

**Spring Independent School District
Northgate Crossing Elementary
2022-2023 Goals/Performance Objectives/Strategies**

Accountability Rating: C



Board Approval Date: September 13, 2022
Public Presentation Date: September 8, 2022

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 that fosters good self-esteem and encourages excellence.

The Mission of Spring ISD is to prepare students to be lifelong learners, critical thinkers, and responsible citizens who display good character - ready to contribute, compete and lead in today's global society.

Vision

Spring Independent School District will be a district of choice for high-quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

Core Beliefs

We base our decisions on what is best for our students.

We strive for excellence in all we do

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.

VALUE 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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Goals

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2023, 85% of students will reach at least Approaches and at least 53% will reach Meets on the Spring 2023 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters' level on the Spring 2023 STAAR Reading (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 3 Approaches 80%, Meets 45%, Masters-30%



Grade 4 Approaches-80%, Meets-45%, Masters-35%



Grade 5 Approaches-90%, Meets-60%, Masters-35%

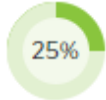

Grades 3-5 Approaches- 85%, Meets- 53%, Masters- 30%

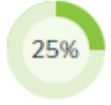

Domain 1 [Approaches+Meets+Masters] 180+(A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

Evaluation Data Sources: 2023 STAAR Reading Domain 1 scores for all student groups, Benchmark Tests, Unit Tests, Checkpoints.

Strategy 1 Details	Reviews			
<p>Strategy 1: Reading Achievement 3-5</p> <p>a. Ensure that classroom teachers implement the district curriculum(Amplify), unit guides, and aligned resources with fidelity in order to raise reading performance for each individual scholar.</p> <p>b. Independent Reading - Scholars will participate daily in a variety of independent reading activities including reading to each other, reading to the teacher, and reading to themselves. Library Media Specialists will support this initiative.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by:</p> <ul style="list-style-type: none"> - Active classroom monitoring and coaching by the administrators - Continued Training on the Amplify curriculum and its components for all 3-5 teachers - Implementation of SISD's SpringWay Systems and Routines. <p>2. IMPACT- unit checkpoint, benchmark, STAAR assessment data showing student growth when compared to last year's scores. Meets Q1-20%, Q2-40%, Q3-60%, Q4-80 % on-campus/district benchmark testing.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, Library Media Specialist, Digital Learning Literacy Coach, Reading Interventionists, Academic Dual Language Teacher Leader</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Library Media Specialist - 211 Title I, Part A, Literacy Interventionist - 199 State SCE - State Compensatory Education (PIC, Instructional Specialist - 199 State SCE - State Compensatory Education (PIC</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Reading Achievement K-5</p> <p>a. Staff Development sessions on The Science of Reading, Literacy Across the Contents, and Amplify Reading will be provided during the 22-23 school year.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by staff development sign-in sheets and fidelity of implementation monitored through classroom observations. Training-Literacy Across the Contents, The Science of Reading training August-May, and Amplify training in June, July & August.</p> <p>2. IMPACT- unit checkpoint, Benchmark, and STAAR assessment data showing student growth when compared to last year's scores. Meets Q1-20%, Q2-40%, Q3-60%, Q4-80%</p> <p>Staff Responsible for Monitoring: Campus Administrators, Digital Learning Literacy Coach, District Trainers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Nearpod-1 year Flocabulary Site License - 211 Title I, Part A - \$2,650</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Reading Achievement 3-5 Support Staff will provide a variety of services: model lessons, provide feedback, pull small groups, provide intervention, and facilitate digital learning. Teachers and Administrators will: <ul style="list-style-type: none"> a. Ensure all students are tiered with ongoing progress monitoring b. Provide a plan of support for students by Tier including Intervention c. Ensure small group reading and intervention classes during the school day d. Provide targeted after school tutoring Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by mClass, MAP, checkpoint, Benchmark, and STAAR data. Progress monitoring will be used to track mastery of skills. 2. IMPACT-weekly assessments, unit checkpoints, Benchmark, and STAAR assessment data showing student growth when compared to last year's scores. Meets Q1-20%, Q2-40%, Q3-60%, Q4-80% on-campus/district goals. Staff Responsible for Monitoring: SSS, Classroom Teachers, SPED Teachers, Title I Tutors, Academic Dual Language Teacher Leader, ESL Teacher, Math/Reading Interventionist, Digital Learning Literacy Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Title I Tutors - 211 Title I, Part A - \$39,000, Student Support Specialist - 199 State SCE - State Compensatory Education (PIC, ESL Teacher - 211 Title I, Part A - \$37,500, After School Tutors - 199 State SCE - State Compensatory Education (PIC - \$11,500, Title I Teacher - 211 Title I, Part A - \$39,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Gifted and Talented</p> <p>a. 100% of grade K - 5 Gifted and Talented scholars will complete a scholar inventory and at minimum one Renzulli independent study project.</p> <p>b. 100% of scholars will participate in the Campus GT Expo to present the Texas Performance Standards Project (TPSP) research.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Completed scholar inventories and Renzulli independent study projects.</p> <p>2. IMPACT-weekly assessments, unit checkpoints, Benchmark, and STAAR assessment data showing student growth when compared to last year's scores. Masters Q1-10%, Q2-20%, Q3-30%, Q4-40% on-campus/district goals.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Campus GT Coordinator, GT Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The 2019 and the 2021 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2022 STAAR data shows that SPED students continue to score lower than other student groups. Root Cause: Many of our SPED students are multiple years behind grade level. Accommodations were not always implemented with fidelity.</p>
<p>Problem Statement 2: The 2022 STAAR data reveals that third-grade and fourth-grade reading scores are lower than fifth-grade reading scores - by about 20%. Root Cause: The third-grade and fourth-grade literacy blocks need to include more time for small groups, independent reading, and vocabulary enrichment.</p>
<p>Problem Statement 3: The 2022 MAP report reveals that 3-grade reading data for on or above-grade-level reading (66%) was significantly below both the fourth (75%) and fifth-grade (81%) data. Root Cause: Students lack reading endurance and test-taking strategies for showing comprehension and locating textual evidence.</p>
School Processes & Programs
<p>Problem Statement 2: NCES did not implement The SpringWay Systems & Routines for setting high academic and behavior expectations with 100% fidelity. Root Cause: NCES needs more training in the specific techniques presented in The SpringWay Systems & Routines to ensure high expectations for academics and behavior and the administration needs to consistently monitor implementation.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2023, 80% of students will reach at least Approaches and at least 45% will reach Meets on the Spring 2023 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 3 Approaches-80%, Meets-45%, Masters-35%

