



believe. engage. soar.

**2016-2017**

**Elementary**

**Campus Improvement Plan**

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# **Northgate Crossing Elementary School**

## **Campus Mission Statement**

**The Mission of Northgate Crossing Elementary is to become a learning organization in which all students will be successful learners. Together we will build a positive, supportive, caring learning community which fosters good self-esteem and encourages excellence.**

## **Campus Vision Statement**

**At Northgate Crossing Elementary, we believe that:**

- \*Building self-esteem allows children to believe they will be successful.**
- \*Quality Teachers set high expectations that empower students to achieve their best.**
- \*Staff members are facilitators of learning through encouragement, positivity and standards of excellence.**

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To Be Completed by Central Administration

*Reviewers:*

*Final Approval Date:*

Name	Status	Name	Status	Name	Status	Name	Status

**2016-2017 Site-Based Decision Making Committee  
Roster & Meeting Dates**

**2016-2017 Site-Based Decision Making Committee  
Roster & Meeting Dates**

<i>Required Position</i>	<i>Committee Member Name</i>	<i>Signature</i>
<i>Chair Person</i>	<i>Kristi Brown</i>	
<i>Teacher</i>	<i>Micah Gonzales</i>	
<i>Teacher</i>	<i>Lisa Earnst</i>	
<i>Teacher</i>	<i>Olivia Vazquez</i>	
<i>Teacher</i>	<i>Heather Rogers</i>	
<i>Teacher</i>	<i>Lori Douglass</i>	
<i>Teacher</i>	<i>Katy Martin</i>	
<i>Non-Teaching Professional</i>	<i>Juanita Acevedo</i>	
<i>Parent</i>	<i>Sonya Rojas-Zirilli</i>	
<i>Parent</i>	<i>Laura Marchand</i>	
<i>District Representative</i>	<i>Kelly Cline</i>	
<i>Community Member</i>	<i>Kate Turner</i>	
<i>Business Partner</i>	<i>Cameron Michalski</i>	

**2016-2017 Meeting Dates**

<i>Location</i>	<i>Date</i>	<i>Meeting Time</i>
NCES	June 02, 2016	3:30
NCES	June 13, 2016	1:00
NCES	June 20, 2016	9:00
NCES	June 27, 2016	9:00
NCES	June 28, 2016	9:00
NCES	June 29, 2016	9:00
NCES	July 25, 2016	1:00
NCES	August 5, 2016	9:00
NCES	October 19, 2016	3:45
NCES	January 12, 2017	3:45
NCES	March 23, 2017	3:45
NCES	May 24, 2017	3:45

## 2016-2017 SCHOOL YEAR COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"> <li>• STAAR Scores 2015 – 2016</li> <li>• Attendance Rate</li> <li>• iStation Reports</li> <li>• DPM Levels I, II, and III</li> <li>• Staff Development Sign-ins</li> <li>• TELPAS Results for 2015 – 2016</li> <li>• Volunteer Summary Report</li> <li>• PEIMS Data</li> <li>• 504 and At Risk Data</li> <li>• TAPR for 2014-2015</li> </ul>		<ul style="list-style-type: none"> <li>• Demographics Report</li> <li>• Parent Training Sign-ins</li> <li>• Curriculum Night Sign-ins</li> <li>• District Walk-Through Data</li> <li>• T-TESS Data</li> <li>• Eduphoria Assessment Reports</li> <li>• Master Schedule</li> <li>• FLEX Schedule</li> <li>• Survey Results</li> <li>• DRA Results</li> </ul>	
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<ol style="list-style-type: none"> <li>1. Low mobility</li> <li>2. 97.6% attendance rate</li> <li>3. Multiple special programs</li> <li>4. Low discipline referrals</li> <li>5. Ethnically diverse campus</li> <li>6. Bilingual campus</li> </ol>	<ol style="list-style-type: none"> <li>1. Need to retain a bilingual coach/interventionist</li> <li>2. Need to recruit diverse highly qualified teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Retain a bilingual coach/interventionist (\$56,500.00 Title 1)</li> <li>2. Recruit highly qualified teachers to match student diversity</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>1. At least 69% made 1 level of growth on TELPAS yearly progress indicator</li> <li>2. 5th grade STAAR math overall passing rate was 97%</li> <li>3. 5th grade STAAR reading overall passing rate was 90%</li> <li>4. Low failure rate</li> <li>5. Kinder reading achievement</li> <li>6. Tier 1 campus average of 70% on EOY iStation</li> </ol>	<ol style="list-style-type: none"> <li>1. First grade reading achievement</li> <li>2. Second grade reading achievement</li> <li>3. Provide consistency in revising and editing in second and third grade</li> <li>4. SPED Reading Achievement</li> <li>5. 4<sup>th</sup> Grade Writing Achievement</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve first grade reading achievement</li> <li>2. Improve second grade reading achievement</li> <li>3. Monitor consistency in revising and editing in second and third grade</li> <li>4. Improve reading achievement for SPED reading</li> <li>5. Improve reading achievement for 4<sup>th</sup> Grade Writing achievement</li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>1. 98% Student Attendance</li> <li>2. Students council provides student voice</li> <li>3. School wide celebration days (100th Days, Read Across America, Red Ribbon Week, Bookfair, Go Texan Day, Grandparents Day, 50's Day,</li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporation of social skills and life principles including communication skills, social etiquette, strong work ethic and development of leadership skills</li> <li>2. Staff recognition (classroom positive message notebook)</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff recognition Snap Jar and classroom positive message notebooks (\$320.00 General Funds)</li> <li>2. Continue student incentives for attendance – general budget - \$200</li> </ol>

