sources:</b> Library reading resource material - Title I (211) - 211-12-6329-04N-008-30-510-000000-23F10 - \$3,000, Professional Development - Title I (211) - 211-12-6411-04N-008-30-510-000000-23F10 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 5:** Improve tier one instruction to offer differentiation for EL and ED students that align with the curriculum frameworks.

**Strategy's Expected Result/Impact:** Scores will increase from 36.2% to 40% by May of 2022.

**Staff Responsible for Monitoring:** Assistant Principals, Principal, Instructional Coach

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Improve tier one instruction to offer differentiation for EL and ED students that align with the curriculum frameworks.</p> <p><b>Intended Audience:</b> EL and ED students  <b>Date(s) / Timeframe:</b> September 2022-May 2023  <b>Provider / Presenter / Person Responsible:</b> Assistant Principals, Principal, Instructional Coach  <b>Collaborating Departments:</b> PLI  <b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Hire Tier I Teacher - Title I (211) - 211-11-6119-04N-008-30-510-000000-23F10 - \$62,097, Hire Instructional Coach - Title I (211) - 211-13-6119-04N-008-30-510-000000-23F10 - \$82,070, Equipment - Title I (211) - 211-11-6398-04N-008-30-510-000000-23F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**School Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> North Side HS's population is 94% Hispanic/92% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations. In general, students lack mastery of language acquisition. <b>Root Cause:</b> Some of our students have demonstrated apathy, a lack of interest in their education and in learning, Many times students lack self-advocacy, that lead to yielding to the Status Quo. Many students struggle with communication in all forms. We have many students who struggle with refugee integration.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 5%-10% below all students. <b>Root Cause:</b> EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.</p>

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR English I from 50% to 55% by May 2023.





Increase the percentage of SPED students who score Meets or above on STAAR English I from 9% to 15% by May 2023.

**Strategy 1:** As a campus we need to increase the rigor of Tier 1 instruction in every classroom by providing training for teachers.

**Strategy's Expected Result/Impact:** Increase the percentage of first time testers who score at Meets or above on the STAAR English I from 50% to 55% by May 2023

**Staff Responsible for Monitoring:** Teachers, Administrators, Data Analyst

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> As a campus we need to increase the rigor of Tier 1 instruction in every classroom by providing training for teachers.</p> <p><b>Intended Audience:</b> Teachers  <b>Date(s) / Timeframe:</b> September 2022- May 2023  <b>Provider / Presenter / Person Responsible:</b> Principal  <b>Collaborating Departments:</b> Region XI  <b>Delivery Method:</b> In Person and virtual</p> <p><b>Funding Sources:</b> Tutoring - Title I (211) - 211-11-6116-04N-008-30-510-000000-23F10 - \$2,666, Substitutes for pull out days - Title I (211) - 211-11-6112-04N-008-30-510-000000-23F10 - \$2,400, Supplies and Materials for Instructional Use - Title I (211) - 211-11-6399-04N-008-30-510-000000-23F10 - \$1,000, Tutoring - SCE (199 PIC 24) - 199-11-6116-001-008-24-243-000000- - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 2:** Provide training for regular and inclusion teachers to support tier one instruction for SPED students.

**Strategy's Expected Result/Impact:** Provide better collaboration between regular and inclusion teachers to offer quality differentiated support for SPED students.





**Staff Responsible for Monitoring:** Administrators

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** School Processes & Programs 1



Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide training for regular and inclusion teachers to support tier one instruction for SPED students. <b>Intended Audience:</b> Inclusion teachers <b>Date(s) / Timeframe:</b> September 2022- May 2023 <b>Provider / Presenter / Person Responsible:</b> Principal, assistant principal, instructional coach <b>Collaborating Departments:</b> SPED dept. <b>Delivery Method:</b> In Person and Virtual  <b>Funding Sources:</b> Professional Development - Title I (211) - 211-13-6499-04N-008-30-510-000000-23F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 3:** Disaggregate multiple sources of data to support teachers in the tracking and monitoring of instructional practices to assist in the increase of student success in the classroom.