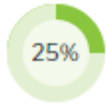

Grade 4 Approaches-80%, Meets-45%, Masters-35%

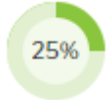

Grade 5 Approaches-85%, Meets-48%, Masters-35%





Grades 3-5 Approaches- 82%, Meets-45%, Masters-35%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

Evaluation Data Sources: 2023 STAAR Math Domain 1 scores for all student groups, Benchmark Tests, Unit Tests, Checkpoints.

Strategy 1 Details	Reviews			
<p>Strategy 1: Math Achievement 3-5</p> <p>a. Ensure that classroom teachers implement the SISD math curriculum(Eureka), unit guides and its aligned resources with fidelity to raise math performance for each student.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION - measured by:</p> <ul style="list-style-type: none"> -Active Classroom monitoring and coaching by the administrators. -Training on Eureka Math Curriculum for all teachers. -Implementation of SISD's SpringWay Systems & Routines/PLC. <p>2. IMPACT- weekly assessments, unit checkpoints, Benchmarks, and STAAR assessment data showing student growth when compared to last year's scores. Q1-20%, Q2-40%, Q3-60%, Q4-80%</p> <p>Staff Responsible for Monitoring: SSS, Classroom Teachers, SPED Teachers, Title I Tutors, Academic Dual Language Teacher Leader, ESL Teacher, Math Interventionist.</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Math Achievement 3-5</p> <p>Support Staff will provide a variety of services: model lessons, provide feedback, pull small groups, provide intervention, and facilitate digital learning. Teachers and Administrators will:</p> <ul style="list-style-type: none"> a. Ensure all students are tiered with ongoing progress monitoring b. Provide a plan of support for students by Tier including Intervention c. Ensure small group reading and intervention classes during the school day d. Provide targeted after school tutoring <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by MAP, checkpoint, Benchmark, and STAAR data. Progress monitoring will be used to track mastery of skills.</p> <p>2. IMPACT-weekly assessments, unit checkpoints, Benchmark, and STAAR assessment data showing student growth when compared to last year's scores. Meets Q1-20%, Q2-40%, Q3-60%, Q4-80% on-campus/district goals.</p> <p>Staff Responsible for Monitoring: SSS, Classroom Teachers, SPED Teachers, Title I Tutors, Academic Dual Language Teacher Leader, ESL Teacher, Math Interventionist.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Title I Tutors - 211 Title I, Part A, ESL Teacher - 211 Title I, Part A, General Supplies - 211 Title I, Part A - 6399 - \$3,194, General Supplies - 211 Title I, Part A - 6399 - \$2,066, Printers for All Grade Levels - 211 Title I, Part A - \$1,390.09</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The 2019 and the 2021 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2022 STAAR data shows that SPED students continue to score lower than other student groups. Root Cause: Many of our SPED students are multiple years behind grade level. Accommodations were not always implemented with fidelity.</p>
<p>Problem Statement 4: The 2022 STAAR data reveals that fourth-grade math scores are significantly lower than fifth-grade by 13% and fourth-grade math scores by 9%. Root Cause: A lack of direct instruction, small group instruction, and the use of manipulatives to teach the concepts impeded student learning. In addition, a lack of modeling and the use of academic vocabulary hindered student achievement.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students



