

Keller Independent School District



North Riverside Elementary School

Accountability Rating: Not Rated

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Summary

North Riverside Elementary School is a vital part of the Keller Independent School District, serving as a traditional neighborhood elementary school in a suburban setting that combines longstanding residential neighborhoods with emerging commercial growth. Since its establishment in 1998, North Riverside has been a cornerstone of its community, providing a comprehensive K–5 education to a richly diverse student body.

As of the 2024–2025 school year, North Riverside serves approximately 470 students, marking a slight increase from the prior year. The school's facilities support general education classrooms, bilingual classrooms, two specialized STACC (Structured Teaching and Classroom Connections) units for students with Autism and communication needs, as well as programs that promote college and career readiness beginning at the elementary level.

North Riverside's mission, "At North Riverside, we work together to ENSURE that every student and every staff member experiences SUCCESS," continues to drive the work across the campus. While historically the campus has faced challenges such as high staff turnover and an unstable climate, the 2024–2025 school year has been a year of visible stabilization and momentum. With new leadership fully established, a culture of high expectations, clear systems, and community-centered values has begun to take root. Initiatives such as the campus-wide implementation of Class Dojo for Positive Behavior Interventions and Supports (PBIS), structured WIN Time interventions for targeted academic support, and an intentional focus on strengthening Tier 1 instruction have contributed to a more cohesive and supportive learning environment.

North Riverside remains a neighborhood school without magnet or open-enrollment programs, which ensures that its student body remains a reflection of the surrounding community. This fosters a strong, tight-knit sense of belonging among families and stakeholders, an element that leadership has sought to cultivate further through clearer communication, more parent engagement opportunities, and increased visibility of administrators in daily campus life.

The school's demographic profile for 2024–2025 continues to showcase its diversity:

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

This diverse composition is seen as a tremendous strength, enriching the educational experience for all students. However, it also necessitates intentional practices that ensure equity, differentiation, and culturally responsive teaching strategies. In response, professional development this year has emphasized building relationships, understanding student backgrounds, and embedding inclusive practices into the curriculum.

Alignment of Special Programs with Community Needs and Educational Philosophy

North Riverside continues to offer several special programs that are critical to meeting the needs of its student population:

- The two **STACC units** remain pivotal in supporting students with severe Autism and communication challenges. These classrooms offer a highly structured environment and maintain a low student-to-teacher ratio to maximize individualized support. The success of these programs has grown stronger during the 24–25 school year as more consistent staffing and enhanced training have led to improved student outcomes.
- The **Hybrid Math program**, identifying advanced learners from Kindergarten onward, remains in place. Although still relatively small in enrollment, its continuity reflects the school's commitment to nurturing the needs of gifted students in mathematics, setting a foundation for future engagement in STEM pathways.

- The **AVID program** has continued to flourish, with North Riverside further embedding AVID strategies across all grade levels during 2024–2025. This includes greater focus on organizational skills, note-taking strategies, and college-readiness mindsets beginning in the early grades, preparing students for a seamless transition into AVID programs at the district's middle and high schools.

The previous effort to pursue a **STEM Academy designation** remains paused. After careful evaluation, leadership prioritized rebuilding staff culture, strengthening Tier 1 instruction, and addressing student behavior before reintroducing a STEM Academy model. This strategic patience reflects a maturity in leadership's decision-making process: emphasizing sustainable quality over premature expansion.

Enrollment in Special Programs

Special education continues to represent a substantial portion of the school's services. As of 2024–2025, **over 100 students** are served through special education programming — a consistent trend that highlights the unique academic and behavioral needs of the student body. This year, with stronger structures in place, there has been greater success in monitoring IEP implementation, providing inclusion support, and offering targeted interventions.

The **bilingual program** remains strong, with one bilingual classroom per grade level, serving approximately **24 students per classroom**. North Riverside follows the **Gomez and Gomez Dual Language Enrichment Model**, ensuring emergent bilingual students are supported both in English language acquisition and academic content mastery. A strengthened focus this year has been on ensuring that language development is purposefully integrated into all content areas, not isolated during designated language blocks.

While no specific migrant or homeless student enrollment figures have been reported for 24–25 yet, North Riverside maintains vigilant monitoring to identify and support students experiencing housing insecurity. This includes collaboration with district homeless liaisons and proactive efforts from the counseling team to ensure access to services.

Student Behavior Trends and Discipline

The 2024–2025 school year has seen encouraging and quantifiable growth in the area of student behavior management. Compared to the **344 PEIMS-documented incidents** and **42 Non-PEIMS incidents** during the 2023–2024 school year, North Riverside has **reduced incidents by over 50%**, recording only **157 PEIMS-documented incidents** and **20 Non-PEIMS incidents** as of April 26, 2025.

This substantial decline is directly attributed to:

- The systematic implementation of Class Dojo.
- Consistent reinforcement of behavior expectations.
- Proactive staff interventions and classroom management supports.
- Greater consistency in consequences and positive reinforcements.

The impact of these efforts is seen daily: calmer transitions, reduced hallway disruptions, and improved student engagement during instruction. Importantly, the reduction in discipline incidents has translated to more instructional time and fewer learning interruptions for all students.

Attendance Trends and Procedures

Attendance has shown similarly strong growth. In 2023–2024, North Riverside averaged **27.18 daily absences**, with an annual attendance rate of **94.14%**. By contrast, in 2024–2025, daily absences have dropped to an average of **20.51 students**, and the attendance rate has risen to **95.45%**.

These improvements have been supported by:

- **Class competitions and incentives** for best attendance.
- **Individual parent conferences** for students trending toward chronic absenteeism.
- **Consistent messaging** about the importance of school attendance in newsletters, morning announcements, and family nights.

By strategically linking attendance to the school's PBIS systems and classroom celebrations, leadership has successfully shifted campus culture to view attendance as a shared community goal.

Sub-Group Performance and Growth

North Riverside's sub-group data continues to drive instructional decisions. As two-thirds of students are considered At Risk, and with

over 30% receiving Special Education or intervention services, leadership has placed heavy emphasis this year on:

- **WIN (What I Need) time**, ensuring that every 4th and 5th grade student has dedicated intervention time without the need for before or after-school tutoring.
- **More strategic use of data**, including regular progress monitoring through platforms like Dreambox and iStation.
- **Explicit alignment with the Effective Schools Framework**, ensuring that leadership, instruction, and campus operations are tightly connected around student needs.

Early benchmark data for 2024–2025 shows promising growth, especially in 3rd and 4th-grade reading and math, reflecting the collective efforts of teachers, interventionists, and leadership to tighten instructional practices.

Final Reflection

While North Riverside still faces challenges — particularly related to closing persistent academic gaps, supporting student behavior needs, and maintaining high levels of teacher efficacy — the 2024–2025 school year has been a clear turning point. Stability, focus, and a belief in the collective capacity of staff and students characterize the current narrative.

North Riverside Elementary is no longer a campus only striving to survive transitions — it is now a school building toward a future defined by excellence, leadership, impact, teamwork, and energy: the pillars that define what it means to be a Panther.

Student Behavior Trends and Discipline

North Riverside Elementary School continues to address challenges related to student behavior and discipline. Analyzing the most recent data reveals key trends impacting the school climate and student success. During the 2024–2025 academic year, there were a total of 65 recorded incidents requiring disciplinary action. The breakdown of these incidents is as follows:

- Violation of Student Code of Conduct: 32 incidents
- Assault Under Penal Code 22.01 (against a school district employee or volunteer): 1 incident
- Possession, Sale, Use, Delivery, or Influence of Controlled Substances (TEC 37.007(b)): 1 incident
- Cell Phone Possession Violation: 1 incident
- Non PEIMS Incidents (minor behaviors not categorized under PEIMS codes): 30 incidents

The majority of behavior concerns continue to stem from violations of the Student Code of Conduct and Non PEIMS incidents. Although Non PEIMS incidents are lower in number compared to Code of Conduct violations, they represent ongoing minor behavioral challenges that cumulatively impact the school environment. Serious incidents, such as assault and drug-related offenses, remain extremely rare, with only one case reported for each during the school year. Behavior trends may also vary across student subgroups, highlighting a continued need to ensure equitable discipline practices. Further analysis is necessary to monitor potential disparities and ensure consistent support for all students. The impact of frequent behavioral disruptions remains significant, affecting instructional time, classroom management, and overall student and staff well-being. These disruptions can contribute to disengagement, absenteeism, and lower academic achievement among students. To address these challenges, North Riverside Elementary must continue to expand strategies such as restorative practices, social-emotional learning supports, targeted interventions, and professional development on equitable discipline practices. A proactive and supportive approach will help build a positive and inclusive school climate conducive to learning for all students.

Attendance Trends and Procedures

At North Riverside Elementary School, student attendance continues to be a key factor influencing academic success and overall campus performance. For the 2024–2025 academic year, our current enrollment stands at 470 students. Our year-to-date attendance rate is 93.80%, reflecting strong student engagement, though still highlighting areas where consistent daily attendance can be improved. Based on collected data, a total of 2,061 absences have been recorded across all students from August 14, 2024, through April 28, 2025. This results in an average of approximately 10.1 total absences per student over this time period. Although most students maintain regular attendance, a small portion of the student population demonstrates higher rates of absenteeism, underscoring the need for targeted support and interventions. While specific metrics on tardiness, truancy, and dropout/retention rates are not available, it is important to note that these factors often correlate closely with attendance challenges. Issues such as transportation barriers, health-related concerns, and student disengagement continue to be underlying causes contributing to absenteeism. North Riverside Elementary is committed to proactive efforts aimed at improving attendance, including increased family

engagement, attendance incentives, and individualized support for students with chronic absences. By prioritizing consistent attendance, we strive to ensure that all students have access to the academic and social opportunities needed for success.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our ADA is consistently below the 96% target, affecting instruction and funding.	There is no school-wide system to identify, intervene, and support students with chronic absences and tardies.
2	Teachers are overwhelmed by the volume of SPED accommodations, leading to inconsistent implementation.	Over 30% of students are served in Special Education, and there is no embedded system for monitoring or supporting teachers with IEP compliance.
3 ★	The White student subgroup underperformed in Reading and Math on STAAR.	Progress and performance data for the White subgroup has not been monitored consistently, nor have instructional interventions been targeted effectively.

★ = Priority

Student Learning

Summary

STAAR Domain 1: Student Achievement

Summary of Current Performance:

North Riverside's STAAR results reveal critical challenges and opportunities in both math and reading, with significant disparities among student subgroups. In math, only 31% of students scored at Meets Grade Level or above, falling far short of the campus goal of 60%. This indicates that nearly 70% of students did not reach grade-level proficiency, with a particularly alarming performance among SPED students, where only 1 out of 71 (1.4%) achieved Meets. The data also highlights a concerning drop in Grade 4 math performance (13 Meets) compared to Grades 3 and 5, suggesting foundational gaps in intermediate math concepts. Reading outcomes were slightly stronger, with 36% of students reaching Meets, yet still well below the 60% target. Similarly, SPED students in reading were severely underserved, with only 3 out of 71 (4.2%) meeting grade-level expectations.