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Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Sport Team Day, College T-Shirt Day, Career Week 4. Student led morning assembly (Rise and Shine) 5. Student incentive for attendance and reduced tardies 6. Mentors for all teachers new to teaching 7. Counselor guidance lessons 8. Funky Friday	3. Buddy teachers for experienced teachers new to Northgate 4. Continue counselor guidance lessons 5. Campus survey to assess staff needs	
<b>Staff Quality/ Professional Development</b>	1. 100% of staff earned required 50 hours of staff development 2. Wide Range of Professional Development Opportunities (PLC, Literacy framework, iStation, Instructional Frames) 3. 100% Highly Qualified Teachers 4. 100% GT Certified 5. 95% ESL moving to 100% 6. Active Recruitment at Spring ISD Job Fair 7. 95% teacher attendance 8. Average years of experience for teachers is 10 years	1. Accountability for implementing professional development 2. Retain highly qualified staff (24% teacher turnover) 3. Campus staff development driven by campus data 4. Implement literacy framework with fidelity 5. Staff development in math problem solving 6. Staff development strategies for ELL learners 7. Staff development-DRA	1. Implement literacy framework with fidelity 2. Staff development-math problem solving 3. Staff development-strategies for ELL learners 4. Training on the Continuous Improvement Process Literacy Coach-\$56,000 Title I 6119 Math Coach-\$56,500 SCE 6119

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Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Curriculum, Instruction &amp; Assessment</b>	<ol style="list-style-type: none"> <li>1. Integration of FLEX (intervention) schedule into master schedule</li> <li>2. Implementation of the Analysis Pyramid</li> <li>3. Use of iStation data in K-2<sup>nd</sup></li> <li>4. Implementation of the district bilingual model</li> <li>5. Lesson plans entered in Eduphoria</li> <li>6. Staff involved in district curriculum writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of data analysis</li> <li>2. Increase writing across the content areas</li> <li>3. Use of DRA/Word analysis data to drive instruction</li> <li>4. Implement differentiation/higher order thinking skills</li> <li>5. Implementation of Literacy Framework</li> <li>6. Utilize iStation teacher resources</li> <li>7. Provide training for data teams</li> </ol>	<ol style="list-style-type: none"> <li>1. Training for differentiation</li> <li>2. Training for higher order thinking skills</li> <li>3. Implement data teams Student Support Specialist \$ 56,500 SCE 6119</li> </ol>
<b>Family and Community Involvement</b>	<ol style="list-style-type: none"> <li>1. Monthly (at least) family participation in activities/events</li> <li>2. Volunteering of both teachers and parents</li> <li>3. Parent newsletter</li> <li>4. Northgate Crossing Website</li> <li>5. PTO Facebook Connection</li> <li>6. Translated parent communication (Spanish)</li> <li>7. Monthly coffee talk with counselor (English and Spanish)</li> <li>8. Little library</li> <li>9. Monthly parent connection newsletter</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher participation at PTO events</li> <li>2. Bilingual community involvement in volunteering and PTO events</li> <li>3. Updated parent contact information at second semester</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage bilingual community attendance and involvement in volunteering through the parent liaison (\$2,000.00 Title 1)</li> </ol>

