Northside Elementary

2023-2024 COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

After reviewing KSA scores the administrative Lead Team determined that there were some priority areas of concern. These areas of concern were identified in collaboration with our MTSS team which is made up of leaders from each of our K/1, 2/3 , 4/5 , Special Education, Specials, Counselor and Administration. The focus areas for the school this year will be Primary Literacy, PLC's, Culture & Novice Reduction.

Just as a house is built with a strong foundation, so too is the need for students at the K/1/2 levels to have a strong literacy foundation. ESGI, MAP and Formative Assessments showed that our literacy instruction at the primary level was not connected at all primary grade levels. Our district recently began the shift to the Science of Reading. The shift included multiple professional developments and vertical planning discussions over the summer to establish agreed upon materials as well as a structure within each grade level classroom to grow our foundations within Northside. In early June and again on August 2nd, 2023 we began that work with K-2 teachers, EL, Special education teachers and administrators. This allowed us to come together to review the Science of Reading, our hopes/beliefs for the coming school year, materials/resources, and scope & sequence. Each grade level developed a literacy plan that was aligned with all grade levels in execution. As of November, walk throughs had revealed that not all grade levels were on the same page in their execution. Because of this, we scheduled vertical grade level visits to observe the entire literacy block in order to better align our instruction from one grade level to the next. At the conclusion of these visits all of the above educators will meet again to discuss the alignment and execution then plan for the rest of the school year moving forward.

Long term support for this initiative will include support and training for 1-2 teachers to be trained as LETRS trainers to help support the K-2 teachers within the building in the long-run. Our goal is also to pay for all K-2 teachers to be Orton Gillingham trained next school year. A proposal to SBDM will be to adjust our floating teacher position to an Interventionist/Coach position to support the reading development within the school building to be paid out of Title 1 funds. Currently we have one Interventionist position and believe that splitting the load between reading and math will help support this work.

PLC's have been identified as an area of concern. I would also like to partner this area of weakness with Novice Reduction as I believe many of the practices in place during/for PLC's also answer Novice Reduction. The school developed grade level leaders for PLC's. Each grade level leader and administrator attended a PLC training on July 21st, 2023. During this 2 day PLC the team developed a plan to review our current practices and make some changes. After reflection, the team decided that we lacked the "What happens now?" part after looking at the data. We knew exactly where our students were and how they were achieving but we never went back to address deficits and move them to proficiency or give enrichment opportunities for students that have mastered the concepts. The staff implemented the following changes:
1. Focus on one subject area at this time to allow deliberate focus on that area.
2. Focus on essential standards and use IReady to preload the standards that are prerequisite skills.
3. Create a grade level calendar to track the pacing.
4. Implement "Pause days" to halt instruction and allow teachers time to work with students who demonstrated on formative assessments they did not master the material or were ready for enrichment.
5. Focus on the rigor of student assessments to make sure they were targeting grade level standards. Using Hess' matrix.

* In order to address the Novice Reduction the attention paid on "Pause days" will be to address those students who have not mastered the RIGHT NOW standards and give them that extra little bit of time to correct those misconceptions. PLC work will be help to identify and plan for reteach of those "Just in time" (Right Now) standards. The "Just in Case" standards will be addressed through IReady which is a Tier 2 support that will identify student deficits by using a diagnostic 3 times per year and then breaking down areas of struggle where students will be put on a "Pathway" that is specific to their needs.

The final focus area for Northside Elementary this school year was Culture and Climate. Our MTSS team helped to identify the need for better support of our school culture as we have many staff members who retired and others coming in. The administrative team, on August 7th, planned an entire day of Professional Development to determine school "Beliefs" and complete a "Staff" Northside Code that lays out our expectations as a staff in the areas of Safe, Kind, Responsible & a Learner. After developing these as a staff we were able to present a Northside Code "Staff" poster at a September faculty meeting where the entire staff signed and committed to these expectations. After which, these signs were posted in the PLC room and the teachers lounge. We have also followed up with a survey after fall break to take a measure of the culture and climate within the building. We will continue with surveys throughout the year.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 1: Design and Deploy Standards **Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?**	Yes	Through our PLC trainings we discovered that we were missing a key part of our processes in the process. We are focusing this year on "Pause Days" to allow for teachers to target students and teach to mastery on right now standards rather than moving on in order to get to all standards. See above for specific details.
KCWP 2: Design and Deliver Instruction **Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?**		