Disaggregating the data further, the campus faces a pressing need to address the performance of its White subgroup, which has historically underperformed in Domain 3 (Closing the Gaps). While reading showed stronger foundational skills (73% Approaches+), the transition from Approaches to Meets remains a key challenge, indicating that students are grasping basic comprehension but struggle with deeper analysis and application. The performance of Grade 5 stands out as a bright spot, particularly in math, where 11 students achieved Masters—double that of Grade 4—suggesting that targeted instructional strategies in upper grades may be working and should be examined for replication.

The stark underperformance of SPED students underscores systemic barriers, including IEP goals misaligned with grade-level standards and insufficient scaffolding in resource settings. Without intentional shifts toward access-focused instruction, these students will continue to be excluded from meaningful academic progress. Moving forward, the campus must prioritize Tier 1 rigor with embedded supports, structured co-planning between general and special education teachers, and aggressive monitoring of leading indicators (such as prerequisite skill mastery and weekly CFA performance) to ensure all students—especially historically underserved subgroups—are on a trajectory toward grade-level success.

Based on preliminary 2024 STAAR results for Domain 1: Student Achievement, North Riverside Elementary is projected to earn a **D in Reading** and an **F in Math on this accountability domain**. These results are based on the TEA's Domain 1 scoring formula (0 points for Does Not Meet, 1 for Approaches, 2 for Meets, 3 for Masters), using total test counts and not accounting for final accountability filters.

Reading STAAR:

- **Total Tests:** 226
- **Does Not Meet:** 62 students (27%)
- **Approaches or Above:** 73%
- **Meets or Above:** 36%
- **Masters:** 11%

Math STAAR:

- **Total Tests:** 226
- **Does Not Meet:** 104 students (46%)
- **Approaches or Above:** 54%
- **Meets or Above:** 31%
- **Masters:** 14%

Key Considerations:

- **Impact scoring reveals that nearly 1 in 2 students in math did not meet grade-level expectations**, indicating an urgent need for targeted Tier 2/3 math interventions.
- While Reading performance is stronger than Math, less than 40% of students in any grade level reached the Meets standard, showing a need for Tier 1 instructional strengthening.
- The current data does **not include 5th Grade Science**, which is expected to improve Domain 1 overall once released.
- Hybrid students were counted in Grade 5 Math, which may influence subgroup patterns.
- These results reflect **all enrolled students regardless of snapshot**, meaning final accountability results may shift slightly once filters are applied, but major trends are unlikely to change.

iStation Reading

During the 2024–2025 school year, North Riverside Elementary monitored reading growth using iStation across all grade levels. Students' growth was tracked monthly through an "impact score" system where students' rates of growth (typical, above average, accelerated) were weighted and calculated into an average score by grade level and for the campus overall.

Kindergarten showed steady improvement across the year. Starting at an impact score of 41 in October, scores gradually climbed to 42 in November, dipped to 37 in December, and then rebounded significantly in January to 55. From there, the scores remained relatively stable and strong—56 in February, 52 in March, 55 in April, and peaking at 58 in May. This reflects a strong recovery from early-year dips and a consistent upward trajectory in the second semester.

First grade had a less consistent pattern. Beginning at 39 in October, the score rose to 45 in November and peaked at 51 in December. However, from January onward, scores declined and remained low—39 in January, 41 in February, 39 in March, 36 in April, and 37 in May. This indicates first grade struggled to maintain early gains and experienced a steady decrease in student growth performance during the spring.

Second grade started the year strong with 47 in October, 55 in November, and a high of 56 in December. However, scores declined to 45 in January, then to 42 in February, and reached a low point of 37 in March. Although there was a slight recovery to 38 in April and 40 in May, second grade ended the year well below its midyear peak, showing difficulty sustaining early momentum.

Third grade experienced the most variability and overall lower performance. Starting with 44 in October, scores dropped to 38 in November, rebounded to 45 in December, then fell sharply to 30 in January. Despite some recovery—37 in February, 34 in March, 39 in April—third grade ended with a decline to 31 in May. This grade level faced ongoing challenges with growth consistency throughout the year.

Fourth grade demonstrated steady and comparatively strong performance. Starting at 46 in October and 44 in November, scores peaked at 61 in December—the highest monthly score recorded campus-wide. From there, scores declined to 49 in January but remained stable through the spring with 51 in February, 47 in March, 48 in April, and 45 in May. Fourth grade consistently ranked among the higher performing cohorts.

Fifth grade showed a relatively stable and strong trajectory. The grade began with an impact score of 45 in October, rose to 48 in November and 51 in December, and then slightly declined to 46 in January. February saw a significant increase to 58—the highest for fifth grade—followed by moderate declines to 50 in March, 48 in April, and a slight increase to 49 in May. Fifth grade maintained one of the more consistent and higher-performing patterns throughout the year.

At the **campus level**, impact scores started at 44 in October and increased to 45 in November and 50 in December, marking the fall semester's growth peak. January saw a drop back to 44, followed by a rebound to 48 in February. However, scores declined again to 43 in March, briefly returned to 44 in April, and finished the year at 43 in May. Overall, while there were notable gains during the fall and a brief mid-spring recovery, campus-level growth did not sustain its peak and ended the year at nearly the same level as it began. The pattern of strong early gains followed by stagnation or decline was common across most grade levels, with **third and first grades** showing the most significant challenges and **fourth and fifth grades** demonstrating the most consistent and higher growth performance.

MAP Reading

At North Riverside Elementary, the MAP Reading data from Beginning of Year (BOY) to End of Year (EOY) reflects steady, but uneven, reading growth across grade levels. The campus impact score increased from **36 at BOY to 38 at MOY**, and held steady at **38 at EOY**, indicating that overall student progress was maintained across the year, with some grade levels making stronger gains than others.

Kindergarten showed early growth, with an increase from 40 at BOY to 42 at MOY, followed by a slight decline to 38 at EOY. While the year ended slightly below where it started, the overall trend suggests moderate movement with some midyear gains that were not sustained.

First grade saw a consistent decline in scores over the year. The impact score dropped from 45 at BOY to 40 at MOY, and further decreased to 35 at EOY. This decline reflects a need for targeted intervention and support, particularly in the second half of the year.

Second grade demonstrated significant positive growth. Starting at a low impact score of 27 at BOY, scores increased to 33 at MOY and climbed further to 40 at EOY—an overall gain of 13 points. This strong upward trend signals substantial gains in reading achievement across the year.

Third grade showed limited progress. The impact score rose only slightly from 36 at BOY to 37 at MOY, before dropping to 32 at EOY. These results suggest challenges in sustaining growth, with an overall downward trend in the second half of the year.

Fourth grade showed consistent and meaningful improvement. Scores increased steadily from 40 at BOY to 45 at MOY and reached 48 at EOY. This was the strongest performance on campus, demonstrating both growth and sustained achievement over time.

Fifth grade showed modest improvement. The score increased from 30 at BOY to 31 at MOY, and further to 35 at EOY. While gains were smaller compared to other grades, the upward trend indicates positive momentum through the spring.

At the **campus level**, the MAP Reading data reflects small but stable improvement. The campus impact score increased from 36 at BOY to 38 at MOY and remained at 38 at EOY. While this represents only a modest increase across the year, growth was evident in multiple grade levels—most notably in **second and fourth grades**. However, declines in **first and third grades** signal the need for further support and instructional adjustments. Overall, the data indicates that while reading achievement improved for many students, there remains a need for focused strategies to ensure growth is both consistent and sustained across all grade levels.

Math Unit Summative Summary

Kindergarten demonstrated the highest overall growth throughout the year, posting a year-to-date (YTD) impact score of 82. Their unit scores remained strong and consistent, with an impact of 80 in Unit 2, 85 in Unit 3, 92 in Unit 4, 80 in Unit 5, and 74 in Unit 6. No data was reported for Kindergarten in Unit 7. The steady pattern of high impact scores reflects strong and sustained student growth across all assessed units for the Kindergarten cohort. First grade posted a YTD impact score of 62, reflecting solid growth over the academic year. Their impact scores by unit included 39 in Unit 2, 57 in Unit 3, 82 in Unit 4, 56 in Unit 5, 65 in Unit 6, and 75 in Unit 7. Growth trends showed a consistent increase over time, with a significant jump between Unit 2 and Unit 4, and performance peaking in Unit 7 to close out the year strongly. Second grade ended the year with a YTD impact score of 46. Their impact scores were 34 in Unit 2, 21 in Unit 3, 68 in Unit 4, no reported score for Unit 5, 53 in Unit 6, and 55 in Unit 7. While the impact score of 21 in Unit 3 represented the lowest point of the year for this grade level, there was noticeable improvement beginning with Unit 4 and continuing through Unit 7. The missing data for Unit 5 slightly limits the full interpretation of growth trends for second grade.

Third grade achieved a YTD impact score of 40. Their unit scores were 37 in Unit 2, 30 in Unit 3, 41 in Unit 4, 37 in Unit 5, 41 in Unit 6, and 53 in Unit 7. Growth remained relatively steady but modest across the year, with a slight upward trend visible by Unit 7. Overall, third grade showed consistent pacing with gradual increases in student growth performance. Fourth grade posted a YTD impact score of 50. The impact scores recorded were 47 in Unit 2, 37 in Unit 3, 33 in Unit 4, 64 in Unit 5, 47 in Unit 6, and 70 in Unit 7. The growth data showed some fluctuations during the year, with a notable increase beginning in Unit 5 and a significant high point achieved by Unit 7. Fourth grade students finished the year much stronger than they started, as reflected in the data. Fifth grade concluded the year with a YTD impact score of 42. Impact scores included 29 in Unit 2, 63 in Unit 3, 20 in Unit 4, 36 in Unit 5, 45 in Unit 6, and 59 in Unit 7. Growth trends for fifth grade varied greatly, with the lowest impact occurring during Unit 4 and the highest in Unit 3. After a mid-year dip, a recovery trend was observed in Units 6 and 7, with notable improvements in the final assessment periods.

Campus-wide, the YTD impact score across all grades was 51. Kindergarten and first grade demonstrated the strongest consistent growth across all units, while fourth and fifth grades showed marked improvements in the latter part of the year.

The campus as a whole demonstrated mid-range growth when measured against STAAR-aligned impact calculations.