**Strategy's Expected Result/Impact:** Increase in the STAAR scores in Eng I, Eng II, Biology, Algebra, and US History for all first time testers.

**Staff Responsible for Monitoring:** Data Analyst, Assistant Principal, Principal, Teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Curriculum

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Disaggregate multiple sources of data to support teachers in the tracking and monitoring of instructional practices to assist in the increase of student success in the classroom. <b>Intended Audience:</b> Teachers	Formative			Summative
	Nov	Jan	Mar	June


**Date(s) / Timeframe:** September 2022- May 2023


**Provider / Presenter / Person Responsible:** Data Analyst, Assistant Principal, Principal, Teachers


**Collaborating Departments:** N/A

**Delivery Method:** In Person

**Funding Sources:** Hire a Data Analyst - Title I (211) - 211-13-6119-04N-008-30-510-000000-23F10 - \$81,918  
, Technology for Data Analyst - Title I (211) - 211-13-6396-04N-008-30-510-000000-23F10 - \$1,500,  
Technology for instructional use - Title I (211) - 211-11-6396-04N-008-30-510-000000-23F10 - \$4,600

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### School Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 1:** The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 5%-10% below all students. **Root Cause:** EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.

#### School Processes & Programs

**Problem Statement 1:** Currently, there is 10% of teacher input into the Professional Learning opportunities to include a cohesive course of learning relevant to what teachers need. **Root Cause:** As a campus, we need to create a teacher committee to increase teacher input to 60%. Committee will collect topics of impact, create a schedule for PD, and recruit the instructor.

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 3:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from 55% to 60% by May 2023.

Increase the percentage of SPED students from 5% to 10% by May 2023.

**Strategy 1:** Provide instructional material to support all English II teachers.

**Strategy's Expected Result/Impact:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from 57% to 62% by May 2022.

**Staff Responsible for Monitoring:** Administrators, Teachers, Data Analyst

**TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide instructional material to support all English II teachers.</p> <p><b>Intended Audience:</b> English teachers</p> <p><b>Date(s) / Timeframe:</b> September 2022-April 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal, Department Heads</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Supplies and materials for instructional use - Title I (211) - 211-11-6399-04N-008-30-510-000000-23F10 - \$5,000, Extra pay for tutoring - Title I (211) - 211-11-6116-04N-008-30-510-000000-23F10 - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Strategy 2:** Provide small group tutoring after school for all English II students.

**Strategy's Expected Result/Impact:** Increase the percentage of first time testers who score at Meets or above on STAAR English II from 50% to 55% by May 2023.

**Staff Responsible for Monitoring:** Administrators, Teachers

**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide small group tutoring after school for all English II students. <b>Intended Audience:</b> students <b>Date(s) / Timeframe:</b> after school <b>Provider / Presenter / Person Responsible:</b> teachers <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In person  <b>Funding Sources:</b> Tutoring - Title I (211) - 211-11-6116-04N-008-30-510-000000-23F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### School Performance Objective 3 Problem Statements:

<b>Demographics</b>
<b>Problem Statement 1:</b> North Side HS's population is 94% Hispanic/92% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations. In general, students lack mastery of language acquisition. <b>Root Cause:</b> Some of our students have demonstrated apathy, a lack of interest in their education and in learning, Many times students lack self-advocacy, that lead to yielding to the Status Quo. Many students struggle with communication in all forms. We have many students who struggle with refugee integration.
<b>Student Learning</b>
<b>Problem Statement 1:</b> The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 5%-10% below all students. <b>Root Cause:</b> EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Currently, there is 10% of teacher input into the Professional Learning opportunities to include a cohesive course of learning relevant to what teachers need. <b>Root Cause:</b> As a campus, we need to create a teacher committee to increase teacher input to 60%. Committee will collect topics of impact, create a schedule for PD, and recruit the instructor.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of 10th grade male students who meet the grade level benchmark in math on PSAT from 10% to 25% by May 2023.