KCWP 3: Design and Deliver Assessment Literacy **Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?**		Part of our work within our PLC's is to create stronger formative and summative assessments that are linked to Hess' matrix and increase the Rigor for students. The diagnostic done by IReady will provide students their individualized pathways and our PLC will monitor, analyze and support the usage, lessons completed and skills recovered.
KCWP 4: Review, Analyze and Apply Data **Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?**		
KCWP 5: Design, Align and Deliver Support **Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?**		
KCWP 6: Establishing Learning Culture and Environment **Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?**		

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	2021-2022	Status	Change	Overall
State Assessment Results in reading and mathematics	69.2	64.5	-4.7	59.8
State Assessment Results in science, social studies and writing	66.6	63.3	-3.3	60
English Learner Progress	No Score	No Score	No Score	No Score
Quality of School Climate and Safety	78.1	74.6	-3.5	71.1
Overall School Score & Color				60.4

Goal 1- Proficiency Indicator: Northside Elementary 3rd-5th grade students will improve the percentage of proficient/distinguished scores for READING from 44% in 2022-2023 school year to 60% by the 2025-2026 school year as reported by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In **READING** Northside Elementary 3-5 grade students will improve the percentage of proficient/distinguished scores from 44% in 2022-2023 to 49.33% in 2023-2024. **Objective 2:** In **READING** Northside Elementary 3-5 grade students will improve the percentage of proficient/distinguished scores from 49.33% in 2023-2024 to 54.66% in 2024-2025. **Objective 3:** In **READING** Northside Elementary 3-5 grade students will improve the percentage of proficient/distinguished scores from 54.66% in 2024-2025 to 60% in 2025-2026.	**KCWP 1: Design and Deploy Standards** Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	(1) Teachers will meet once per week to determine relevant standards for each topic.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(3) Teachers will complete formative and summative assessments using Hess' matrix to support and grow rigor of assessments & Instruction.	Professional Learning Community Grade Level Documents.	Weekly	No funding
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research? **KCWP 3: Design and Deliver Assessment Literacy** Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	(2) Teachers will use teacher clarity guidelines to determine learning targets and success criteria.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(2) Teachers will use the instructional design for shifting the cognitive load lesson plan design.	Administrative Walk-throughs	Weekly	No funding
		(3) Teachers will design a primary literacy plan K-2 in order to coordinate instruction vertically for grade levels.	IReady Diagnostic Data & ESGI	3 Times Per Year	School Funded IA, Resources and Professional Development
		(3) District Administrators will provide feedback on Academic instruction & Classroom Management.	District ELEOT Walk-throughs	Fall and Spring Semester (2x/year)	No funding
		(3) Teachers will complete formative and summative assessments using Hess' matrix to support and grow rigor of assessments & Instruction.	Professional Learning Community Grade Level Documents.	Weekly	No funding
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	(4) Staff will use RTI Academic and Behavioral data under the umbrella of a Multi-Tiered System of Support.	Academic, Behavioral, Intervention, Attendance, mental and physical health, Social Emotional data.	Daily	No funding
		(4) Teachers will complete the PLC grade level documents to analyze student common assessment data.	Professional Learning Community Grade Level Document.	Weekly	No funding
		(4) Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(4) Teachers will use "Pause days" to radiate and enrich students based on assessment results.	Professional Learning Community Grade Level Documents.	Weekly	PLC Training
	KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	(5) Teachers will employ remediation and enrichment strategies to support student learning in the classroom and during WIN (What I Need) time.	Professional Learning Community Grade Level Documents.	Daily	No funding
		(5) Teachers will utilize IReady student "Pathways" for each student to provide differentiated instruction on missing skills	IReady Diagnostics & IReady Pathways	3 times per year & Daily	District Funded
		(5) K-2 classes will utilize the RISE model of instruction by utilizing 2 instructional assistants/interventionists and a literacy plan.	IReady Diagnostics & ESGI	Daily	Title 1 Instructional assistant & Interventionist pay
		(5) Grade Level RTI meetings will take place once every 6 weeks to review academic needs for grade levels.	Referral to RTI Meeting and/or Systematic Problem Solving Meeting.	Every 6-weeks	Interventionist Position: Title 1
		(5) RTI Committee will use data to determine tiered intervention needs.	RTI Master List	Every 6-weeks	No funding
		(5) Teachers will use the Northside Code positive behavioral interventions and supports to monitor behavior.	Infinite Campus & School behavior data	Daily	No funding
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	(4) Homeroom teachers will use formative assessment data to determine students for What I Need (WIN) time remediation and enrichment Instruction.	Weekly check of progress on remediation and enrichment.	Weekly	No funding
		(4) Homeroom teachers will redeliver instruction during WIN time to help students achieve mastery.	Weekly check of progress on remediation and enrichment.	Weekly	No funding