Math MAP Scores:

Kindergarten students demonstrated a Math growth median percentile of 62nd from Fall to Winter, the highest among all grade levels. Their achievement percentiles were 45th in the Fall and improved to 53rd in the Winter. Kindergarten's Impact Score rose from 32 in the Fall to 43 in the Winter, reflecting meaningful student growth that paralleled gains in achievement percentiles. First grade students posted a Math growth median percentile of 41st, with achievement percentile scores of 47th in the Fall and a slight decline to 44th in the Winter. The first-grade Impact Score decreased slightly from 40 in the Fall to 36 in the Winter, indicating that while growth was present, the overall pace of progress slowed compared to other grade levels. Second grade students achieved a Math growth median percentile of 64th, the highest growth percentile across the campus. Their achievement percentile improved from 43rd in the Fall to 53rd in the Winter. Impact Scores for second grade increased from 32 in the Fall to 38 in the Winter, demonstrating both solid growth and a positive trend in achievement.

Third grade students recorded a Math growth median percentile of 55th. Their achievement percentiles shifted slightly from 43rd in the Fall to 40th in the Winter. Third-grade Impact Scores remained steady, moving from 35 in the Fall to 36 in the Winter, reflecting consistent but modest student growth. Fourth grade students showed a Math growth median percentile of 50th, with achievement percentiles moving from 53rd in the Fall to 49th in the Winter. Impact Scores for fourth grade declined from 46 in the Fall to 41 in the Winter, suggesting a decrease in the overall rate of growth despite maintaining mid-range achievement levels. Fifth grade students posted a Math growth median percentile of 63rd, closely following Kindergarten and second grade in terms of high growth. Their achievement percentile improved from 29th in the Fall to 34th in the Winter. Fifth-grade Impact Scores rose slightly from 29 in the Fall to 33 in the Winter, showing a steady upward trend in student growth and achievement.

Campus-wide, Math MAP Growth data showed areas of strong performance, particularly in Kindergarten, second, and fifth grades, as evidenced by notable increases in both growth medians and Impact Scores. Achievement results across the campus reflected a blend of stable and slightly improving trends, with some grades sustaining or modestly increasing their pace of student growth from Fall to Winter.

Math Dreambox Summary:

DreamBox data from September 2024 through April 2025 highlights encouraging growth across all grade levels. Using the measure that one point represents a full year of academic growth, the campus demonstrated strong movement toward grade-level completion. Students who are on track will complete their current grade level and be ready to transition to the next. Although students began the year below expectations in many areas, their current progress shows positive trends toward meeting end-of-year targets.

Kindergarten students began the year at an initial placement of 0.0, exactly where they should have been starting kindergarten. By April, students had moved to a current placement of 1.0, demonstrating a full year's worth of growth. This positions them perfectly to be first-grade ready, having completed the kindergarten curriculum. First-grade students initially placed at 0.5, indicating they were performing at a mid-kindergarten level rather than the expected first-grade starting point of 1.0. With steady growth, they reached a current placement of 1.5 by April. While students showed a full year of growth, they must continue working toward reaching a 2.0 to be fully second-grade ready. Second-grade students started with an initial placement of 1.1, just slightly above a first-grade level but below the 2.0 benchmark needed for second-grade proficiency. By April, students had moved up to 2.1, marking a full year's growth. They are now positioned just above the second-grade finish line and need to continue working to be third grade ready.

Third-grade students entered the year at a 1.8 placement, trailing the expected third-grade starting level of 3.0. They advanced to 2.7 by April, achieving 0.9 years of growth. Students are approaching the critical 3.0 mark needed to be on grade level. They have shown strong growth, though slightly incomplete, progress toward full readiness for 4th grade (4.0). Fourth-grade students began the year at 3.1 compared to the expected fourth-grade start of 4.0. By April, they had grown to a 4.0 placement, achieving 0.9 years of growth. This growth positions them at the fourth-grade completion level, but needing more growth to be fifth grade ready next year. Fifth-grade students had an initial placement of 3.4, 1.6 grade levels behind the expected fifth-grade starting point of 5.0. With strong academic gains, they moved up to 4.6 by April, achieving 1.2 years of growth — the highest growth across the campus. While not quite at the 6.0 benchmark needed to be fully sixth-grade ready, fifth graders have significantly closed the gap.

Overall, DreamBox data shows that North Riverside students made significant strides in mathematics. Most students are on a clear path toward completing their current grade levels and becoming ready for the next. The campus-wide focus on

assigning individualized lessons has paid off with measurable progress, though attention to the continuation of closing gaps remains a key focus to ensure full grade-level readiness for all students.

Science Unit Summative Data for 3rd-5th grades:

Third grade posted a year-to-date (YTD) impact score of 30 in Science. Their unit scores were 35 in Unit 3, 40 in Unit 4, 42 in Unit 5, and 5 in Unit 6. [third grade in Unit 7]. Growth was relatively steady through Units 3 to 5, but a significant decline was observed in Unit 6. Fourth grade posted a YTD impact score of 35 in Science. Their unit impact scores were 29 in Unit 3, 27 in Unit 4, 23 in Unit 5, and 57 in Unit 6. Fourth grade demonstrated a slight declining trend from Unit 3 through Unit 5, followed by a strong increase in Unit 6. Unit 7 data is not available yet for fourth grade. The significant jump in Unit 6 impact suggests notable improvement toward the end of the year in Science content. Fifth grade achieved a YTD impact score of 58 in Science, the highest among the three tested grade levels. Their unit impact scores included 52 in Unit 3, 50 in Units 4&5, and 72 in Units 6& 7. No Fifth grade demonstrated consistently strong growth, culminating in their highest score of 72 in Units 6&7. Fifth grade's overall impact reflects a steady and strong upward growth trend in Science. Campus-wide, the YTD impact score for Science was 36. Unit campus impact scores were 39 in Unit 3, 33 in Unit 4, 39 in Unit 5, and 31 in Unit 6. Campus-wide Science performance reflected mid-range growth with some fluctuation, peaking in Unit 3 and maintaining close ranges through Units 4–6.

Science MAP Scores:

Fourth-grade students demonstrated a Science growth median percentile of 43rd during the Fall testing window. Achievement percentiles started strong at 65th in the Fall and adjusted to 60th in the Winter, still maintaining performance well above the national average. Fourth-grade Impact Scores rose from 43 in the Fall to 48 in the Winter, indicating steady improvement in growth despite a slight dip in achievement percentile. Fifth-grade students posted a Science growth median percentile of 63rd in the Fall and maintained solid growth into the Winter testing window. Their achievement percentiles moved from 56th in the Fall to 59th in the Winter, reflecting slight gains in achievement. Impact Scores for fifth grade increased from 44 in the Fall to 50 in the Winter, suggesting strong momentum in student growth and learning over the course of the year. There was a notable upward movement of Impact Scores for both fourth and fifth grades from Fall to Winter. Student performance remained relatively stable at or above national averages in achievement percentiles, while growth rates continued to climb.

Strengths

- **Strong Early Literacy Gains:** Kindergarten showed impressive reading growth after midyear, maintaining high impact scores through the spring. Fourth and fifth graders consistently posted some of the strongest and most stable reading scores across the campus.
- **Campus-Wide Growth in Reading:** Beginning of Year (BOY) to Middle of Year (MOY) MAP Reading data shows steady campus-wide growth in reading achievement — and we're proud of the direction we're heading! The campus impact score increased from 34 to 36, and achievement distribution across all grades shifted upward, with more students moving from lower percentiles into mid-range and higher achievement levels.
- **High Math Growth in Primary Grades:** Kindergarten led the way in math, posting the highest YTD impact scores across units and demonstrating full-year growth on MAP and DreamBox. First grade also closed the year strong with steady growth in math impact scores.
- **Significant Mid-Year Turnarounds:** Fourth and fifth grades showed strong comebacks in both reading and math during the spring, with fourth grade posting the highest monthly reading score across the campus (December) and both grades finishing strong in DreamBox growth.
- **Above-Average Math Growth Campus-Wide:** Kindergarten, second, and fifth grades led the charge on Math MAP growth percentiles, each ranking in the 60th+ percentile range for student progress — well above national norms!
- **Science Success Stories:** Fifth graders crushed it in Science, maintaining steady growth all year and posting the highest YTD impact scores. Fourth grade also showed a strong late-year surge in Science growth.
- **DreamBox Gains Across the Board:** Every grade level showed measurable growth in DreamBox math, with most students achieving nearly a full year's worth of academic growth or better — a real testimony to students' grit and perseverance.

- **Positive Momentum in Student Readiness:** Despite early-year academic gaps, students made notable strides toward grade-level completion, especially in math, showing that strategic supports and targeted instruction are moving the needle for learners.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
★

Students finish 5th grade without mastering critical reading skills, with only 36% reaching grade-level proficiency by Grade 5--a trajectory shaped by inconsistent instruction and missed opportunities for language development starting in kindergarten.

Instruction is frequently teacher-centered with low rigor; teachers are not using data to drive targeted small group or differentiated instruction. Early literacy instruction lacks a systematic, science-of-reading-aligned approach in Tier 1, with minimal differentiation for struggling readers and over-reliance on low-rigor activities (e.g., picture walks, predictable texts) that delay mastery of d

2
★

Students are significantly underperforming in Mathematics, with only 31% of students achieving Meets or above on STAAR, and a steep decline in Grade 4 performance compared to Grade 3.

Math Tier 1 instruction lacks developmental coherence, with insufficient use of manipulatives, visual models, or discourse to build conceptual understanding--leading to fragile procedural skills that collapse under Grade 3+ complexity.

3

Our students are underperforming in Science, as measured by local and state science assessments.

1. Our teachers don't see the connection between student-centered learning and Concrete Representational and Abstract continuum. 2. Walkthrough data shows that student engagement is low, and teacher-centered instruction is prevalent. 3. Rigor on questioning and assignments is low. 4. Our teachers don't use data to differentiate instruction. 5. New curriculum has not been fully internalized.

4

After finishing 5th grade at North Riverside, students go to a National AVID demonstration school, however, our students are not equipped with the AVID foundations to thrive.

We did not adopt AVID as instructional and curricular strategies last school year.

5

T-TESS observations show a pattern of low 2.1 Achieving Expectations ratings.

Our teachers struggle to transfer ownership of responsibility to hold students accountable for their learning.

6

T-TESS observations show a pattern of low 2.2 Content Knowledge and Expertise ratings.

1. Lack of training and PD on some pieces of the framework, such as knowing how to teach guided reading, select appropriate resources, etc. 2. There is still a lack of understanding on the implementation with fidelity of the Keller ISD curriculum framework.

7

T-TESS observations show a pattern of low 2.4 Differentiation ratings.

Our teachers are not using data to track goals, differentiate instruction, and support of students' diverse needs, such as IEPs, Rtl, etc., (know your students, know your data).

8

Students lack academic vocabulary necessary for success across all tested content areas.

Teachers often assume vocabulary was mastered in prior grades and do not pre-assess or intentionally frontload academic language in lessons.