Increase the percentage of 9th grade female students who meet the grade level benchmark in math on PSAT from 10% to 25% by May 2023.

**Strategy 1:** Provide additional support of ED and EL students and their teachers by providing a teacher assistant.

**Strategy's Expected Result/Impact:** Increase EL scores who meet the grade level benchmark in math on PSAT from 7.5 to 8.25% by May of 2023.





**Staff Responsible for Monitoring:** Teachers, Administrators

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide additional support of ED and EL students and their teachers by providing a teacher assistant. <b>Intended Audience:</b> Students <b>Date(s) / Timeframe:</b> August 2022-May 2023 <b>Provider / Presenter / Person Responsible:</b> Principal <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Hire Title 1 teacher assistant - Title I (211) - 211-11-6129-04N-008-30-510-000000-23F10 - \$23,217	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> North Side HS's population is 94% Hispanic/92% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations. In general, students lack mastery of language acquisition. <b>Root Cause:</b> Some of our students have demonstrated apathy, a lack of interest in their education and in learning, Many times students lack self-advocacy, that lead to yielding to the Status Quo. Many students struggle with communication in all forms. We have many students who struggle with refugee integration.</p>

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 2:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 50% to 60% by May 2023. Increase the percentage of SPED students from 19% to 25% by May 2023.

**Strategy 1:** Provide additional support of ED and EL students and their teachers by providing a teacher assistant.

**Strategy's Expected Result/Impact:** Increase the percentage of first time testers who score at Meets or above on STAAR Algebra I from 50% to 60% by May 2023.

**Staff Responsible for Monitoring:** Administrators





**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Effective, Well-Supported Teachers

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide additional support of ED and EL students and their teachers by providing a teacher assistant.</p> <p><b>Intended Audience:</b> Students  <b>Date(s) / Timeframe:</b> August 2022-May 2023  <b>Provider / Presenter / Person Responsible:</b> Principal  <b>Collaborating Departments:</b> N/A  <b>Delivery Method:</b> In Person</p> <p><b>Funding Sources:</b> Hire a Title I teacher assistant - Title I (211) - 211-11-6129-04N-008-30-510-000000-23F10 - \$8,372</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Strategy 2:** Provide innovative classroom materials and supplies for math teachers to use for PSAT study sessions.





**Strategy's Expected Result/Impact:** Increase the percentage of 9th and 10th students who meet the grade level benchmark in mathematics on PSAT from 14.5% to 16% by May 2022.

**Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements: Demographics 1 - Student Learning 1**

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide innovative classroom materials and supplies for math teachers to use for PSAT study sessions</p> <p><b>Intended Audience:</b> Math teachers</p> <p><b>Date(s) / Timeframe:</b> September 2022-April 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Principal</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> In person</p> <p><b>Funding Sources:</b> Classroom Supplies and Materials - Title I (211) - 211-11-6399-04N-008-30-510-000000-23F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**School Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> North Side HS's population is 94% Hispanic/92% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations. In general, students lack mastery of language acquisition. <b>Root Cause:</b> Some of our students have demonstrated apathy, a lack of interest in their education and in learning, Many times students lack self-advocacy, that lead to yielding to the Status Quo. Many students struggle with communication in all forms. We have many students who struggle with refugee integration.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 5%-10% below all students. <b>Root Cause:</b> EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> According to the student SEL survey, teacher-student relationships decreased by 14 percentage points from Fall 2020 to Fall 2021. <b>Root Cause:</b> Teacher-student relationships are impacted due to the lack of consistency and structure that values instructional time which resulted in student disengagement.</p>

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2023.

**School Performance Objective 1:** Increase the percentage of Grade 12 students attaining at least one CCMR indicator from 60% to 85% by May 2023.  
Increase the percentage of male senior students from 30% to 50% by May 2023.