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Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>School Context and Organization</b>	<ol style="list-style-type: none"> <li>1. FLEX (intervention) for all grade levels</li> <li>2. Grade levels located together</li> <li>3. Team leaders meet with admin monthly</li> <li>4. Counseling services available to all students</li> <li>5. Wide variety of extracurricular activities offered</li> <li>6. Morning Assembly (Rise and Shine)</li> <li>7. Master schedule supports optimum instruction time in the classroom</li> <li>8. Monthly bilingual vertical team meetings</li> <li>9. Assigned duty (AM/PM)</li> <li>10. Extra-curricular student activities (Chess, SECME, Safety Patrol, Choir, Student Council, Garden Club, Running Club, Math Counts)</li> <li>11. DPM Monitoring</li> </ol>	<ol style="list-style-type: none"> <li>1. Vertical curriculum teams implemented with fidelity</li> <li>2. Smooth transition from Pre-k to Kindergarten</li> </ol>	<ol style="list-style-type: none"> <li>1. Vertical teams in math, science, and literacy will meet once every six weeks</li> <li>2. Provide a smooth transition from Pre-K to Kindergarten</li> </ol>
<b>Technology</b>	<ol style="list-style-type: none"> <li>1. Variety of technology for teachers (26 sets of clickers, 12 SmartBoards, 11 Nooks, 40 Document cameras, 2 computers in each classroom)</li> <li>2. District Support (DS, IT Support)</li> <li>3. Students use technology on a weekly basis</li> </ol>	<ol style="list-style-type: none"> <li>1. Wide variety of integration of technology to support instruction</li> <li>2. Computer lab maintenance</li> <li>3. ESL/Bilingual compliance printer</li> <li>4. Additional technology trainings</li> </ol>	<ol style="list-style-type: none"> <li>1. Training on integration of available technology resources to support instruction</li> </ol>

Is your Campus Title I:

YES

NO

Spring Independent School District

2016-2017

Campus Name: Northgate Crossing Elementary

Principal's Name: Kristi Brown

Spring ISD Imperative: Reach Every Student						
Campus Goal 1: To increase student performance by 8% on STAAR in Reading from 82% to a final score of 90% meeting standard.						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
1. Reading Achievement 3-5	1. Implement literacy framework with fidelity by conducting monthly meetings with literacy coach during PLC	PD, HQS	Literacy Coach (LC), grade-level teachers, ELL Coordinator	LC \$56,500 Title I 6119 DRA Kits-\$1,136 SCE 6321	August 26, September 26, October 24, November 14, January 30, February 27, March 27, April 24, May 22	Sign-in, Agenda
	2. Provide coaching sessions for teachers	PD, HQS	LC, Principal, AP grade-level teachers	The Heart of Coaching book	August – May	LC observation forms
	3. Utilize iStation data K-5 monthly to evaluate student progress for all students and provide interventions	ETA, CNA, RS	Student Support Specialist (SSS), LC, grade-level teachers, SPED teachers	SSS- \$56,500 SCE 6119, iStation Reports, PLC	September– May, Monthly	iStation reports
	4. Provide targeted instruction/ intervention during FLEX time based on DRA/iStation/Checkpoints/Benchmark/STAAR data	HQS, RS, CNA, ETA	LC, SSS, Grade Level Teachers, Title I tutors, Bilingual interventionist, ESL teacher, SPED teachers	Benchmark Data, STAAR Data, iStation reports, Title I tutors \$24,000 – 6112, Title I funds – Title I teacher \$65,000 – 6119, Comp Ed funds – ESL teacher - \$56,500, Manipulative Tubs-\$200 SCE 6321, Really Great Reading (Boost)-\$2,260.16 SCE 6321	November – May (Tuesday, Wednesday, Thursday of each week)	iStation reports, STAAR data, Benchmark Data, FLEX Lesson Plans
	5. Provide after school tutoring.	HQS, RS, CNA, ETA	LC, SSS, Grade Level Teachers, Bilingual interventionist, ESL teacher, SPED teachers	Buses- \$1,000 SCE 6494, Tutors- \$5,500 SCE 6118.TU, \$2500 Supplemental Pay Gen. Budget 6118 Materials- STAAR Ready \$1100 SCE 6321	January – May (Tuesday of each week)	Tutoring Lesson Plans, Bus Plan, Supplemental Pay Forms, Benchmark Data, Tutoring Assessments, STAAR Data