9
★

Students come to Early Childhood and Kindergarten with social and academic gaps that our staff may not have the knowledge and framework to address in a systematic and effective way.

Lack of a framework that addresses how the brain learns effectively in a systematic and research-based way that ties phonological and phonics instruction to reading fluently with comprehension, and foundational numeracy skills that translate into effective problem solving in Mathematics.

10
★

Only 1.4% of SPED students (1/71) scored Meets Grade Level on STAAR Math, and 4.2% (3/71) in Reading, demonstrating systemic exclusion from grade-level content mastery.

IEP goals and resource room instruction are misaligned with grade-level TEKS, focusing solely on below-grade remedial skills without intentional scaffolding to access on-grade standards.

★ = Priority

School Processes & Programs

Summary

Over the 2024-2025 school year, North Riverside Elementary has made significant progress in establishing clear and sustainable processes to support staff and students, although many areas remain in development as we work toward continuous improvement.

A clear and structured process for recruiting and hiring high-quality educators was implemented, focusing on early identification of vacancies, targeted recruiting strategies, and a systematic interview process aligned to campus values (Excellence, Leadership, Impact, Teamwork, Energy). New hires are carefully selected with attention to both instructional skill and cultural fit. However, additional efforts are needed to recruit bilingual educators and increase the diversity of our teaching staff. (D, ESF 2.1) Roles and responsibilities have been clarified through updated staff handbooks, detailed job descriptions, and regular communication at leadership and faculty meetings. The introduction of grade-level and department leads has also provided clearer leadership pathways and distributed responsibility. (P) We have taken steps to better match educator strengths to student needs by considering teacher skillsets, certifications, and student achievement data when making classroom assignments. Moving forward, additional formalization of this process is needed through a data-driven placement model. (SL, ESF 2.1)

Professional learning opportunities have been intentionally provided, including targeted instructional coaching, Class Dojo implementation training, Kagan Structures, and sessions tied to high-leverage instructional practices (Get Better Faster, ESF 1.1 & 4.1). Future goals include building a structured Professional Learning Community (PLC) calendar with embedded professional learning cycles. A mentor program was initiated to support new teachers, and struggling teachers receive individualized coaching cycles with our Instructional Support Teachers (ISTs) and administrative team. Still, an official New Teacher Academy or Induction Program remains a need for the 2025-2026 school year. (D)

At this time, preliminary efforts have been made to correlate T-TESS evaluation results with student data (BOY, MOY, and EOY assessments), but a consistent system of data triangulation still needs to be fully developed in conjunction with the Texas Allotment Incentive which will begin in Keller ISD next school year. (SL)

Staff understanding and buy-in regarding continuous improvement processes (CNA, CIP development) has improved, particularly through increased involvement in the CNA committee and department-level goal setting. However, full ownership among all staff is still developing and will be a focus next year. (P, ESF 1.2) A formal process to develop the Campus Improvement Plan (CIP) has been established, rooted in data analysis and committee collaboration. Leadership team members developed draft strategies that were then refined through staff and parent feedback loops. (SL) All stakeholders — including teachers, parents, and students — have been involved through surveys, CNA committees, SBDM meetings, and parent nights; however, consistent two-way communication with all stakeholder groups still needs strengthening. (P) Systems to address needs and track progress toward goals include the use of the 4 Disciplines of Execution (4DX) model, PBIS/Class Dojo data, and interim assessment tracking. Future improvements should focus on more visible, user-friendly data dashboards across every hallway and classroom, not only on the main hallways. (SL)

Efforts have been made to better serve at-risk students through expanded Rtl processes, WIN Time for intervention/enrichment, and the refinement of SPED and 504 supports. Equity of access for all students continues to be a focus area, particularly around Tier 2 interventions and extension activities for advanced learners. (D, SL) The school has made progress coordinating academic content with early college and career readiness initiatives, although formal CTE partnerships are not yet developed at the elementary level. College and career awareness has been promoted through events like College Shirt Days, Career Day, and exposure to professions. (SL)

Lesson planning has increasingly become more data-driven, with an emphasis on TEKS alignment, the use of formative assessments, and intervention planning. However, PLC protocols still need further strengthening to fully embed these practices campus-wide. (SL, ESF 5.1 & 5.3) Procedures have been implemented to protect and maximize instructional time, including the creation of a master schedule prioritizing uninterrupted core instruction and minimizing pullouts. Expectations for maximizing bell-to-bell instruction are regularly reinforced. (SL) We are beginning to address equity of service for all students through more structured Rtl interventions, targeted support for ELLs, and expanded enrichment opportunities; continued monitoring for equity in academic and behavioral supports is essential. (P, D) Protocols for transitions between grades are improving through the use of vertical alignment meetings and transition documents (such as SPED, 504, and LPAC handoffs), though formalized systems for campus-to-campus transitions (e.g., to middle school) are still in progress. (SL)

Significant disciplinary trends this year included a reduction in office referrals due to the implementation of Class Dojo as a positive behavior support system. The campus has also implemented proactive classroom management strategies like CHAMPS expectations

and restorative practices. (D) Data on bullying, aggression, and safety issues are being more systematically collected through Class Dojo major incident tracking and Safe Schools reporting. However, consistent analysis and targeted action planning based on this data remain areas for growth. (D)

Program alignment with the campus vision, mission, and goals has improved, particularly with the future introduction of the House System (Ember, Lumos, Iveron, Terra, Eureka) aligned to campus values, and through schoolwide initiatives that build academic and cultural excellence. (P, ESF 3.1)

A comprehensive School Safety Plan has been developed and implemented, including updated crisis drills, safety audits, Standard Response Protocol (SRP) training, and ongoing work with district safety officers. Staff and student communication around safety protocols continues to be strengthened. (P)

Overall, North Riverside Elementary has laid a strong foundation in establishing consistent, aligned processes across key operational and instructional areas. Sustaining and refining these systems through clear communication, stakeholder involvement, and data-driven decision-making will be critical to our next phase of growth.

Strengths

- **Systematic and Effective SIT Meetings:** Student Intervention Team (SIT) meetings are organized, systematic, and effective, ensuring that struggling students are properly identified, monitored, and supported through interventions that align with their specific needs.
- **Strong SPED Referral Process:** Special Education referrals initiated by the campus were 100% accurate, with students appropriately qualifying for services — reflecting strong internal processes for identifying and supporting students needing special education. (Note: Referrals initiated by parents sometimes resulted in students not qualifying, but campus-driven referrals were highly effective.)
- **Commitment to Instructional Time:** Awareness of the importance of protecting and maximizing instructional time, showing that instruction is prioritized at some level.
- **Master Schedule:** While needing revision, a master schedule was present, indicating a structural foundation that could be improved rather than built from scratch.
- **Safety Focus:** Recognition of the need for a school safety plan indicates an emerging focus on student and staff safety. Drills showed improvement of safety measures over time.
- **Willingness to Engage in Continuous Improvement:** Openness to establishing and documenting systems for continuous improvement and CNA processes suggests a readiness for positive change.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Tier 2 and Tier 3 academic and behavioral supports are inconsistent and ineffective.</p>	<p>There are no clearly defined protocols, progress monitoring expectations, or designated personnel overseeing RtI systems and behavior interventions.</p>
<p>2 ★</p> <p>First-year teachers lack the support needed to develop classroom and instructional effectiveness.</p>	<p>Although mentors are assigned, there is no structured mentoring program or accountability for support delivery at the campus level.</p>
<p>3 ★</p> <p>T-TESS observations show consistently low scores in Differentiation (2.4), Content Knowledge (2.2), and Student Accountability (2.1).</p>	<p>Teachers need professional learning and coaching cycles focused on how to differentiate using student data and how to design rigorous, student-centered instruction.</p>
<p>4</p> <p>Students are not consistently using accommodations outlined in IEPs.</p>	<p>Teachers and students are not fully aware of individual accommodations, and there is no system to monitor or ensure their consistent use.</p>
<p>5</p> <p>Cafeteria procedures and behavior enforcement lacks consistency and effectiveness across grade levels.</p>	<p>We have not set clear expectations, such as appropriate voice levels, how to line up, using manners while eating, responsibility for cleaning up own messes, and lining up to exit.</p>
<p>6</p> <p>There are variances in the testing environment and technology resources expectations across classrooms, grade levels, and content.</p>	<p>Expectations have been communicated, however more specificity and further inspection is needed.</p>

7

We don't have a protocol to communicate and notify campus stakeholders when students enroll or withdraw.

There's a lack of clear, written processes, protocols, and procedures from the beginning of the year.

8

Staff lacks clarity on how to most effectively use Aeries to create and modify classes, and report grades on a timely manner.

Lack of expectations, training, and reinforcement of Aeries training for staff.

9

Our teachers are missing key tools and manipulatives for their lessons.

We have not a process for inventory and for checking things in and out.

10



Our teachers may lack knowledge on how to provide effective and efficient interventions in Reading and Math to close achievement gaps.

Professional Development and a cadence of accountability (Discipline 4) have not been consistently focused and implemented.

11



SPED students receive isolated, below-grade-level instruction in resource rooms, with no structured system to monitor progress toward grade-level access.

Lack of collaborative planning between gen ed and SPED teachers, coupled with IEP progress monitoring that ignores grade-level proximity, perpetuates academic segregation.

 = Priority

Perceptions

Summary

Student Survey Analysis

To better understand the experiences of students at North Riverside Elementary, a student perception survey was conducted in Spring 2025. The survey asked students to rate their level of agreement with statements related to safety, belonging, academic support, behavioral systems, and overall school culture using a 3-point Likert scale (1 = Disagree, 2 = Neutral, 3 = Agree). A total of [insert number] students participated in the survey, providing valuable insights into their daily experiences on campus.

The data revealed both strengths and areas of concern that align closely with broader trends seen in the 2024–2025 school year. The highest-rated items focused on adult support and instructional clarity. Students indicated that they understood how Class Dojo is used in their classrooms (average score: 2.72) and that teachers help them when they need support with learning (2.69). Additionally, students generally agreed that teachers and staff care about them (2.60) and that they are challenged to do their best work (2.59). These responses suggest a strong foundation of adult-student relationships and instructional support, which can be leveraged to build further school-wide systems.

However, the lowest-rated items highlighted significant concerns about student behavior, peer respect, and emotional connection to school. The lowest-scoring item was “Students are respectful to each other at school” with an average score of 1.66, followed by “The school rules about behavior and bullying are fair and followed” (1.90). Additionally, students expressed low levels of excitement about coming to school (“I feel excited to come to school most days”, average: 2.04) and low feelings of belonging (“I feel like I belong at my school”, average: 2.32).