Goal 1- Proficiency Indicator: Northside Elementary 3rd-5th grade students will improve the percentage of proficient/distinguished scores for MATH from 50% in the 2022-2023 school year to 60% by the 2025-2026 school year as reported by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 5: In **Math** Northside Elementary 3-5 grade students will improve the percentage of proficient/distinguished scores from 50% in 2022-2023 to 53.33% in 2023-2024. **Objective 6:** In **Math** Northside Elementary 3-5 grade students will improve the percentage of proficient/distinguished scores from 53.33% in 2023-2024 to 56.66% in 2024-2025. **Objective 7:** In **Math** Northside Elementary 3-5 grade students will improve the percentage of proficient/distinguished scores from 56.66% in 2024-2025 to 60% in 2025-2026.	**KCWP 1: Design and Deploy Standards** Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	(1) Teachers will meet once per week to determine relevant standards for each topic.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(3) Teachers will complete formative and summative assessments using Hess' matrix to support and grow rigor of assessments & Instruction.	Professional Learning Community Grade Level Documents.	Weekly	No funding
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	(2) Teachers will use teacher clarity guidelines to determine learning targets and success criteria.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(2) Teachers will use the instructional design for shifting the cognitive load lesson plan design.	Administrative Walk-throughs	Weekly	No funding
		(3) District Administrators will provide feedback on Academic instruction & Classroom Management.	District ELEOT Walk-throughs	Fall and Spring Semester (2x/year)	No funding
		(5) Teachers will use the Northside Code positive behavioral interventions and supports to monitor behavior.	Infinite Campus & School behavior data	Daily	No funding
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	(4) Staff will use RTI Academic and Behavioral data under the umbrella of a Multi-Tiered System of Support.	Academic, Behavioral, Intervention, Attendance, mental and physical health, Social Emotional data.	Daily	No funding
		(4) Teachers will complete the PLC grade level documents to analyze student common assessment data.	Professional Learning Community Grade Level Document.	Weekly	No funding
		(4) Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(4) Teachers will use "Pause days" to remediate and enrich students based on current assessment results.	Professional Learning Community Grade Level Documents.	Weekly	PLC Training
	KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	(5) Teachers will employ remediation and enrichment strategies to support student learning in the classroom and during WIN (What I Need) time.	Professional Learning Community Grade Level Documents.	Daily	No funding
		(5) Teachers will utilize IReady student "Pathways" for each student to provide differentiated instruction on missing skills	IReady Diagnostics & IReady Pathways	3 times per year & Daily	District Funded
		(5) K-2 classes will utilize the RISE model of instruction by utilizing 2 instructional assistants/interventionists and a literacy plan.	IReady Diagnostics & ESGI	Daily	Title 1 Instructional assistant & Interventionist pay
		(5) Grade Level RTI meetings will take place once every 6 weeks to review academic needs for grade levels.	Referral to RTI Meeting and/or Systematic Problem Solving Meeting.	Every 6-weeks	Interventionist Position: Title 1
		(5) RTI Committee will use data to determine tiered intervention needs.	RTI Master List	Every 6-weeks	No funding
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	(4) Homeroom teachers will use formative assessment data to determine students for What I Need (WIN) time remediation and enrichment Instruction.	Weekly check of progress on remediation and enrichment.	Weekly	No funding
		(4) Homeroom teachers will redeliver instruction during WIN time to help students achieve mastery.	Weekly check of progress on remediation and enrichment.	Weekly	No funding