Is your Campus Title I:

**YES**

**NO**

**Spring Independent School District  
2016-2017**

*Campus Name: Northgate Crossing Elementary*

*Principal's Name: Kristi Brown*

<b>Spring ISD Imperative: Reach Every Student</b>						
<b>Campus Goal 2:</b> 80% of K-2 students will meet or exceed standards on EOY DRA.						
<b>Campus Performance Challenge (Priorities)</b>	<b>Action Steps to Address Performance Challenge(s)</b>	<b>Title I School-Wide Components</b>	<b>Campus Staff Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Actions</b>	
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	
1. K-2 Reading Achievement	1. Implement literacy framework with fidelity by conducting monthly meetings with literacy coach during PLC	PD, HQS	LC, grade-level teachers	PLC - LC \$65,000 Title I 6119	August 25, September 26, October 17, November 14, January 30, February 27, March 27, April 24, May 22	Sign-in, Agenda
	2. Provide coaching sessions for teachers	PD, HQS	LC, Principal, AP grade-level teachers	The Heart of Coaching book Neuhaus coaching (new)	September – May	LC observation forms
	3. Utilize iStation data K-5 monthly to evaluate student progress for all students and provide interventions	ETA, CNA, RS	SSS, CTC, LC, grade-level teachers, SPED teachers	iStation Reports, PL	August – May, Monthly	iStation reports
	4. Utilize DRA/Word Analysis to drive instruction	CNA, TDA	K-3 Teachers, LC	RA kits	September, January, May	Eduphoria DR
	5. Provide targeted instruction/intervention during FLEX time based on DRA/iStation/Checkpoints/Benchmark/STAAR data	HQS, RS, CNA, ETA	LC, SSS, Grade Level Teachers, Title I tutors, Bilingual interventionist, ESL teacher, SPED teachers	DRA data, iStation reports, Title I tutors \$19,000 – 6112, Title I funds – Title I teacher \$65,000 – 6119, Comp Ed funds – ESL teacher - \$56,500	November – May (Tuesday, Wednesday, Thursday of each week)	iStation reports, DRA data, FLEX Lesson Plans

Is your Campus Title I:

YES

NO

Spring Independent School District  
2016-2017

Campus Name: Northgate Crossing Elementary

Principal's Name: Kristi Brown

Spring ISD Imperative: Excellence in Every School						
Campus Goal 3: Northgate Crossing Elementary will continue utilizing Professional Learning Communities to engage 100% of the staff in analyzing data to determine campus needs for the 2016-2017 school year.						
Campus Performance Challenge (Priorities)	Action Steps to Address Performance Challenge(s)	Title I School-Wide Components	Campus Staff Responsible	Resources Needed	Timeline for Actions	Evidence of Progress
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
1. Implement Grade Level Data Teams for the 2016/2017 School Year	1. Data Teams 4 Learning professional development	PD, TDA, ETA, CNA	Principal, AP, SSS, Math Coach (MC)	Data Teams 4 Learning training manual	October 3, 2016	Sign-in, Agenda
	2. Professional development in the use of Eduphoria for disaggregation of data	PD, ETA, TDA	SSS, MC, District Rep.	Eduphoria (Aware)	October 3-7, 2016	Sign-in, Agenda
	3. Classroom teachers will create and maintain data binders that track the progress of their individual students	TDA, ETA	SSS, Principal, AP, Classroom Teachers, LC	Eduphoria, binders, paper, checkpoint reflections (new)	September – May 2017	STAAR Scores, iStation, Benchmarks, Checkpoints, Report Cards
	4. Student goal setting and data tracking	RS	Classroom teachers, students	Student tracking folders, paper	September – May 2017	Student tracking folders, student data page
2. Implement Vertical Alignment Teams	1. Science, Math, Literacy, and Bilingual Vertical Alignment Teams will meet every six weeks to ensure transitions across grade levels	T, RS, CNA, ETA	Teachers, Math Coach, LC, SSS, Bilingual Interventionist, ESL Teacher, AP, Principal	Grade level curriculum, TEKS, Assessment Data	September 29, November 10, January 19, March 2, April 20	Sign-in, Agenda, STAAR Scores, Report Cards, District Assessments
3. Ensure a smooth transition for students moving from Pre-K to Kindergarten	1. Provide an aligned curriculum and goals by coordinating classroom visits between Pre-K and Kindergarten teachers	T, RS	PK/K Teachers	Grade level Curriculum	January 20, 2017 May 12, 2017	Teacher Reflections