These findings point to a clear need for more consistent campus-wide behavioral expectations and community-building initiatives that promote respect, belonging, and pride. While students reported understanding the Class Dojo system, their responses indicate a lack of motivation or connection to the rewards, with only moderate scores for statements like “Class Dojo makes it fun to earn points for good behavior” (2.47) and “Class Dojo helps me know when I am doing the right thing” (2.40). This suggests that while the system is understood, its impact on student motivation and behavior may not yet be fully realized.

In summary, the student perception data demonstrates a solid foundation in adult-student relationships and instructional support but reveals critical needs in the areas of peer-to-peer behavior, student engagement, and campus pride. These insights will directly inform the development of our targeted needs statements and strategies moving forward.

Key Findings:

Lowest Rated Areas (Urgent Needs):

- Students are respectful to each other at school — Average: 1.66
- School rules about behavior and bullying are fair and followed — Average: 1.90
- I feel excited to come to school most days — Average: 2.04
- I feel like I belong at my school — Average: 2.32

Moderate Areas (Needs Strengthening):

- Class Dojo helps me know when I am doing the right thing — 2.40
- Class Dojo makes it fun to earn points for behavior and work habits — 2.47
- I feel proud to go to North Riverside Elementary — 2.48
- My school helps me feel ready for the next grade — 2.50

Highest Rated Areas (Strengths):

- I understand how Class Dojo is used — 2.72
- Teachers help me when I need support with learning — 2.69
- Teachers and staff care about me and support me — 2.60

Staff Feedback Analysis

On May 15th, 2025, we had a CNA meeting with our staff to identify areas or strengths and weaknesses. An analysis of the input showed these trends:

Demographics Needs:

1. More support and training for teachers who have students with Autism in their classrooms (Professional Development)
2. Students identified as Tier 3 by our SIT process need more support
3. Overcrowded classrooms in 2nd grade
4. Emergent Bilingual students need more support, resources, and staff
5. Tracking excessive tardies and attendance

Demographics Strengths

1. Students exiting Special Education
2. Much less discipline referrals and chronic absences
3. HB1416 for the Breakfast Club that met the needs of students

Academic Needs:

1. Targeted Differentiation: how to run small groups, giving students alternative strategies when it's not working. Meeting students where they are.
2. Reading Support: Digital resources (such as Dreambox Reading) and more resources beyond HMH.
3. More IST reading support pull-outs
4. More Science digital programs that measures growth (such as IXL)
5. Scheduling Science and Social Studies on the master schedule in a way that shows more results.

Academics Strengths

1. Every content area experienced growth
2. Math Dreambox strategy
3. Phonics strategy
4. Collaboration Among students (Engagement Strategies)

Processes and Programs Needs

1. Training on Aeries
2. Training on Eduphoria (Aware, Strive)
3. Using the Journal on Aware
4. Committee expectations spelled out
5. Notification to admin and counselor with students enrolling and unenrolling
6. Process for stocking the workroom
7. Standardize how to plan and use resources (organization)
8. Training on transitioning from Google Apps to Microsoft Apps
9. Front office procedures (communication to classrooms)
10. Communication between classroom and Co-Curr about student behaviors and parent communication
11. Proper use of WIN time
12. Class Dojo
 1. Uniformity of points awarded
 2. Universal Dojo Store
 3. Boundaries on appropriate use and times

Processes and Programs Strengths

1. Dreambox
2. Phonics
3. Golden Panther
4. Parent Communication through Dojo

Perceptions Needs

1. More opportunities for parents in the building (multi-cultural night came up several times)
2. Celebrate diversity more often
3. Whole campus communication regarding expectations and logistics for staff in regards to events

4. More panther colors around the school to create unification
5. Dojo Points unfair across grade levels
6. Meeting with parents for conferences
7. More opportunities for "big picture" planning
8. Staff complaining about things during dismissal in front of students and/or talking about other teachers. Need to keep it professional.
9. Having one grade level per month to do the "snack-attack" luncheons

Spring 2025 5-over-5 Survey (32 Staff Respondents)

North Riverside Elementary demonstrates a solid culture of positivity and professionalism, as reflected in staff feedback across all five of Keller ISD's strategic pillars. The average agreement score across all categories was approximately **4.1 out of 5**, indicating strong overall morale.

Communication That Drives Clarity was the highest-rated domain (81% agreement, 4.3 mean score). Staff consistently praised the multi-channel approach—Class Dojo, weekly newsletters, and approachable administration were highlighted as building trust and clarity. A few staff noted occasional delays in responses from leadership or inconsistent follow-through, signaling a need for tighter follow-up systems.

Impactful Instruction also scored well (79%, 4.08), with educators expressing appreciation for consistent instructional routines and student-centered teaching. However, there is a desire for **deeper professional development**, specifically in the areas of **bilingual interventions** and **enrichment for advanced learners**. Teachers want more differentiated supports to meet the diverse needs in classrooms.

Financial Transparency & Responsibility earned a 75% agreement rating (4.07), with staff generally feeling informed about campus budgets. However, they expressed uncertainty about **district-level spending decisions** and how broader financial allocations directly impact students.

Efficient Processes & Systems (74%, 4.07) reflected a recognition that daily operations are predictable and protect instructional time. Nonetheless, **technology limitations**—such as outdated projectors, blocked YouTube Kids access for STACC students, and the lack of digital science resources—were noted as instructional barriers.

Engagement for All was the lowest-rated pillar (73%, 4.05). While the school climate is widely described as welcoming, staff highlighted that **some families are under-engaged**, and a few students struggle with meeting behavior expectations. This suggests a need for re-teaching core expectations and building more inclusive, proactive engagement structures.

In summary, North Riverside is viewed as a warm, supportive environment with a culture of professionalism and collaboration. Enhancing targeted instructional support, modernizing instructional technology, improving two-way communication norms, and deepening community engagement will elevate overall satisfaction and address emerging needs.

Strengths

1. Co-Curr performances and activities, which are perceived to be well organized.
2. Dia de los Muertos event
3. Dojo Communication email
4. Staff culture gave opportunities to hang out outside of school (informal invitation)
5. Staff getting compliments from parents during ARDs about the care that teachers and staff provide to the kids, and the knowledge they shared with parents during the meetings.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students report low levels of peer respect and belonging on campus.	The current behavior expectations are not being reinforced consistently across classrooms, and Class Dojo rewards lack emotional impact or motivational strength for students. Data: Student survey - "Students are respectful to each other at school" (1.66), "I feel like I belong at my school" (2.32)
2 ★	Students report low excitement and pride in being part of the school community.	Limited schoolwide events and visual branding reduce school identity and spirit; student voice is not consistently integrated into celebrations or recognition systems. Data: "I feel excited to come to school most days" (2.04), "I feel proud to go to North Riverside" (2.48)
3 ★	Staff feel that communication from leadership is mostly effective but occasionally unclear or delayed.	There is no formalized system for upward feedback, response-time expectations, or consistent campuswide messaging for events and procedures. Data: 5-over-5 Survey - Communication rated highest but cited delays; CNA feedback also cited logistical confusion.
4	Instructional staff report a lack of differentiated supports for bilingual and high-achieving students.	Targeted PD, bilingual instructional tools, and enrichment systems are not yet embedded in ongoing practices or intervention blocks. Data: Staff CNA and 5-over-5 Survey feedback - PD needs for bilingual supports, Tier 3, and extensions.
5 ★	Staff and students experience inconsistent behavior systems across classrooms.	Class Dojo implementation varies by grade level, with unclear expectations for points, consequences, and positive reinforcement. Data: CNA feedback - "Dojo Points unfair across grade levels," student survey showed limited behavioral motivation.

6
★

Families are under-engaged in key campus activities.

Current outreach efforts do not intentionally target underrepresented families, and multicultural/ community events are limited. Data: Staff CNA - "Need more opportunities for parents in the building," 5-over-5 Survey noted uneven engagement.

7

Technology limitations interfere with instructional access and engagement.

Aging devices and limited access to engaging, vetted digital tools--especially in science--limit teacher flexibility and student engagement. Data: Staff CNA and 5-over-5 Survey - projectors, STACC/YouTube Kids block, missing science apps.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our ADA is consistently below the 96% target, affecting instruction and funding.

There is no school-wide system to identify, intervene, and support students with chronic absences and tardies.

2
★

The White student subgroup underperformed in Reading and Math on STAAR.

Progress and performance data for the White subgroup has not been monitored consistently, nor have instructional interventions been targeted effectively.

3
★

Students finish 5th grade without mastering critical reading skills, with only 36% reaching grade-level proficiency by Grade 5--a trajectory shaped by inconsistent instruction and missed opportunities for language development starting in kindergarten.

Instruction is frequently teacher-centered with low rigor; teachers are not using data to drive targeted small group or differentiated instruction. Early literacy instruction lacks a systematic, science-of-reading-aligned approach in Tier 1, with minimal differentiation for struggling readers and over-reliance on low-rigor activities (e.g., picture walks, predictable texts) that delay mastery of d

4
★

Students are significantly underperforming in Mathematics, with only 31% of students achieving Meets or above on STAAR, and a steep decline in Grade 4 performance compared to Grade 3.

Math Tier 1 instruction lacks developmental coherence, with insufficient use of manipulatives, visual models, or discourse to build conceptual understanding--leading to fragile procedural skills that collapse under Grade 3+ complexity.

5
★

Tier 2 and Tier 3 academic and behavioral supports are inconsistent and ineffective.

There are no clearly defined protocols, progress monitoring expectations, or designated personnel overseeing RtI systems and behavior interventions.

6
★

First-year teachers lack the support needed to develop classroom and instructional effectiveness.

Although mentors are assigned, there is no structured mentoring program or accountability for support delivery at the campus level.

7
★

T-TESS observations show consistently low scores in Differentiation (2.4), Content Knowledge (2.2), and Student Accountability (2.1).

Teachers need professional learning and coaching cycles focused on how to differentiate using student data and how to design rigorous, student-centered instruction.

8
★

Students report low levels of peer respect and belonging on campus.

The current behavior expectations are not being reinforced consistently across classrooms, and Class Dojo rewards lack emotional impact or motivational strength for students. Data: Student survey - "Students are respectful to each other at school" (1.66), "I feel like I belong at my school" (2.32)

9
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Students report low excitement and pride in being part of the school community.

Limited schoolwide events and visual branding reduce school identity and spirit; student voice is not consistently integrated into celebrations or recognition systems. Data: "I feel excited to come to school most days" (2.04), "I feel proud to go to North Riverside" (2.48)

10
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Staff feel that communication from leadership is mostly effective but occasionally unclear or delayed.

There is no formalized system for upward feedback, response-time expectations, or consistent campuswide messaging for events and procedures. Data: 5-over-5 Survey - Communication rated highest but cited delays; CNA feedback also cited logistical confusion.

11
★

Staff and students experience inconsistent behavior systems across classrooms.

Class Dojo implementation varies by grade level, with unclear expectations for points, consequences, and positive reinforcement. Data: CNA feedback - "Dojo Points unfair across grade levels," student survey showed limited behavioral motivation.