Performance Objective 3: By June 2023, 78% of 5th-grade students will reach at least Approaches and at least 40% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.



Targeted Grade Level Performance Goals are:

Grade 5 Approaches- 78 %, Meets- 40 %, Masters- 30 %

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

Evaluation Data Sources: 2023 STAAR Science Domain 1 scores for all student groups, Benchmark Tests, Unit Tests, Checkpoints

Strategy 1 Details	Reviews			
<p>Strategy 1: Science Achievement for grade 5.</p> <p>a. Targeted instruction will be provided during scheduled grade level intervention time based on campus, district, and STAAR data.</p> <p>b. Provide after-school tutoring for scholars below 70% on campus, district, or STAAR data.</p> <p>c. Provide recess tutoring for all 5th-grade students twice a week.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: measured by lesson plans, walkthroughs, and observations.</p> <p>IMPACT an increase in performance on checkpoints, benchmarks, and STAAR. Q1-20%, Q2-40%, Q3-60%, Q4-80%</p> <p>Staff Responsible for Monitoring: SSS, Classroom Teachers, SPED Teachers, Title I Tutors, Academic Dual Language Teacher Leader, ESL Teacher, Math/Reading Interventionist.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Summit K-12 Science - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure student progress on science process skills, vocabulary words by TEKS, and STAAR-formatted assessments on a grade-level-wide, class-wide, and an individual level.</p> <p>Strategy's Expected Result/Impact: MPLEMENTATION: measured by lesson plans, walkthroughs, observations, and Summit K-12 Reports</p> <p>IMPACT an increase in performance on checkpoints, benchmarks, and STAAR. Q1-20%, Q2-40%, Q3-60%, Q4-80%</p> <p>Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Title I Tutors, Academic Dual Language Teacher Leader, ESL Teacher, Instructional Specialist</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The SPED program at Northgate Crossing performed lowest of all programs. The Staff needs support in implementing the inclusion instructional model. Root Cause: We were never fully staffed and the current staff lacked the training needed to implement the inclusion instructional model with fidelity.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Phonological Awareness	95% On Track
Letter-Sound Correspondence	95% On Track
Early Writing	95% On Track

HB3 Goal

Evaluation Data Sources: CIRCLE Reports

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Overall Math

95% On Track

HB3 Goal

Evaluation Data Sources: CIRCLE Reports

School Processes & Programs

Problem Statement 1: The SPED program at Northgate Crossing performed lowest of all programs. The Staff needs support in implementing the inclusion instructional model.