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	2. Provide Pre-K parent meetings.	T, RS	PK/K Teachers	Enrollment packet (birth certificate, proof of residency, proof of income...)	August 25, 2016	Sign-in, Agenda
	3. Provide Pre-K Roundup	T, RS	PK Teachers, Registrar, Nurse, ELL Coordinator, Parents, Administrator		May 2017	

<b>Spring ISD Imperative: High Performance from Every Employee</b>						
<b>Campus Goal 4:</b> Northgate will implement at least 2 instructional strategies to educate 100% of our teachers to effectively meet the needs of our diverse student population.						
<b>Campus Performance Challenge (Priorities)</b>	<b>Action Steps to Address Performance Challenge(s)</b>	<b>Title I School-Wide Components</b>	<b>Campus Staff Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Actions</b>	<b>Evidence of Progress</b>
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goal.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
1. Differentiation	1. Provide professional development on differentiation	PD, CNA, HQS, RS, SRA	Principal, AP, LC, MC	Reading Strategies book, LC-Title I	August 10, 2016 October 18-21, 2016	Sign-in, Agenda STAAR Scores
2. Higher Order Thinking Questions	1. Provide professional development on higher order thinking questions	PD, CNA, HQS, RS, SA	Principal, AP, LC, MC	A Pedagogy of Questioning book, LC-Title I	August 10, 2016 October 24, 2016	Sign-in, Agenda STAAR Scores
3. ELL Strategies	1. Provide professional development on ELL strategies	PD, CNA, HQS, RS, SRA	Principal, AP, ESL Teacher, Bilingual Interventionist	Title I teacher \$65,000 – 6119, Comp Ed funds – ESL teacher - \$56,500	September 19, 2016 October 17, 2016 December 1, 2016	Sign-in, Agenda STAAR Scores
	2. ELL teacher facilitator (new)					
4. Technology Training	1. Provided professional development on available technology to support instruction	PD, CNA, HQS, SRA,	Principal, AP, DS, SSS, Librarian	Projector, SmartBoard, Clickers, Chalkboards, Chromebooks, SSS-SCE	Smartboard Training –September 2016-(TBD) Nov. 30 (NEW) Clickers Training	Sign-in, Agenda

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					– October 2016 (TBD) Jan. 11 (NEW) Chalkboard Training – November 2016 Feb. 8 (NEW) Chromebook Training – January 2017 Mar. 8 (NEW)	
5. Neuhaus (new)	1. Provide professional development on modules K-2	PD, RS	LC, Primary teachers,	Neuhaus book, Neuhaus module videos	September - May	Sign in and agendas
6. Write Now! (new)	1. Provide professional development for K-5	PD, RS, CNA	K-5 Teachers, Workforce (district)	Grammar Keepers book	August 11, September 26-30, October 14-15	Sign in and agendas

<b>Spring ISD Imperative: Engaged Stakeholders in Every Community</b>						
<b>Campus Goal 5:</b> Northgate will increase parental involvement with a special emphasis on bilingual parental involvement by providing at least four outreach activities.						
<b>Campus Performance Challenge (Priorities)</b>	<b>Action Steps to Address Performance Challenge(s)</b>	<b>Title I School-Wide Components</b>	<b>Campus Staff Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Actions</b>	<b>Evidence of Progress</b>
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
1. Parental Involvement	1. Increase opportunities for all parents to volunteer in the classroom	PI	Counselor (Parent Liaison), AP, Teachers. Bilingual Interventionist, ESL Teacher	Title I (Parent Liaison) - \$2,000 – 6117	August – May 2017 Meet the Navigator Aug. 19 Open House/Curriculum Night -September 22 Parent Conference Day- October 10	Volunteer Summary Report-Total Volunteer Hours
	2. Provide family access to computer labs after school	PI, RS	Counselor, AP, Teachers. Bilingual Interventionist, ESL Teacher	Computer labs	Science Night- February 16	Sign-in
	3. Provide monthly coffee talks with the counselor.	PI, CNA	Counselor	Parent Connect, Light Snacks- \$100 Title I, Axa	September 2, October 7, November 4, January 6,	Sign-in, Agenda