**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2023.

**School Performance Objective 2:** Increase the percentage of Grade 9 students "On Track" from 84% to 89% by May 2023.  
 Increase the percentage of Grade 9 male students "On Track" from 83% to 88% by May 2023.

**Strategy 1:** Expose students to CCMR experiences inside and outside of the school.

**Strategy's Expected Result/Impact:** Increase the amount of students who meet at least one CCMR indicator.

**Staff Responsible for Monitoring:** College and Career Readiness Coordinator

**Title I:**

4.1, 4.2

- **TEA Priorities:**

Connect high school to career and college

**Problem Statements:** Demographics 1 - Perceptions 1


Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Hire a Title I teacher who dedicates time to introducing freshmen to CCMR experiences. <b>Intended Audience:</b> Students <b>Date(s) / Timeframe:</b> August 2022-May 023 <b>Provider / Presenter / Person Responsible:</b> Principal <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Hire Title I teacher - Title I (211) - 211-11-6119-04N-008-30-510-000000-23F10 - \$72,810	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Increase the number of students who are accepted to a four year university. <b>Intended Audience:</b> students <b>Date(s) / Timeframe:</b> September 202- May 2023	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


**Provider / Presenter / Person Responsible:** Go Center, PSRC, Counselors, Principal


**Collaborating Departments:** N/A

**Delivery Method:** In Person

**Funding Sources:** Transportation for students - BEA (199 PIC 25) - 199-11-6412-001-008-25-243-000000 - \$6,066

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

### School Performance Objective 2 Problem Statements:

#### Demographics

**Problem Statement 1:** North Side HS's population is 94% Hispanic/92% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations. In general, students lack mastery of language acquisition. **Root Cause:** Some of our students have demonstrated apathy, a lack of interest in their education and in learning, Many times students lack self-advocacy, that lead to yielding to the Status Quo. Many students struggle with communication in all forms. We have many students who struggle with refugee integration.

#### Perceptions

**Problem Statement 1:** According to the student SEL survey, teacher-student relationships decreased by 14 percentage points from Fall 2020 to Fall 2021. **Root Cause:** Teacher-student relationships are impacted due to the lack of consistency and structure that values instructional time which resulted in student disengagement.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2023.

**School Performance Objective 3:** Increase the percentage of students who have successfully completed Algebra 1 by the end of 9th grade from 60% to 70% by May 2023.

Increase the percentage of SPED students from 9% to 15% by May 2023.





**Strategy 1:** Provide additional support for SPED students and their teachers.

**Strategy's Expected Result/Impact:** Increase the percentage of SPED students from 9% to 15% by May 2023.

**Staff Responsible for Monitoring:** Administrators, teachers, instructional specialist

**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide additional support for SPED students and their teachers. <b>Intended Audience:</b> Students and teachers <b>Date(s) / Timeframe:</b> September 2022- May 2023 <b>Provider / Presenter / Person Responsible:</b> Principal, assistant principals, instructional specialist <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-008-24-243-000000- - \$10,000, Technology for classroom - SCE (199 PIC 24) - 199-11-6396-001-008-24-243-000000- - \$5,000, Tutoring - SCE (199 PIC 24) - 199-11-6116-001-008-24-243-000000- - \$5,687	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**School Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> North Side HS's population is 94% Hispanic/92% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations. In general, students lack mastery of language acquisition. <b>Root Cause:</b> Some of our students have demonstrated apathy, a lack of interest in their education and in learning, Many times students lack self-advocacy, that lead to yielding to the Status Quo. Many students struggle with communication in all forms. We have many students who struggle with refugee integration.</p>

## Student Learning

**Problem Statement 1:** The achievement gap between EL students that were at 'Approaches Grade Level or higher' on the STAAR EOC for English I, English II and US History is 5%-10% below all students. **Root Cause:** EL and/or bilingual students require strategies and supports to master skills in reading, listening, speaking, and writing in their second language (English) during classroom instruction.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2023.