12
★

Families are under-engaged in key campus activities.

Current outreach efforts do not intentionally target underrepresented families, and multicultural/community events are limited. Data: Staff CNA - "Need more opportunities for parents in the building," 5-over-5 Survey noted uneven engagement.

13



Our teachers may lack knowledge on how to provide effective and efficient interventions in Reading and Math to close achievement gaps.

Professional Development and a cadence of accountability (Discipline 4) have not been consistently focused and implemented.

14



Students come to Early Childhood and Kindergarten with social and academic gaps that our staff may not have the knowledge and framework to address in a systematic and effective way.

Lack of a framework that addresses how the brain learns effectively in a systematic and research-based way that ties phonological and phonics instruction to reading fluently with comprehension, and foundational numeracy skills that translate into effective problem solving in Mathematics.

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IEP goals and resource room instruction are misaligned with grade-level TEKS, focusing solely on below-grade remedial skills without intentional scaffolding to access on-grade standards.

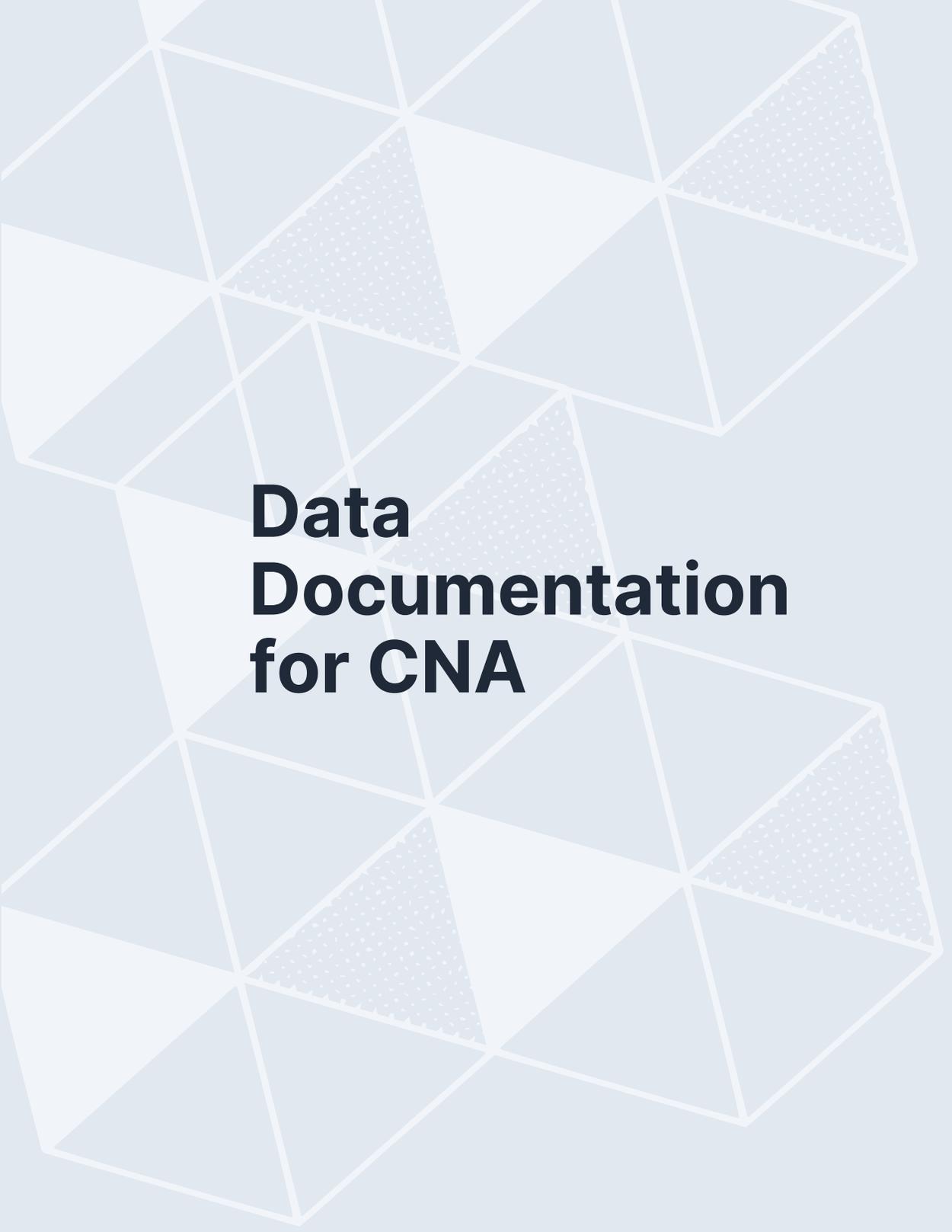
16



SPED students receive isolated, below-grade-level instruction in resource rooms, with no structured system to monitor progress toward grade-level access.

Lack of collaborative planning between gen ed and SPED teachers, coupled with IEP progress monitoring that ignores grade-level proximity, perpetuates academic segregation.

= Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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**
- Budgets/entitlements and expenditures data**



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 High Priority HB3 Goal

Increase the percentage of students scoring at Meets Grade Level or above on STAAR from 32% to 60%, including subgroup targets for Hispanic, White, and Continuously Enrolled students and 25% for SPED students by May 2026.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
September 15	MAP BoY	60%	
December 15	MAP MoY	60%	
May 18	MAP EoY	60%	
May 29	STAAR	At least 60% at Meets or Higher	

Action Step 1

Host ongoing academic family nights in Reading, Math, and Science designed to deepen parent understanding of learning goals, progress monitoring, and how to support students at home, with targeted sessions or resources for families of SPED students. Provide materials in multiple languages and virtual options to maximize access.

Measures: - Attendance sign-in sheets tracked by subgroup participation.

Problem Statements: Student Learning 1, 2 - Perceptions 6

Funding Sources: Extra-Duty Pay for teachers 211 - Title I Pt A Impr BSC Prg, \$3,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2 Targeted Support Action Step

Additional Targeted Support Action Step

Use disaggregated data (race/ethnicity, SPED, subgroups) in monthly data meetings to identify achievement gaps and plan targeted responses in Reading/Math, with SPED-specific reviews for IEP-aligned supports.

Measures: PLCs and planning days include All, Hispanic, White, Continuously Enrolled, and SPED subgroups data as a standing agenda item.

Student names tracked in progress sheets and group assignments for WIN and reteach.

Staff Responsible for Monitoring: Literacy Instructional Coach

Math Instructional Coach

SPED Case Managers

Problem Statements: Demographics 3 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Progress Reviews

December

April

July

August

Action Step 3 Targeted Support Action Step

Additional Targeted Support Action Step

Prioritize Hispanic, White, Continuously Enrolled, and SPED subgroups in WIN groups using adaptive software and IEP-aligned interventions.

Measures: 95% of targeted students receive WIN interventions weekly.

Staff Responsible for Monitoring: Literacy Instructional Coach

Math Instructional Coach

Resource Case Managers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create WIN priority list (White students <40th %ile + all SPED)	Teachers Resource Case Managers	September 2025	
2	Monthly WIN schedule audits (check SPED push-in alignment)	Literacy Instructional Coach Math Instructional Coach Resource Case Managers	Last Monday of every month	

Problem Statements: Demographics 3 - Student Learning 1, 2 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Action Step 4

Define and implement a consistent WIN time framework across all grades for Tier 2 interventions in Reading and Math, including specific time slots for SPED-focused supports that coordinate with inclusion or pull-out schedules.

Measures: 100% Schedules Posted
100% Alignment to the Master Schedule

Staff Responsible for Monitoring: Literacy Instructional Coach
Math Instructional Coach
SPED Case Manager

Problem Statements: Student Learning 1, 2, 9 - School Processes & Programs 1, 3, 10

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

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Action Step 5

Implement a monthly Student Intervention Team (SIT) calendar to review Tier 3 students' progress, with dedicated focus meetings to address SPED student progress and coordinate multidisciplinary support.

Measures: Each Tier 3 student is reviewed monthly in SIT with documented notes.
Tracking: SIT agendas, notes, and intervention logs in Aware/Google Sheets.

Staff Responsible for Monitoring: Assistant Principal
IST
ESL Teacher

Problem Statements: Student Learning 1, 2, 9 - School Processes & Programs 1, 10

Title I: 2.5.1, 2.5.3

Progress Reviews

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Action Step 6 Targeted Support Action Step

Additional Targeted Support Action Step

Implement ongoing progress monitoring for students performing below the 50th percentile, with separate tracking for Hispanic, White, Continuously Enrolled, and SPED Subgroups.

Measures: 100% of identified students are monitored using MAP Skills or curriculum-based tools such as reading Horizons.

Staff Responsible for Monitoring: Assistant Principal
Literacy Instructional Coach
Math Instructional Coach

Problem Statements: Student Learning 1, 2, 9 - School Processes & Programs 3, 10

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Progress Reviews

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Action Step 7 Targeted Support Action Step

Additional Targeted Support Action Step

Co-create individualized MAP Growth/achievement goals with all students (including SPED), reviewed quarterly via student conferences and data talks to drive ownership and progress tracking.

Measures: 100% of students have SMART goals documented (digital/print portfolios)
85% of SPED students track goals aligned to IEP benchmarks

Staff Responsible for Monitoring: Instructional Coach (Gen Ed)
SPED Case Managers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Train teachers in student-centered goal-setting protocol: - Co-creating (not assigning) goals - Translating MAP %iles to growth targets - Aligning SPED goals to IEPs	Instructional Coach (Gen Ed) SPED Case Managers	August - September 2025	
2	Quarterly goal conferences: 1. Student presents progress 2. Teacher feedback 3. Revise goals SPED: Include case manager	Teachers SPED Case Managers	Every 9 Weeks	
3	Family engagement: Send home goal summaries + how to support.	Teachers SPED Case Managers	Every 9 Weeks	

Problem Statements: Student Learning 1, 2, 9 - School Processes & Programs 3, 10

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Progress Reviews

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Action Step 8 Targeted Support Action Step

✓ Additional Targeted Support Action Step

Provide before- and after-school tutoring, as well as remedial summer school, tailored to the academic and IEP needs of students requiring additional support, including the Hispanic, White, Continuously Enrolled, and SPED students. Track attendance and learning growth regularly.

Measures: Use MAP and other formative assessments to determine tutoring needs as well as requirements for HB1416 and our target subgroup (White)

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coaches

Problem Statements: Demographics 3 - Student Learning 1, 2 - School Processes & Programs 10

Funding Sources: Extra Duty Pay for teachers for tutorials and summer school 211 - Title I Pt A Impr BSC Prg, \$11,500

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

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Action Step 9

Math Priority Unit Implementation: Teachers will dedicate focused instructional time to district-identified priority units (e.g., 3rd-5th multiplication/division, 5th decimals) using district-provided frameworks. Leadership will conduct biweekly walkthroughs during these units to monitor fidelity.

