



Campus Improvement Plan

2026-2027	Campus: Northside
District Mission	
To educate and prepare students to become lifelong learners who value excellence and integrity	
District Vision	District Moto
Empowering all students to achieve their dreams	The tradition of excellence continues
District Belief Statements	
Relationships Ownership Attitude Resilience ☐ All students shall experience teaching and learning in a safe, academically appropriate, and challenging environment so they may become productive lifelong learners contributing to their community. ☐ All families shall be welcomed, connected, and informed through open communication and expect flexibility and understanding with mutual respect and trust. ☐ All faculty and staff shall be highly qualified, diverse, dedicated, and inspiring individuals who love children and are fully supported as they work to build relationships with students and equip them with the necessary skills for success. ☐ All campus leaders shall be accessible and ethical, operating transparently as they foster positive relationships to create a caring, structured, trusting, and inspiring learning culture. ☐ The superintendent and district administration shall be ethical and accessible servant leaders who model respect in their work to define and deliver our district's priorities. ☐ All school board trustees shall be ethical, well-trained representatives of the entire school community who are student-centered and policy-driven in their governance, stewardship, and leadership of our district.	
HISD Goals	
• Students on grade level in reading • Students on grade level in math • Students graduate life and career ready	
Performance Objectives (S.M.A.R.T format) Example: <i>3rd grade Asian student achievement on weekly common formative math assessments will increase from 35% to 55% at the Approaches Grade Level standard or higher by January of 2026</i>	



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Goal: Students on Grade Level in Reading

Objective 1: Raise Meets Grade Level in RLA from 47% to 54%

Strategies:

- Weekly PLCs focused on Priority TEKS, instructional strategies, and student mastery.
- Six-week planning days utilizing the backward design model to align instruction, assessment, and Priority TEKS.
- Data-driven planning focused on responding to CFA results and addressing gaps in TEKS mastery.
- Dedicated intervention time built into the master schedule to close identified student learning gaps through the MTSS process.

Review:

October	January	March	June

Objective 2: Raise Meets Grade Level in RLA in the Special Education subpopulation from 17% to 25%

Strategies:

- Target Priority TEKS: Use assessment data to identify and reteach RLA TEKS where SPED students demonstrate the greatest need.
- Small-Group Instruction: Provide targeted small-group instruction in comprehension, vocabulary, fluency, and written response using appropriate scaffolds.
- Spiral Review: Consistently spiral previously taught RLA TEKS and prerequisite skills to strengthen retention and close learning gaps.
- Progress Monitoring: Regularly review SPED RLA data through formative and common assessments and adjust instruction and interventions based on student performance.

Review:

October	January	March	June

Goal: Students on Grade Level in Math

Objective 1: Raise Meets Grade Level in math from 43% to 50%.

Strategies:

- Weekly PLCs focused on Priority TEKS, instructional strategies, and student mastery.
- Six-week planning days utilizing the backward design model to align instruction, assessment, and Priority TEKS.
- Data-driven planning focused on responding to CFA results and addressing gaps in TEKS mastery.
- Dedicated intervention time built into the master schedule to close identified student learning gaps through the MTSS process.



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Review:

October	January	March	June

Objective 2: Raise Meets Grade Level in Math in the Special Education subpopulation from 12% to 20%

Strategies:

- Target Priority TEKS: Use assessment data to identify and reteach Math TEKS where SPED students demonstrate the greatest need.
- Small-Group Instruction: Provide targeted small-group instruction using explicit modeling, manipulatives, visual supports, and scaffolded practice.
- Spiral Review: Consistently spiral previously taught Math TEKS and prerequisite skills to strengthen retention and close learning gaps.
- Progress Monitoring: Regularly review SPED Math data through formative and common assessments and adjust instruction and interventions based on student performance.

Review:

October	January	March	June

Goal: Students on Grade Level in Science

Objective 1: Raise Meets Grade Level in Science 35% to 42%

Strategies:

- Weekly PLCs focused on Priority TEKS, instructional strategies, and student mastery.
- Six-week planning days utilizing the backward design model to align instruction, assessment, and Priority TEKS.
- Data-driven planning focused on responding to CFA results and addressing gaps in TEKS mastery.
- Dedicated intervention time built into the master schedule to close identified student learning gaps through the MTSS process.

Review:

October	January	March	June

Objective 2: Raise Meets Grade Level in Science in the Special Education subpopulation from 11% to 18%

Strategies:

- Target Priority TEKS: Use assessment data to identify and reteach Science TEKS where SPED students demonstrate the greatest need.
- Small-Group Instruction: Provide targeted small-group instruction using visuals, models, hands-on activities, and explicit vocabulary instruction.



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- Spiral Review: Consistently spiral previously taught Science TEKS to strengthen retention and address learning gaps.
- Progress Monitoring: Review SPED Science data regularly through formative and common assessments and adjust instruction/interventions based on student performance.

Goal: By May 2027, increase Average Daily Attendance to 96%.

Strategies:

- Collaborate with the district attendance officer to monitor attendance trends, conduct home visits, and support campus attendance interventions.
- Address chronic absenteeism through targeted, tiered interventions based on individual student and family needs.
- Establish and maintain systems to monitor daily attendance, identify concerns early, and provide timely follow-up with students and families.
- Recognize and incentivize improved and consistent attendance to promote a positive culture around coming to school every day.

Review:

October	January	March	June