**School Performance Objective 4:** Increase the percentage of Grade 11 students who meet SAT or ACT criteria for CCMR from 5% to 20% by May 2023.  
 Increase the percentage of Grade 11 female students on math SAT or ACT from 4% to 20% by May 2023.

**Strategy 1:** Incorporate SAT/ACT strategies weekly into all English and Math classes.

**Strategy's Expected Result/Impact:** Increase the percent of 11th and 12th grade students who meet CCMR for SAT and ACT from 5.9% to 6.49% by May of 2023.

**Staff Responsible for Monitoring:** Teachers, Instructional Leadership Team, College and Career Readiness Coach

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

**Problem Statements:** Demographics 1

**Strategy 2:** Provide Saturday SAT/ACT camps for 11th and 12th grade students

**Strategy's Expected Result/Impact:** Increase the percent of 11th and 12th grade students who meet CCMR for SAT/ACT from 5.9% to 6.49% by May of 2022.

**Staff Responsible for Monitoring:** Post Secondary Readiness Specialist

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Provide Saturday SAT/ACT camps for 11th and 12th grade students <b>Intended Audience:</b> Students <b>Date(s) / Timeframe:</b> September 2022- May 2023 <b>Provider / Presenter / Person Responsible:</b> Teachers, PSRC <b>Collaborating Departments:</b> N/A <b>Delivery Method:</b> In Person  <b>Funding Sources:</b> Extra pay for Saturday ACT tutoring - Title I (211) - 211-11-6116-04N-008-30-510-000000-23F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

**School Performance Objective 4 Problem Statements:**

## Demographics

**Problem Statement 1:** North Side HS's population is 94% Hispanic/92% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations. In general, students lack mastery of language acquisition. **Root Cause:** Some of our students have demonstrated apathy, a lack of interest in their education and in learning, Many times students lack self-advocacy, that lead to yielding to the Status Quo. Many students struggle with communication in all forms. We have many students who struggle with refugee integration.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 85% to 75% by May 2023.

**Strategy 1:** Provide parent phone call for every student who has 1-2 absences. Provide face to face parent meetings for students who have more than 3 absences in a semester.

**Strategy's Expected Result/Impact:** Decrease the number and percentage of students who have excessive absences from 85% to 75% by May 2023.

**Staff Responsible for Monitoring:** Attendance coordinator





**Title I:**

4.2

- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<p><b>Action Step 1:</b> Provide parent phone call for every student who has 1-2 absences. Provide face to face parent meetings for students who have more than 3 absences in a semester.</p> <p><b>Intended Audience:</b> Parents</p> <p><b>Date(s) / Timeframe:</b> September 2022- May 2023</p> <p><b>Provider / Presenter / Person Responsible:</b> Teachers, administrators</p> <p><b>Collaborating Departments:</b> N/A</p> <p><b>Delivery Method:</b> In Person, Phone, virtual</p> <p><b>Funding Sources:</b> Hire Family Engagement Specialist - Title I (211) - 211-61-6129-04L-008-30-510-000000-23F10 - \$31,013, Snacks for parent promotion - Parent Engagement - 211-61-6499-04L-008-30-510-000000-23F10 - \$2,000, Suppliees and matierials - Parent Engagement - 211-61-6399-04L-008-30-510-000000-23F10 - \$5,311.50, Extra duty for parental involvment - Parent Engagement - 211-61-6116-04L-008-30-510-000000-23F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**School Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** North Side HS's population is 94% Hispanic/92% Economically Disadvantaged. Improvement is needed in reading comprehension skills for these populations. In general, students lack mastery of language acquisition. **Root Cause:** Some of our students have demonstrated apathy, a lack of interest in their education and in learning, Many times students lack self-advocacy, that lead to yielding to the Status Quo. Many students struggle with communication in all forms. We have many students who struggle with refugee integration.