Measures: 100% of priority unit lessons align to district pacing guides (verified in lesson plans). 80% of students show mastery on priority unit exit tickets (tracked by grade-level teams).

Staff Responsible for Monitoring: Math Coach, Assistant Principal, Grade-Level Leads

Problem Statements: Student Learning 1, 2 - School Processes & Programs 10

Title I: 2.5.1, 2.5.2

Progress Reviews

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Action Step 10

Literacy ECR & Vocabulary Mastery: Teachers will implement weekly Extended Constructed Response (ECR) drills using STAAR-release question stems and paired passages. Tier 2

vocabulary words will be explicitly taught and integrated into writing prompts.

Measures: 50% reduction in zero-score ECRs (3rd: 50% - 25%; 5th: 36% - 18%).
80% of students use Tier 2 vocabulary in written responses (sampled monthly).

Staff Responsible for Monitoring: Literacy Coach, 3rd-5th Teachers, SPED Team

Problem Statements: Student Learning 1 - School Processes & Programs 10

Title I: 2.5.1, 2.5.2

Progress Reviews

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Action Step 11

Foundational Skills (K-2) with Parent Involvement: K-2 teachers will administer monthly foundational skills assessments (phonics, word lists) and share results with parents via practice packets. Parents will receive training on supporting these skills at home.

Measures: 90% of K-2 students meet grade-level fluency benchmarks (tracked on public scoreboards).
70% of parents attend at least one literacy/numeracy workshop.

Staff Responsible for Monitoring: K-2 Team Leads, Instructional Coach

Problem Statements: Student Learning 1 - School Processes & Programs 3, 10

Title I: 2.5.1, 2.5.2

Progress Reviews

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Action Step 12

Students in grades 3-5 will participate in the Texas Formative Assessment Resource (TFAR) for both reading and mathematics at least two times per year. Data from these STAAR aligned assessments will be analyzed by teachers and campus leadership to monitor progress toward mastery of state standards, identify areas of need, and inform targeted instructional practices to improve overall student achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coaches

Problem Statements: Demographics 3 - Student Learning 1, 2, 10

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

Progress Reviews

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Action Step 13

Implement a STAAR-aligned preparation unit of study or "STAAR Camp" for grades 3-5 during the designated instructional window prior to the state testing dates. This focused period of instruction will provide students with intensive, targeted opportunities to apply critical thinking, problem-solving, and test-taking strategies and ensure that students are fully prepared to demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS) on the STAAR assessment.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coaches

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

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Action Step 14

Purchase and deploy instructional technology devices such as Apple TV units and additional display/casting tools to classrooms to enhance real-time instructional delivery, facilitate student collaboration, and increase access to digital curriculum resources. Continue assessing technology gaps across grade levels and expand device purchases throughout the year based on instructional needs.

Measures: Walkthrough data reflects increased use of digital instructional tools.
Student engagement indicators increase (via observation, Class Dojo participation points, or teacher feedback).
Growth on formative assessments/ MAP/STAAR increases in classrooms equipped with upgraded technology.
Teachers report improved efficiency in delivering instruction and accessing instructional resources.

Staff Responsible for Monitoring: Principal
Librarian

Problem Statements: Student Learning 1 - School Processes & Programs 10

Funding Sources: Technology Resources, such as Apple TV Devices 211 - Title I Pt A Impr BSC Prg, \$10,000

Progress Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

The White student subgroup underperformed in Reading and Math on STAAR.

Progress and performance data for the White subgroup has not been monitored consistently, nor have instructional interventions been targeted effectively.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students finish 5th grade without mastering critical reading skills, with only 36% reaching grade-level proficiency by Grade 5--a trajectory shaped by inconsistent instruction and missed opportunities for language development starting in kindergarten.

Instruction is frequently teacher-centered with low rigor; teachers are not using data to drive targeted small group or differentiated instruction. Early literacy instruction lacks a systematic, science-of-reading-aligned approach in Tier 1, with minimal differentiation for struggling readers and over-reliance on low-rigor activities (e.g., picture walks, predictable texts) that delay mastery of d

2

Students are significantly underperforming in Mathematics, with only 31% of students achieving Meets or above on STAAR, and a steep decline in Grade 4 performance compared to Grade 3.

Math Tier 1 instruction lacks developmental coherence, with insufficient use of manipulatives, visual models, or discourse to build conceptual understanding--leading to fragile procedural skills that collapse under Grade 3+ complexity.

9

Students come to Early Childhood and Kindergarten with social and academic gaps that our staff may not have the knowledge and framework to address in a systematic and effective way.

Lack of a framework that addresses how the brain learns effectively in a systematic and research-based way that ties phonological and phonics instruction to reading fluently with comprehension, and foundational numeracy skills that translate into effective problem solving in

10

Only 1.4% of SPED students (1/71) scored Meets Grade Level on STAAR Math, and 4.2% (3/71) in Reading, demonstrating systemic exclusion from grade-level content mastery.

IEP goals and resource room instruction are misaligned with grade-level TEKS, focusing solely on below-grade remedial skills without intentional scaffolding to access on-grade standards.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Tier 2 and Tier 3 academic and behavioral supports are inconsistent and ineffective.

There are no clearly defined protocols, progress monitoring expectations, or designated personnel overseeing Rtl systems and behavior interventions.

2

First-year teachers lack the support needed to develop classroom and instructional effectiveness.

Although mentors are assigned, there is no structured mentoring program or accountability for support delivery at the campus level.

3

T-TESS observations show consistently low scores in Differentiation (2.4), Content Knowledge (2.2), and Student Accountability (2.1).

Teachers need professional learning and coaching cycles focused on how to differentiate using student data and how to design rigorous, student-centered instruction.

10

Our teachers may lack knowledge on how to provide effective and efficient interventions in Reading and Math to close achievement gaps.

Professional Development and a cadence of accountability (Discipline 4) have not been consistently focused and implemented.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

6

Families are under-engaged in key campus activities.

Current outreach efforts do not intentionally target underrepresented families, and multicultural/community events are limited.
Data: Staff CNA - "Need more opportunities for parents in the building," 5-over-5 Survey noted uneven engagement.

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

Performance Objective 1 High Priority

Increase student attendance from 93% to 95% as measured by annual PEIMS ADA data.

Action Step 1

Launch an attendance incentive system using Class Dojo and campus-wide recognition to reward individual and class attendance milestones.

Measures: 95% of students with 1 or fewer absences per 9-week period earn a reward; 100% of homerooms track class attendance.

Evidence of Implementation: Dojo reports, bulletin boards, celebration photos, classroom tracking charts.

Staff Responsible for Monitoring: Counselor
Attendance Aide

Problem Statements: Demographics 1 - Perceptions 1, 2

Title I: 2.5.2

Progress Reviews

Moderate Progress

December

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Action Step 2

Track and share weekly attendance trends with staff, students, and families to build visibility and urgency.

Measures: Attendance data shared via weekly staff memo, Monday morning announcements, and monthly family newsletter.

Evidence of Implementation: Memos, slides, graphs, newsletter screenshots.

Staff Responsible for Monitoring: Counselor

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

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August

Action Step 3

Celebrate students with perfect or improved attendance each 9 weeks with a campus-wide recognition event or surprise treat.

Measures: 100% of students with improved attendance from previous quarter receive recognition.
Evidence of Implementation: Lists of recipients, celebration photos, student testimonials.

Staff Responsible for Monitoring: Counselor

Problem Statements: Demographics 1 - Perceptions 2

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress

December

April

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Our ADA is consistently below the 96% target, affecting instruction and funding.	There is no school-wide system to identify, intervene, and support students with chronic absences and tardies.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Students report low levels of peer respect and belonging on campus.	The current behavior expectations are not being reinforced consistently across classrooms, and Class Dojo rewards lack emotional impact or motivational strength for students. Data: Student survey - "Students are respectful to each other at school" (1.66), "I feel like I belong at my school" (2.32)
2 Students report low excitement and pride in being part of the school community.	Limited schoolwide events and visual branding reduce school identity and spirit; student voice is not consistently integrated into celebrations or recognition systems. Data: "I feel excited to come to school most days" (2.04), "I feel proud to go to North Riverside" (2.48)

Performance Objective 2

Increase the percentage of students reporting 'pride, belonging, and excitement' on annual perception surveys from 68% (Spring 2025) to 83% (Spring 2026).

Action Step 1

Sustain and Strengthen Schoolwide PBIS Implementation through Class Dojo

- Measures:**
- Monthly walkthroughs include behavior-specific look-fors.
 - Discipline referrals decrease by 15% compared to 2024-25.
 - Spring student surveys show improvement in perception of behavior fairness and peer respect.

Staff Responsible for Monitoring: Counselor
Assistant Principal
Principal

Problem Statements: Perceptions 1, 2, 5

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress

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Action Step 2

Launch a calibrated Class Dojo system with clear expectations for point awarding, universal rewards, and consistent reinforcement of behavior.

Measures: - All teachers use consistent point categories aligned to campus behavior matrix.
- Monthly Dojo data reviews show increased positive point trends.
- Student perception scores for peer behavior increase by 0.5+ on Spring 2026 survey.

Staff Responsible for Monitoring: Counselor
Assistant Principal
Principal

Problem Statements: Demographics 1 - Perceptions 1, 2, 3, 5

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress

December

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July

August

Action Step 3

Lead Implementation of the House System School-wide, including Professional Development and stakeholder buy-in

Measures: - Monthly participation logs by house/grade level.
- Spring student surveys show 0.5 point gain in "I feel proud to go to NRES" and "I belong" items.
- House points system managed via Class Dojo is updated weekly.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Perceptions 1, 2, 5, 6

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

Some Progress

December

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August

Action Step 4

Coordinate Monthly House Recognition System.

Measures: - Staff and student engagement

- Spring student surveys show 0.5 point gain in "I feel proud to go to NRES" and "I belong" items.
- Staff, student, and parent feedback
- Increased student attendance

Staff Responsible for Monitoring: Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Facilitate nomination and recognition cycles for all five House traits monthly.	Counselor	August - May	
2	Oversee logistics for grade-level competitions, monthly spirit events, and student spotlight displays.	Counselor	August - May	
3	Partner with admin, fine arts, PE, and teachers to run monthly House Days, Character Challenges, and top student Recognition Events.	Counselor	August - May	

Problem Statements: Demographics 1 - Perceptions 1, 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

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Action Step 5 Targeted Support Action Step

Design and Lead Quarterly Student-Led House Rallies and other opportunities where students can engage in leadership.