Root Cause: We were never fully staffed and the current staff lacked the training needed to implement the inclusion instructional model with fidelity.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students



Performance Objective 6: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)









Grade 3 66% On/Above (2022) to 76% On/Above (2023)

Grade 4 75% On/Above (2022) to 80% On/Above (2023)

Grade 5 81% On/Above (2022) to 85% On/Above (2023)

Evaluation Data Sources: MAP Reading Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement The SpringWay PLC</p> <p>a. Classroom teachers will create and maintain data binders to track the progress of their individual scholars with a focus on analyzing any disparaging difference between the sub-pops in reading.</p> <p>b. Principal and AP will create and maintain data binders to track the progress of all campus scholars.</p> <p>c. Learning PLC on New TEKS in ELA.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION - measured by checklist and team leader oversight.</p> <p>2. IMPACT- data is readily available to use during lesson planning to drive instruction and plan interventions.</p> <p>1. IMPLEMENTATION-measured by PLC sign-in. Monitored with walk-throughs, observations, and planning PLC.</p> <p>Learning PLC-September 2nd</p> <p>IMPACT-Increased reading achievement of students reading on or above grade level on MAP. MOY-50%, EOY-70%</p> <p>Staff Responsible for Monitoring: Principal, AP, Student Support Specialist, Classroom teachers, ESL Teacher, and SPED Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Reading Achievement 3-5</p> <p>a. Utilize 3-5 MAP data to monitor student progress and plan interventions.</p> <p>b. Implement district language arts curriculum(Amplify), unit guides, and aligned district resources with fidelity. Strategy's Expected Result/Impact: IMPLEMENTATION-measured by MAP BOY, MOY, and EOY assessment reports.</p> <p>IMPACT-Increase MAP MOY to 50% on or above grade level and MAP EOY to 70% on or above grade level. Staff Responsible for Monitoring: Administrators, SSS, Classroom teachers, ESL Teacher, Interventionists and SPED Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: GTS-Chromebooks (50) - 211 Title I, Part A - \$22,787</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: SpringWay Systems & Routines-</p> <p>a. Northgate Crossing will implement the SpringWay Systems & Routines to educate 100% of our teachers to effectively meet the academic and behavioral needs of our students in the classroom Strategy's Expected Result/Impact: IMPLEMENTATION measured by walkthroughs and classroom observations as well as discipline reports. 100% of teachers will be trained.</p> <p>IMPACT increased student achievement on MAP Reading. Boy 73%, MOY 76%, EOY 80% on or above grade level on MAP, and a 10% decrease in discipline referrals. Staff Responsible for Monitoring: Administrators, Counselor, Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 3: The 2022 MAP report reveals that 3-grade reading data for on or above-grade-level reading (66%) was significantly below both the fourth (75%) and fifth-grade (81%) data. **Root Cause:** Students lack reading endurance and test-taking strategies for showing comprehension and locating textual evidence.

School Processes & Programs

Problem Statement 2: NCES did not implement The SpringWay Systems & Routines for setting high academic and behavior expectations with 100% fidelity. **Root Cause:** NCES needs more training in the specific techniques presented in The SpringWay Systems & Routines to ensure high expectations for academics and behavior and the administration needs to consistently monitor implementation.

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade KG 66% On/Above (2022) to 76% On/Above (2023)

Grade 01 57% On/Above (2022) to 70% On/Above (2023)

Grade 02 58% On/Above (2022) to 70% On/Above (2023)

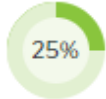

Grade 03 73% On/Above (2022) to 78% On/Above (2023)



Grade 04 69% On/Above (2022) to 75% On/Above (2023)


Grade 05 71% On/Above (2022) to 78% On/Above (2023)


HB3 Goal


Evaluation Data Sources: MAP Math Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement The SpringWay PLC</p> <p>a. Classroom teachers will create and maintain data binders to track the progress of their individual scholars with a focus on analyzing any disparaging difference between sub-pops in math.</p> <p>b. Principal and AP will create and maintain data binders to track the progress of all campus scholars.</p> <p>c. Learning PLC on Eureka Math Curriculum.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION - measured by checklist and team leader oversight.</p> <p>2. IMPACT- data is readily available to use during lesson planning to drive instruction and plan interventions.</p> <p>1. IMPLEMENTATION-measured by PLC sign-in. Monitored with walk-throughs, observations, and planning PLC.</p> <p>Learning PLC-September 2nd</p> <p>IMPACT-Increased reading achievement of students reading on or above grade level on MAP. MOY-50%, EOY-70%</p> <p>Staff Responsible for Monitoring: Principal, AP, Student Support Specialist, Classroom teachers, ESL Teacher, Academic Dual Language Teacher Leader, Instructional Specialist and SPED Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Accelerate math learning and close the gaps by ensuring students have the essential foundational knowledge they need to engage with grade-level content.</p> <p>1. Use Eureka Equip Diagnostic Tool 2. Direct Instruction 3. Supporting Lessons 4. Fluency 5. Math Videos</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION - measured by premodule assessments</p> <p>2. IMPACT- data is readily available to identify learning gaps and drives instruction</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Math Interventionists, Instructional Specialist, Academic Dual Language Teacher Leader</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 5: The 2022 EOY MAP report reveals that first and second-grade math data for on or above-grade-level was at least 12% lower than 3-5 math MAP data. Root Cause: Students lacked the opportunity to learn with manipulatives, work in small groups, and have more opportunities to test online.</p>

Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2023 (EOY), 65% of KG-2nd grade students will score "On/Above Grade Level" on mCLASS. By June 2023, each student population will reach at least 65% "On/Above Grade Level" or improve mastery by at least 15 PPT over 2022 EOY performance. (Example 49% to 64%)

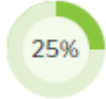





Grade KG-62%-70%

Grade 1-47%-65%

Grade 2-55%-65%

HB3 Goal

Evaluation Data Sources: mClass Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Amplify Reading to ensure students build language, foundational skills, and comprehension skills, while also developing:</p> <p>Phonological awareness Phonics Vocabulary Text analysis Comprehension Microcomprehension (i.e., the smaller aspects of comprehension that make up the reader's mental model of a text)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION - measured by mClass Foundational Skills Assessments</p> <p>2. IMPACT- data is readily available to identify learning gaps and to drive instruction</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Reading Interventionists, Instructional Specialist, Academic Dual Language Teacher Leader</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 8 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The SPED program at Northgate Crossing performed lowest of all programs. The Staff needs support in implementing the inclusion instructional model. Root Cause: We were never fully staffed and the current staff lacked the training needed to implement the inclusion instructional model with fidelity.</p>



Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students



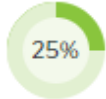

Performance Objective 9: By June 2023, the campus attendance rate will improve to a minimum of 96%.



2019 rate: 96.5% 2020 rate 97.5% 2021 rate 95.4% 2022 rate 93.6%

Source: District - Year Over Year Attendance % by School (Decision Ed)

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase Student Attendance PK-5</p> <p>a. Once week-Every Monday during announcements students and staff will be reminded about the importance of attendance and that 96% attendance is our goal.</p> <p>b. Once a month-announce the winner/winners of attendance prizes. Prizes include a popcorn party, ice cream, etc., for the whole grade level.</p> <p>c. Every nine weeks- all students that have perfect attendance (no tardies) get invited to a perfect attendance party and raffle.</p> <p>d. Every Semester-Names of all students with perfect attendance are put into a raffle for drawing various prizes.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION-Measured by Attendance Reports. Monitor using Decision Ed Dashboard.</p> <p>IMPACT-Increased student attendance. Q1-93.6%, Q2-94.5%, Q3-95.2%, Q4-96%</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Attendance Clerk, Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase Student Attendance PK-5</p> <p>a. Every teacher will receive a reminder card with the snapshot time to place on their computer.</p> <p>b. Students/parents receive a warning letter when they reach their 3rd tardy and one-hour detention on the 5th tardy and continues for every tardy after that during the nine weeks.</p> <p>c. Students/parents receive a warning letter on the 10th absence and are asked for a face-to-face conference if the excessive absences continue. Second semester-Conferences are held for those students that are below 90% attendance rate.</p> <p>Strategy's Expected Result/Impact: MPLEMENTATION-Attendance Reports.</p> <p>IMPACT-Increased student attendance.</p> <p>Staff Responsible for Monitoring: Administrators, Attendance Clerk, Counselor, Grade Level Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase Student Attendance PK-5 using a targeted incentive program</p> <p>a. Teachers will give classroom incentives to promote perfect attendance. Teachers will chart attendance in the classroom and in the hallway on the grade level bulletin board.</p> <p>b. Teachers will call the parents after 2 consecutive absences.</p> <p>c. The Attendance Clerk will call parents after every absence.</p> <p>D. Administrators will conference with parents of students that have chronic absenteeism.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION-Attendance Reports</p> <p>IMPACT-Increased student attendance</p> <p>Staff Responsible for Monitoring: Administrators, Attendance Clerk, Counselor, Grade Level Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Improve student attendance in Pre-K and Kindergarten.</p> <p>a. Provide Pre-K and Kindergarten students with incentives to encourage them to come to school.</p> <p>b. Provide Pre-K and Kindergarten parents with parenting workshops.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION-measured by volunteer sign-in.</p> <p>IMPACT increased student attendance by 3%.</p> <p>Staff Responsible for Monitoring: Administrators, Attendance Clerk, Pre-K Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 9 Problem Statements:

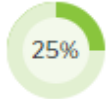

Demographics
<p>Problem Statement 1: NCES did not meet the expected 98% attendance rate by SISD. Root Cause: The Pre-K and Kindergarten attendance rates bring the overall average down for the campus. Current attendance action plans are ineffective.</p>









Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2023, achievement gaps between student groups will be decreased.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Data, Checkpoints, Benchmarks, Unit Tests

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure evidenced instructional practices as outlined in the special education Instructional Manual for intervention practices are used with fidelity to implement TEKS mastery for Special Education Students</p> <ul style="list-style-type: none"> a. Provide SpeciallyDesigned Instruction b. Use use Lift Off to progress monitor growth <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by mClass, MAP, checkpoint, Benchmark, and STAAR data. Progress monitoring Lift-Off will be used to track mastery of skills.</p> <p>2. IMPACT-weekly assessments, unit checkpoints, Benchmark, and STAAR assessment data showing student growth when compared to last year's scores. Meets Q1-20%, Q2-40%, Q3-60%, Q4-80% on-campus/district goals.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, SPED teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate support in the classroom for English Language Learners.</p> <ol style="list-style-type: none"> 1. Make it visual. Use realia and pictures. 2. Build in group work. 3. Allow scaffolding with the native language. 4. Look out for culturally unique vocabulary. 5. Use sentence frames. 6. Preteach whenever possible. 7. Learn about the cultural background of our students. <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by teacher feedback, Administrators observations and feedback</p> <p>2. IMPACT-weekly assessments, unit checkpoints, Benchmark, STAAR and TELPAS assessment data showing student growth when compared to last year's scores.</p> <p>Staff Responsible for Monitoring: Administrators, ESL Teacher, Dual Language Academic Support Teacher Leader</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%		
Strategy 3 Details	Reviews			
<p>Strategy 3: Intervene with students that didn't make progress measure on TELPAS.</p> <ol style="list-style-type: none"> 1. Use Summit K-12 TELPAS Tutorials 2. Small group instruction during grade-level intervention time. 3. Utilize Comparative Language Analysis 4. Implement vocabulary strategies such as games, word sorts, cognates, graphic organizers, Frayer cards, etc.. <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by teacher feedback, Administrators observations and feedback</p> <p>2. IMPACT-weekly assessments, unit checkpoints, Benchmark, STAAR and TELPAS assessment data showing student growth when compared to last year's scores.</p> <p>Staff Responsible for Monitoring: Administrators, ESL Teacher, Dual Language Academic Support Teacher Leader</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The 2019 and the 2021 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2022 STAAR data shows that SPED students continue to score lower than other student groups. **Root Cause:** Many of our SPED students are multiple years behind grade level. Accommodations were not always implemented with fidelity.

School Processes & Programs



Problem Statement 1: The SPED program at Northgate Crossing performed lowest of all programs. The Staff needs support in implementing the inclusion instructional model. **Root Cause:** We were never fully staffed and the current staff lacked the training needed to implement the inclusion instructional model with fidelity.



Problem Statement 3: There's a need to differentiate instruction for the English Language Learners-ESL program. **Root Cause:** There was a lack of specific and intentional staff development for linguistic accommodations purposes for ESL coded students.




Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2023, implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measures of success for PARTICIPATION and IMPACT.