Goal 2- Separate Academic Indicator: Northside Elementary 5th graders will improve the percentage of students scoring proficient/distinguished in Social Studies from 39% in 2022-2023 to 50% by 2025-2026 as reported by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: In **Social Studies** Northside Elementary 5th grade students will improve the percentage of proficient/distinguished scores from 39% in 2022-2023 to 45% in 2023-2024. **Objective 2:** In **Social Studies** Northside Elementary 5th grade students will improve the percentage of proficient/distinguished scores from 45% in 2023-2024 to 50% in 2024-2025. **Objective 3:** In **Social Studies** Northside Elementary 5th grade students will REDUCE the percentage of students scoring NOVICE from 38% in 2022-2023 to 15% by 2025-2026	**KCWP 1: Design and Deploy Standards** Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	(1) Teachers will meet once per week to determine relevant standards for each topic.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(3) Teachers will complete formative and summative assessments using Hess' matrix to support and grow rigor of assessments & Instruction.	Professional Learning Community Grade Level Documents.	Weekly	No funding
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	(2) Teachers will use teacher clarity guidelines to determine learning targets and success criteria.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(2) Teachers will use the instructional design for shifting the cognitive load lesson plan design.	Administrative Walk-throughs	Weekly	No funding
		(2) Accelerate Learning by providing students with essential vocabulary prior to the start of units.	Professional Learning Community Grade Level Document and Calendar	Weekly	No funding
		(3) District Administrators will provide feedback on Academic instruction & Classroom Management.	District ELEOT Walk-throughs	Fall and Spring Semester (2x/year)	No funding
		(5) Teachers will use the Northside Code positive behavioral interventions and supports to monitor behavior.	Infinite Campus & School behavior data	Daily	No funding
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	(4) Staff will use RTI Academic and Behavioral data under the umbrella of a Multi-Tiered System of Support.	Academic, Behavioral, Intervention, Attendance, mental and physical health, Social Emotional data.	Daily	No funding
		(4) Teachers will complete the PLC grade level documents to analyze student common assessment data.	Professional Learning Community Grade Level Document.	Weekly	No funding
		(4) Teachers will utilize WIN time and Vocabulary "Pause Day" to "Accelerate Learning" by providing students with upcoming vocabulary prior to the teaching of content within the Unit.	Professional Learning Community Grade Level Documents and Calendar.	Weekly	No funding
		(4) Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(4) Teachers will use "Pause days" to radiate and enrich students based on assessment results.	Professional Learning Community Grade Level Documents.	Weekly	PLC Training

Goal 3- Achievement Gap: By the 2025-2026 school year, Northside Elementary will increase proficiency scores in READING for Free and Reduced students from 35% to 68% according to Kentucky Summative Assessment scores.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Northside will increase free and reduced students proficiency in READING from 35% to 46% by 2023-2024 school year as shown by Kentucky Summative Assessment scores. **Objective 2: Northside will increase free and reduced students proficiency in READING from 46% to 57% by 2024-2025 school year as shown by Kentucky Summative Assessment scores.** **Objective 3: Northside will increase free and reduced students proficiency in READING from 57% to 68% by 2025-2026 school year as shown by Kentucky Summative Assessment scores.**	**KCWP 1: Design and Deploy Standards** Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	(1) Teachers will meet once per week to determine relevant standards for each topic.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(2) Teachers will use teacher clarity guidelines to determine learning targets and success criteria.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(2) Teachers will use the instructional design for shifting the cognitive load lesson plan design.	Administrative Walk-throughs	Weekly	No funding
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	(2) Teachers will use the instructional design for shifting the cognitive load lesson plan design.	Administrative Walk-throughs	Weekly	No funding
		(2) Teachers will design a primary literacy plan K-2 in order to coordinate instruction vertically for grade levels.	IReady Diagnostic Data & ESGI	3 Times Per Year	School Funded IA, Resources and Professional Development
	KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	(3) Teachers will complete formative and summative assessments using Hess' matrix to support and grow rigor of assessments & Instruction.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(4) Staff will use RTI Academic and Behavioral data under the umbrella of a Multi-Tiered System of Support.	Academic, Behavioral, Intervention, Attendance, mental and physical health, Social Emotional data.	Daily	No funding
		(5) Teachers will utilize IReady student "Pathways" for each student to provide differentiated instruction on missing skills	IReady Diagnostics & IReady Pathways	3 times per year & Daily	District Funded