Measures: - At least 60% of students scoring at the Meets performance level (50th percentile) or above in formative and summative assessments

Staff Responsible for Monitoring: Principal
Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Plan and emcee quarterly student-led pep rallies featuring student talent, House competitions, and awards.	Counselor	August - May	
2	Use rally moments to reinforce core values, academic wins (MAP, STAAR, growth), and goal celebrations.	Counselor	August - May	
3	Spotlight top-performing Houses and recognize House Champions at each quarter and year-end.	Counselor	August - May	
4	Promote student leadership development activities, trainings, and clubs	Principal	August - May	

Problem Statements: Demographics 3 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

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

Progress Reviews

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Action Step 6

Use the Student Survey for students in grades 3-5 twice a year to measure gains in student culture and adjust PBIS and House System based on the results.

Measures: - Increase in metrics in student survey.

Staff Responsible for Monitoring: Counselor

Problem Statements: Perceptions 1, 2, 5

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

No Progress

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our ADA is consistently below the 96% target, affecting instruction and funding.

There is no school-wide system to identify, intervene, and support students with chronic absences and tardies.

3

The White student subgroup underperformed in Reading and Math on STAAR.

Progress and performance data for the White subgroup has not been monitored consistently, nor have instructional interventions been targeted effectively.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students finish 5th grade without mastering critical reading skills, with only 36% reaching grade-level proficiency by Grade 5--a trajectory shaped by inconsistent instruction and missed opportunities for language development starting in kindergarten.

Instruction is frequently teacher-centered with low rigor; teachers are not using data to drive targeted small group or differentiated instruction. Early literacy instruction lacks a systematic, science-of-reading-aligned approach in Tier 1, with minimal differentiation for struggling readers and over-reliance on low-rigor activities (e.g., picture walks, predictable texts) that delay mastery of d

2

Students are significantly underperforming in Mathematics, with only 31% of students achieving Meets or above on STAAR, and a steep decline in Grade 4 performance compared to Grade 3.

Math Tier 1 instruction lacks developmental coherence, with insufficient use of manipulatives, visual models, or discourse to build conceptual understanding--leading to fragile procedural skills that collapse under Grade 3+ complexity.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Students report low levels of peer respect and belonging on campus.

The current behavior expectations are not being reinforced consistently across classrooms, and Class Dojo rewards lack emotional impact or motivational strength for students. Data: Student survey - "Students are respectful to each other at

school" (1.66), "I feel like I belong at my school" (2.32)

2

Students report low excitement and pride in being part of the school community.

Limited schoolwide events and visual branding reduce school identity and spirit; student voice is not consistently integrated into celebrations or recognition systems.

Data: "I feel excited to come to school most days" (2.04), "I feel proud to go to North Riverside" (2.48)

3

Staff feel that communication from leadership is mostly effective but occasionally unclear or delayed.

There is no formalized system for upward feedback, response-time expectations, or consistent campuswide messaging for events and procedures. Data: 5-over-5 Survey - Communication rated highest but cited delays; CNA feedback also cited logistical confusion.

5

Staff and students experience inconsistent behavior systems across classrooms.

Class Dojo implementation varies by grade level, with unclear expectations for points, consequences, and positive reinforcement.

Data: CNA feedback - "Dojo Points unfair across grade levels," student survey showed limited behavioral motivation.

6

Families are under-engaged in key campus activities.

Current outreach efforts do not intentionally target underrepresented families, and multicultural/community events are limited.

Data: Staff CNA - "Need more opportunities for parents in the building," 5-over-5 Survey noted uneven engagement.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1 High Priority

Increase the percentage of teachers achieving high-impact growth, at or above the 65th percentile on MAP Growth, from 25% to 80% by Spring 2026.

Action Step 1

Implement 4DX (Four Disciplines of Execution) with fidelity across all grade levels and support staff, ensuring that WIGs are aligned to improving Tier 1 instruction and include goals for SPED instructional effectiveness. Monitor progress through weekly scoreboards and leadership check-ins.

- Measures:** - Every teacher team has a posted WIG (Wildly Important Goal) and is tracking lead measures weekly.
- Student scoreboards are visible in every classroom by October 2025.
 - Campus-wide WIGs are reviewed bi-weekly during Leadership Team meetings.

Staff Responsible for Monitoring: Literacy Coach
Math Coach
Counselor
Assistant Principal
Principal

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

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Action Step 2

Leverage Title I-funded Instructional Coaches to lead weekly PLCs that focus on Tier 1 planning, reteach protocols, Tier 2/Tier 3 instructional adjustments, and specialized SPED instructional strategies, including differentiation and accommodations. Document work through coach logs and planning artifacts.

Measures: -Weekly PLC agendas and notes show data-driven decisions, reteach plans, and progress toward 4DX WIGs.

-Admin walkthroughs and coaching logs reflect coaching cycles are occurring with at least 80% of teachers monthly.

- STAAR Interim data shows increased % meets/masters from BOY to MOY.

Staff Responsible for Monitoring: Assistant Principal
Principal

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 3

Funding Sources: Campus Instructional Coach 211 - Title I Pt A Impr BSC Prg, \$163,683

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Progress Reviews

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August

Action Step 3

Provide each grade-level team four full-day data planning days (one per quarter) with substitute coverage to focus on progress monitoring and instructional planning for Tier 2 and Tier 3 students, explicitly incorporating SPED data and collaboration between general education and SPED teachers.

Measures: - Planning agendas include standard deconstruction, reteach planning, and WIN group adjustments.

- Reviewed lesson plans and walkthroughs reflect changes discussed during planning.

- STAAR and MAP interim results reflect increased % of students reaching grade-level proficiency.

Staff Responsible for Monitoring: Literacy Coach
Math Coach

Problem Statements: Demographics 3 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3

Funding Sources: Substitute Coverage for Teachers 211 - Title I Pt A Impr BSC Prg, \$10,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

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Action Step 4

Develop and implement a schoolwide MTSS protocol that integrates academic and behavioral interventions for Tier 2 and Tier 3 students, clearly articulating entry/exit criteria, documentation tools, and progress monitoring timelines, with explicit roles for SPED staff in intervention delivery and data review.

Measures: Intervention tracker logs, SIT documentation, admin spot-checks

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: Demographics 3 - Student Learning 1, 2, 9 - School Processes & Programs 1, 10

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Progress Reviews

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August

Action Step 5

Deliver ongoing professional development and training for all general and special education teachers focused on effective Tier 3 academic and behavioral interventions, SPED compliance, progress monitoring, and collaborative instructional planning. Include job-embedded coaching and follow-up.

Measures: PD sign-ins, agendas, teacher plans, intervention samples

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: School Processes & Programs 1, 2, 10

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Progress Reviews

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August

Action Step 6

Conduct biweekly instructional walkthroughs using a tiered instruction look-for tool that includes indicators for SPED best practices, monitoring implementation of coaching feedback and intervention strategies for all students. Use findings to guide targeted coaching cycles.

Measures: Walkthrough forms, coaching feedback notes

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: School Processes & Programs 2, 3, 10

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Progress Reviews

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August

Action Step 7

Establish and communicate a clear MTSS flowchart and criteria for Tier 1, Tier 2, and Tier 3 identification/exit, including SPED-IEP crossover protocols that reduce referrals and DNQs.

Measures: 100% staff trained on flowchart by Oct 2024
25% reduction in SPED referral delays by May 2025 (baseline: avg 12 weeks)
Tier 2 growth rate [?]65% by Jan 2025 (from 45%)

Staff Responsible for Monitoring: Assistant Principal (MTSS Coordinator)
IST
ESL Teacher
SPED Case Manager

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Draft MTSS flowchart with decision trees for Tiers 1-3 + SPED handoff points (e.g., "After 2 failed Tier 3 interventions - IEP eval within 30 days")	Assistant Principal (MTSS Coordinator)	July - August 2025	
2	Full-staff PD with flowchart handbook + SPED collaboration scenarios (e.g., modifying Tier 2 for IEP students)	Assistant Principal (MTSS Coordinator) SPED Case Manager	August - September 2025	

Problem Statements: Student Learning 1, 2, 9 - School Processes & Programs 1, 10

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Progress Reviews

December

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Action Step 8

Principal, assistant principal, counselor, and Instructional Coaches will attend professional development conferences to increase support and accountability to staff and teachers.

Measures: Increase in % of teachers scoring growth on MAP at least at the 65th percentile.

Staff Responsible for Monitoring: Principal

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Progress Reviews

No Progress

December

April

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Our ADA is consistently below the 96% target, affecting instruction and funding.

There is no school-wide system to identify, intervene, and support students with chronic absences and tardies.

3

The White student subgroup underperformed in Reading and Math on STAAR.

Progress and performance data for the White subgroup has not been monitored consistently, nor have instructional interventions been targeted effectively.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students finish 5th grade without mastering critical reading skills, with only 36% reaching grade-level proficiency by Grade 5--a trajectory shaped by inconsistent instruction and missed opportunities for language development starting in kindergarten.

Instruction is frequently teacher-centered with low rigor; teachers are not using data to drive targeted small group or differentiated instruction. Early literacy instruction lacks a systematic, science-of-reading-aligned approach in Tier 1, with minimal differentiation for struggling readers and over-reliance on low-rigor activities (e.g., picture walks, predictable texts) that delay mastery of d

2

Students are significantly underperforming in Mathematics, with only 31% of students achieving Meets or above on STAAR, and a steep decline in Grade 4 performance compared to Grade 3.

Math Tier 1 instruction lacks developmental coherence, with insufficient use of manipulatives, visual models, or discourse to build conceptual understanding--leading to fragile procedural skills that collapse under Grade 3+ complexity.

9

Students come to Early Childhood and Kindergarten with social and academic gaps that our staff may not have the knowledge and framework to address in a systematic and effective way.

Lack of a framework that addresses how the brain learns effectively in a systematic and research-based way that ties phonological and phonics instruction to reading fluently with comprehension, and foundational numeracy skills that translate into effective problem solving in Mathematics.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

Tier 2 and Tier 3 academic and behavioral supports are inconsistent and

There are no clearly defined protocols, progress monitoring expectations, or

1

ineffective.

designated personnel overseeing Rtl systems and behavior interventions.

2

First-year teachers lack the support needed to develop classroom and instructional effectiveness.

Although mentors are assigned, there is no structured mentoring program or accountability for support delivery at the campus level.

3

T-TESS observations show consistently low scores in Differentiation (2.4), Content Knowledge (2.2), and Student Accountability (2.1).

Teachers need professional learning and coaching cycles focused on how to differentiate using student data and how to design rigorous, student-centered instruction.

10

Our teachers may lack knowledge on how to provide effective and efficient interventions in Reading and Math to close achievement gaps.

Professional Development and a cadence of accountability (Discipline 4) have not been consistently focused and implemented.



State Compensatory Education

State Compensatory

Budget for North Riverside Elementary School

Total SCE Funds: \$10,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Extra Tutorials to address individual student academic needs