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**Spring Independent School District**

**2016-2017**

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				Presentations on Savings for College, Career Workshop, Financial Well-ness	February 3, March 3, April 17	
	4. Provide important communication in English and Spanish on parent letters, notes, and on the campus webpage	PI, CNA	Webmaster, Secretary	Website, scanner, Paper, Parent Connect, Home and School Connection Newsletter – \$600 Title I 6399	August – May 2017	Screenshot of website, Copies of Communication
	5. Provide one ESL/Bilingual family Night.	PI, CNA	Bilingual/ESL Teachers, AP, Bilingual Interventionist	Bilingual Interventionist-Title I, Parent Liaison-Title I, Light Snacks \$100 Title I	April 27, 2017	Sign-in, Agenda

**Spring ISD Imperative: Opportunities and Choice for Every Family**

**Campus Goal 6:** All students will have the opportunity and choice to participate in a variety of extracurricular activities before and after school.

<b>Campus Performance Challenge (Priorities)</b>	<b>Action Steps to Address Performance Challenge(s)</b>	<b>Title I School-Wide Components</b>	<b>Campus Staff Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Actions</b>	<b>Evidence of Progress</b>
<i>In each row, capture the critical challenge your school faces (what problem are you trying to solve?).</i>	<i>List one or more specific actions you will take to address the root causes and pursue the goal (how) Strategies/Interventions/Activities required to meet annual goals.</i>	<i>For each action, list the Title I component that is addressed through the action.</i>	<i>For each action, list the person responsible for ensuring the action is completed. Organized actions by groups. Who will perform the action?</i>	<i>For each action, list the resources, estimated cost and funding source to ensure the action is completed</i>	<i>For each action, provide a timeline for completing the action (when) Sequence the interventions, activities, etc.</i>	<i>Define what measureable evidence would indicate needed progress toward long-term goal How will you monitor goals based on the sequence of interventions, activities, etc.? Implement and monitor - Determine what data will be reviewed and the timeline for review.</i>
1. Extracurricular activities	1. Student Council.	RS, HQS	Teacher Sponsor, AP, Principal	“No Place for Hate” Curriculum	Sept. 15, Oct. 13, Nov. 17, Dec. 15, Jan. 19, Feb. 16, March 23, April 20, May 18	Sign-in
	2. Fitness Club	RS, HQS	Teacher Sponsor, AP, Principal	Track, Gym	October 4–November 29 (Every Tuesday before School)	Sign-in
	3. SECME Club	RS, HQS	Teacher Sponsor, AP, Principal	Robotics Kits, Mouse Trap Car Kits, Butcher Paper, Markers, Water Bottle Rocket kits	September 28–April 26 (Every Wednesday After School)	Sign-in
	4. Choir	RS, HQS	Teacher Sponsor, AP, Principal	Sound System	September 22–May 25 (Every Thursday After School)	Sign-in

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					school)	
	5. Gardening Club	RS, HQS	Teacher Sponsor, AP, Principal	Seeds, Gardening Tools	September 7-May 24 (Every Wednesday After School)	Sign-in
	6. Chess Club	RS, HQS	Teacher Sponsor, AP, Principal	Chess Pieces/Boards	Oct. 6, Nov. 3, Dec. 1, Jan. 5, Feb. 2, March 2, April 6, May 4	Sign-in
6. PTO Nights – monthly Activities	1. Skate Night, Movie Night, Dinner Nights, Cookies with Santa, Bingo Nights	PI, RS	PTO Board, AP, Principal	PTO Calendar, Flyers, Stickers	August- May 2017	Sign-in
7. Curriculum Nights	1. Curriculum content night,	PI, RS	Teachers, AP, Principal	Paper, pencil, markers	September 22, 2016	Sign-in
	2. Science Night	PI, RS	Teachers, AP, Principal	Science lab materials	February 16, 2017	Sign-in