**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the number of out of school suspensions for 9th grade students from 47 to 30 by May 2023.

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Professional Development for administrators	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-008-30-510-000000-23F10	\$4,000.00
1	1	1	1	Library reading resource material	Reading materials for library use	211-12-6329-04N-008-30-510-000000-23F10	\$7,000.00
1	1	1	1	Professional Development for teachers and data analyst	Travel for Teachers and Data Analysts (PD)	211-13-6411-04N-008-30-510-000000-23F10	\$7,000.00
1	1	1	1	ATF	Teacher Assistant	211-11-6129-04N-008-30-510-000000-23F10	\$23,000.00
1	1	1	1	Hire Tier 1 Teacher	Title I Teacher	211-11-6119-04N-008-30-510-000000-23F10	\$62,097.00
1	1	2	1	Professional Development	Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-008-30-510-000000-23F10	\$5,000.00
1	1	3	1	Tutoring	Extra duty pay for PD after hours	211-11-6116-0PD-008-30-510-000000-23F10	\$6,500.00
1	1	4	1	Library reading resource material	Reading materials for library use	211-12-6329-04N-008-30-510-000000-23F10	\$3,000.00
1	1	4	1	Professional Development	Travel for Librarian (PD)	211-12-6411-04N-008-30-510-000000-23F10	\$1,500.00
1	1	5	1	Hire Instructional Coach	Instructional Coach	211-13-6119-04N-008-30-510-000000-23F10	\$82,070.00
1	1	5	1	Hire Tier I Teacher	Title I Teacher	211-11-6119-04N-008-30-510-000000-23F10	\$62,097.00
1	1	5	1	Equipment	Equipment	211-11-6398-04N-008-30-510-000000-23F10	\$2,500.00
1	2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-008-30-510-000000-23F10	\$2,666.00
1	2	1	1	Supplies and Materials for Instructional Use	Supplies and materials for instructional use	211-11-6399-04N-008-30-510-000000-23F10	\$1,000.00
1	2	1	1	Substitutes for pull out days	Subs for supplemental instruction	211-11-6112-04N-008-30-510-000000-23F10	\$2,400.00
1	2	2	1	Professional Development	Virtual registration for Teachers and Data Analysts (PD)	211-13-6499-04N-008-30-510-000000-23F10	\$3,000.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	3	1	Technology for instructional use	Technology for instructional use	211-11-6396-04N-008-30-510-000000-23F10	\$4,600.00
1	2	3	1	Technology for Data Analyst	Technology for data analyst	211-13-6396-04N-008-30-510-000000-23F10	\$1,500.00
1	2	3	1	Hire a Data Analyst	Data Analyst	211-13-6119-04N-008-30-510-000000-23F10	\$81,918.00
1	3	1	1	Supplies and materials for instructional use	Supplies and materials for instructional use	211-11-6399-04N-008-30-510-000000-23F10	\$5,000.00
1	3	1	1	Extra pay for tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-008-30-510-000000-23F10	\$4,000.00
1	3	2	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-008-30-510-000000-23F10	\$3,000.00
2	1	1	1	Hire Title 1 teacher assistant	Teacher Assistant	211-11-6129-04N-008-30-510-000000-23F10	\$23,217.00
2	2	1	1	Hire a Title I teacher assistant	Teacher Assistant	211-11-6129-04N-008-30-510-000000-23F10	\$8,372.00
2	2	2	1	Classroom Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04N-008-30-510-000000-23F10	\$2,000.00
3	2	1	1	Hire Title I teacher	Title I Teacher	211-11-6119-04N-008-30-510-000000-23F10	\$72,810.00
3	4	2	1	Extra pay for Saturday ACT tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-008-30-510-000000-23F10	\$2,000.00
4	1	1	1	Hire Family Engagement Specialist	Family Engagement Specialist	211-61-6129-04L-008-30-510-000000-23F10	\$31,013.00
<b>Sub-Total</b>							\$514,260.00
<b>Budgeted Fund Source Amount</b>							\$514,260.00
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-008-24-243-000000-	\$5,000.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	1	1	Supplies and materials	Supplies and materials for instructional use	199-11-6399-001-008-24-243-000000-	\$10,000.00
3	3	1	1	Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-008-24-243-000000-	\$5,687.00
3	3	1	1	Technology for classroom	Technology for instructional use	199-11-6396-001-008-24-243-000000-	\$5,000.00
<b>Sub-Total</b>							\$25,687.00
<b>Budgeted Fund Source Amount</b>							\$25,687.00
<b>+/- Difference</b>							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1	Snacks for parent promotion	Snacks for Parents to promote participation	211-61-6499-04L-008-30-510-000000-23F10	\$2,000.00
4	1	1	1	Suppliees and matierials	Supplies and materials for parental involvement	211-61-6399-04L-008-30-510-000000-23F10	\$5,311.50
4	1	1	1	Extra duty for parental involmnet	Extra Duty for parental involvement	211-61-6116-04L-008-30-510-000000-23F10	\$1,000.00
<b>Sub-Total</b>							\$8,311.50
<b>Budgeted Fund Source Amount</b>							\$8,311.50
<b>+/- Difference</b>							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2	Transportation for students	Transportation costs for students	199-11-6412-001-008-25-243-000000	\$6,066.00
<b>Sub-Total</b>							\$6,066.00
<b>Budgeted Fund Source Amount</b>							\$6,066.00
<b>+/- Difference</b>							\$0.00
<b>Grand Total Budgeted</b>							\$554,324.50