Goal 4- Growth: Northside students, in 3rd - 5th Grades, will increase their projected proficiency scores in READING from 44% projected proficiency in the fall of the 2023-2024 school year to 60% in the spring of 2025-2026 school year as demonstrated by Iready diagnostic assessment data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Northside students will increase reading projected proficiency from 44% in fall 2023 to 50% in fall of 2024. Objective 2: Northside students will increase reading projected proficiency from 50% in fall 2024 to 55% in fall of 2025. Objective 3: Northside students will increase reading projected proficiency from 55% in fall 2025 to 60% in fall of 2026.	**KCWP 1: Design and Deploy Standards** Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	(1) Teachers will meet once per week to determine relevant standards for each topic.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(3) Teachers will complete formative and summative assessments using Hess' matrix to support and grow rigor of assessments & Instruction.	Professional Learning Community Grade Level Documents.	Weekly	No funding
	KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	(2) Teachers will use teacher clarity guidelines to determine learning targets and success criteria.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(2) Teachers will use the instructional design for shifting the cognitive load lesson plan design.	Administrative Walk-throughs	Weekly	No funding
	KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?	(3) Teachers will design a primary literacy plan K-2 in order to coordinate instruction vertically for grade levels.	IReady Diagnostic Data & ESGI	3 Times Per Year	School Funded IA, Resources and Professional Development
		(3) District Administrators will provide feedback on Academic instruction & Classroom Management.	District ELEOT Walk-throughs	Fall and Spring Semester (2x/year)	No funding
		(3) Teachers will complete formative and summative assessments using Hess' matrix to support and grow rigor of assessments & Instruction.	Professional Learning Community Grade Level Documents.	Weekly	No funding
	KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?	(4) Staff will use RTI Academic and Behavioral data under the umbrella of a Multi-Tiered System of Support.	Academic, Behavioral, Intervention, Attendance, mental and physical health, Social Emotional data.	Daily	No funding
		(4) Teachers will complete the PLC grade level documents to analyze student common assessment data.	Professional Learning Community Grade Level Document.	Weekly	No funding
		(4) Teachers will utilize WIN time and Vocabulary "Pause Day" to "Accelerate Learning" by providing students with upcoming vocabulary prior to the teaching of content within the Unit.	Professional Learning Community Grade Level Documents and Calendar.	Weekly	No funding
		(4) Teachers will determine remediation and enrichment strategies to use based upon data analysis.	Professional Learning Community Grade Level Documents.	Weekly	No funding
		(4) Teachers will use "Pause days" to radiate and enrich students based on assessment results.	Professional Learning Community Grade Level Documents.	Weekly	PLC Training

Goal 5 - Quality of School Climate & Culture: By 2026, Northside will increase the Climate and Culture & Safety Index from 74.6 to 80.6 according to KSA data.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective #1: By 2025, Northside will increase the Climate and Culture & Safety Index from 74.6% to 77.6%. Objective #2: By 2026, Northside will increase the Climate and Culture & Safety Index from 77.6% to 80.6%.	Second Steps & Quaver SEL	(1) Homeroom teachers will teach Second Steps Social Emotional Learning to students. Teachers will supplement with Quaver SEL.	Academic and Behavioral Data	Counselor will monitor implementation by teachers. Teachers and staff will monitor Academic ande Behavioral data using the MTSS Process.	Second Steps: District Funded Quaver: $2400
		(5) Grade Level RTI meetings will take place once every 6 weeks to review academic needs for grade levels.	Referral to RTI Meeting and/or Systematic Problem Solving Meeting.	Every 6-weeks	No funding
	Watch Dogs	(1) Counselor will organize parents to come and volunteer in classrooms and throughout the building	Academic and Behavioral Data	Counselor will monitor participation by parents and help to organize schedule based on school needs.	
	Mental Health Therapist	(1) Mental Health Therapist will meet with Tier 3 students who have been identified in needs meeting.	Academic, Behavioral, Attendance, Health Data.	Needs meeting weekly helps to identify student needs.	District Funded
	Safety Patrol	(1) Principal will monitor implementation of Safety Patrol for 5th grade students throughout the building. Duty will provide a sense of pride in being a part of the patrol as well as providing safety measures for the rest of the building.	Academic and Behavioral Data	KSA Climate and Culture Index as well as Safety Index.	No funding
	School Resource Officer	(1) SRO will patrol Northside Elementary daily	Safety building check & State safety audit.	Safety building check & safety audit.	District Funded
	Golden Horseshoe Leadership Team	(1) Principal and Dean will use Student Voice to help shape the awards, rewards, create school initiatives and provide leadership opportunities for those students with a Gifted and Talented designation in 3rd-5th grades.	Academic and Behavioral Data	KSA Climate and Culture.	No funding
	Navigate & Safety Drills	(1) Principal will administer all safety drills in accordance with the state requirements	Kentucky Safety Requirements	Navigate	District funded
	Locked Classroom Doors	(1) Principal and SRO will ensure that all classroom doors are locked during instructional time.	Kentucky Safety Requirements (SB!)	Building walks/checks daily by Principal & SRO	No funding
	Radios	(1) All homeroom teachers will take the radio outside during recess in order to communicate with front office, SRO and principal.	Student safety reports and Accident reports	Student safety reports and Accident reports	No funding (already purchased)
	One Minute Meetings	(6): Establishing Learning Culture and Environment Administration will have "1 Minute meetings" to discuss students IReady, KSA, & culture with each student 3 times per year.	Improved Culture	Principal & Administrative Dean will collect data on all 3rd-5th grade students and review data on Google Form to make decisions on direction of school from a culture perspective.	No funding