Physical Education Plan – Elementary Campuses Only								
<b>Spring ISD Imperative: Reach Every Student</b>				In order to meet the intent of 19 TAC 74.32, Physical Activity Programs for Elementary School Students as adopted by the State Board of Education, March 22, 2002. Students will participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly using TEKS-based physical education class or a TEKS-based structured physical activity.				
<b>Campus Goal:</b> 100% of students will adhere to state physical activity requirements.		<b>Grade Level:</b>	<b>Kinder</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
		<b>Minutes per Wk:</b>	135	135	135	135	135	135
<b>Campus Performance Challenge (Priorities)</b>	<b>Action Steps to Address Performance Challenge(s)</b>	<b>Title I School-Wide Components</b>	<b>Campus Staff Responsible</b>	<b>Resources Needed</b>	<b>Timeline for Actions</b>	<b>Evidence of Progress</b>		
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1. Students participation in physical activity for a minimum of 135 minutes weekly	1. Practice with pace running in PE class, fitness stations, and aerobic activities.	ETA	PE Teacher	PE Fund Raising for Charms	August – May	Ftnessgram testing Master Schedule with allotted PE minutes
	2. Monthly Mile Runs	ETA	Library, Art, Music, and PE (LAMP) Teachers		August – May	Fitnessgram testing Master Schedule with allotted PE minutes
	3. Implement Coordinator Approach To Child Health (CATCH) to relate eating healthy to exercise	ETA	PE Teacher, LAMP Teachers, Grade Level Teachers	CATCH Resources	August – May	Fitnessgram testing
2 Family Involvement	1. Provide a color run for families	PI	Teachers, AP, Principal	Track	March 4, 2017	Sign-in

**Title I Ten School-wide Components: At-A-Glance**

<b>1. CNA</b> – Comprehensive Needs Assessment	<b>2. RS</b> – Schoolwide Reform Strategies	<b>3. HQS</b> – Instruction by Highly Qualified Teachers
<b>4. PD</b> – Professional Development	<b>5. SRA</b> –Strategies to Retain and Attract HQ Staff	<b>6. PI</b> – Parental Involvement
<b>7. T</b> –Transition from ECP and other grades	<b>8. TDA</b> – Teacher in Decision Making	<b>9. ETA</b> – Effective and Timely Assistance
<b>10. CIS</b> – Coordination/Integration of Services		

1. *Comprehensive Needs Assessment*
2. *School-wide Reform Strategies*
3. *Instruction by Highly Qualified Teachers*
4. *Professional Development*
5. *Strategies to Retain and Attract Highly Qualified Staff*
6. *Parental Involvement*
7. *Assist in Transition from Early Childhood Programs (ECP) and other grade levels*
8. *Teachers Involved in Decision Making Assessments*
9. *Effective and Timely Assistance*
10. *Coordination and integration of Federal, State, and local services and programs*

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**State Compensatory Education-these activities and funds must be clearly defined within the CIP**

**Such as:**

- 1. Employees who are paid out of SCE Funds (Student Support Specialist, Accountability Specialist etc.)**
- 2. Services: Tutorials, Academics Buses**

**SCE-State Compensatory Education**

***Spring ISD Imperatives:***

- 1. Reach Every Student
- 2. Excellence in Every School
- 3. High Performance from Every Employee
- 4. Engaged Stakeholders in Every Community
- 5. Opportunities and Choice for Every Family

**10 Components of a Title I, Part A School-wide Program** [www2.ed.gov/policy](http://www2.ed.gov/policy)

**(1) A comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

**(2) Schoolwide reform strategies** that —

- (i) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
- (ii) use effective methods and instructional strategies that are based on scientifically based research that —
  - (I) strengthen the core academic program in the school;
  - (II) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
  - (III) include strategies for meeting the educational needs of historically underserved populations;
- (iii)(I) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program, which may include —
  - (aa) counseling, pupil services, and mentoring services;
  - (bb) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and



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(cc) the integration of vocational and technical education programs; and

(II) address how the school will determine if such needs have been met; and

(iv) are consistent with, and are designed to implement, the State and local improvement plans, if any.

**(3) Instruction by highly qualified teachers.**

**(4) High-quality and ongoing professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards In accordance with section 1119 and subsection (a)(4)

**(5) Strategies to attract high-quality highly qualified teachers to high-need schools.**

**(6) Strategies to increase parental involvement** in accordance with section 1118, such as family literary services.

**(7) Plans for assisting preschool children in the transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**(8) Measures to include teachers in the decisions regarding the use of academic** assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**(9) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance** which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**(10) Coordination and integration of Federal, State, and local services and programs, including** programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.