**BEA (199 PIC 25)**

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
<b>Grand Total Spent</b>							\$554,324.50
<b>+/- Difference</b>							\$0.00

# Addendums

# North Side High School

## SCHOOL-PARENT INVOLVEMENT POLICY

**Statement of Purpose:** Family involvement and community partnerships will be an integral part of the education of all students at North Side High School. Parent involvement can improve academic achievement and school performance. Parent and community involvement allows the school to provide extra assistance to students with need by such means as listening to students read, providing school supplies, providing books, freeing up the teacher from clerical chores, etc. Building the parents' capacity for involvement will be accomplished through several means. The PTA will reach out to all parents. A survey of teachers will be conducted to determine what help they would like from the parents. A survey of the parents will determine what help they would like to provide.

**Developing the Policy:** The Parent Involvement Policy is developed jointly with parents, SBDM, and teachers at North Side High School. North Side High School has an involved, active PTA.

**Annual Meeting:** A meeting will be held October 12, 2022 to inform parents of the Title I schoolwide assistance program and their right to be involved (Power Point Sent on September 30). Meetings will be held regularly, in conjunction with PTA meetings and SBDM meetings, to ensure participation. Parents will be provided information about school through a variety of means.

**School-Parent Compact:** The Teacher/Parent/Student/Administrator Compact will be discussed during the September parent meeting, sponsored by the PTA. The Planning Committee will review/revise the compact each year.

**Programs and the School Community:** Data sources used to assess student needs will be expanded from student learning data (standardized tests, teacher observations, report cards) and demographic data (attendance, enrollment, gender, ethnicity) to include perceptual data (values, beliefs, attitudes, observations regarding the learning environment) and school processes (school programs and processes).

**Staff-Parent Communication:** Communication begins when students are enrolled. Communication is ongoing through parent/teacher conferences, open door policy of administrators, phone calls, notes home, email contact, progress reports from teachers, PTA meetings.

**Evaluation:** The content and effectiveness of the Parental Involvement Program will be evaluated annually. A variety of needs assessment tools will be utilized to evaluate the effectiveness and to identify barriers to parent and family participation in the Parent Involvement Program. The School Support Team will be responsible for the evaluation and needed revision of the policies.