Evaluation Data Sources: Agendas, Sign in Sheets, Title I Parent Policy


Strategy 1 Details	Reviews			
<p>Strategy 1: Provide an interactive Family Science Night for students and their families. Students will engage in hands-on science activities and experiments with their parents.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Grade levels will plan activities and set up booths.</p> <p>IMPACT Increased family engagement and student interest in science. In addition, an increase in performance on science checkpoints, benchmarks, and STAAR. Q1-20%, Q2-40%, Q3-60%, Q4-80%</p> <p>Staff Responsible for Monitoring: Administrators, Science Lead, All Teachers</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide an Open House, a Title I Meeting, and an opportunity to attend a Statewide A Parental Involvement Conference will familiarize parents with the academic requirements, schedules, and routines for students that will encourage student success.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Grade levels will plan presentations. Administrators plan logistics and guide grade-level presentations. The parent liaison will plan and present the Title I meeting.</p> <p>IMPACT: measured by agendas, fliers, and sign-in sheets.</p> <p>Staff Responsible for Monitoring: Administrators, the Counselor, All Teachers, and the Parent Liaison</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: Parent Liaison Stipend - 211 Title I, Part A - 6117.PI - \$2,000, Parent Involvement Books-DBA The Latino Family Literacy - 211 Title I, Part A - 6325.PI - \$1,898.25, Statewide Parental Involvement Conference - 211 Title I, Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a Multi-Cultural evening for parents and students that will include:</p> <ol style="list-style-type: none"> Multi-cultural performances Living Museum Parent information meeting over TELPAS scores Food from across the world <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Grade levels will plan performances and participation in Living Museum. Administrators plan logistics, guide grade-level performances, and present TELPAS information meeting.</p> <p>IMPACT: measured by agendas, fliers, and sign-in sheets.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Dual Language, Bilingual, and ESL Teachers, Academic Dual Language Teacher Leader</p> <p>Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: The 2022 STAAR data reveals that third-grade and fourth-grade reading scores are lower than fifth-grade reading scores - by about 20%. **Root Cause:** The third-grade and fourth-grade literacy blocks need to include more time for small groups, independent reading, and vocabulary enrichment.

Problem Statement 3: The 2022 MAP report reveals that 3-grade reading data for on or above-grade-level reading (66%) was significantly below both the fourth (75%) and fifth-grade (81%) data. **Root Cause:** Students lack reading endurance and test-taking strategies for showing comprehension and locating textual evidence.

Problem Statement 4: The 2022 STAAR data reveals that fourth-grade math scores are significantly lower than fifth-grade by 13% and fourth-grade math scores by 9%. **Root Cause:** A lack of direct instruction, small group instruction, and the use of manipulatives to teach the concepts impeded student learning. In addition, a lack of modeling and the use of academic vocabulary hindered student achievement.



School Processes & Programs








Problem Statement 3: There's a need to differentiate instruction for the English Language Learners-ESL program. **Root Cause:** There was a lack of specific and intentional staff development for linguistic accommodations purposes for ESL coded students.

Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2023, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success for PARTICIPATION and IMPACT.

Evaluation Data Sources: Sign-In Sheets (participants)
 Agendas
 Impact data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with a step-by-step process to de-escalate when experiencing high intensity emotions.</p> <p>Lead students through the step by step process:</p> <ol style="list-style-type: none"> 1. Pause 2. Indentify feeling(s) 3. Choose something that helps you cool down 4. Go <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by discipline referrals</p> <p>2. IMPACT-fewer calls for student behavior, increased student engagement, and positive classroom environments.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teach trauma informed practices resulting in perseverance and resiliency through Social Emotional Learning opportunities resulting in increased active participation in class and on assigned work.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by Teacher Feedback, Administrator and Counselor Observations</p> <p>2. IMPACT-Improved RTI data and increased attendance.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: NCES did not implement The SpringWay Systems & Routines for setting high academic and behavior expectations with 100% fidelity. Root Cause: NCES needs more training in the specific techniques presented in The SpringWay Systems & Routines to ensure high expectations for academics and behavior and the administration needs to consistently monitor implementation.</p>
Perceptions
<p>Problem Statement 1: The Social-Emotional well-being of our students has been compromised and we have a need for Social-Emotional Learning to be an integral part of our school day. Root Cause: Teachers lack the understanding of the social and emotional components of student behavior and how they are important to developing a constructive and positive environment for learning.</p>

Goal 5: OPPORTUNITIES-Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To maintain/increase campus enrollment established at October snapshot date (October 28, 2022), the campus will host/connect with the apartment management , homeowners associations, construction management/relators, etc at least 2x/semester to increase awareness of campus events, offerings, celebrations. The campus will determine the type of communication, logistics (date, time, location), and measures of PARTICIPATION and IMPACT.

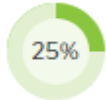





Evaluation Data Sources: Student Enrollment Reports, Flyers, Emails

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate face to face and electronically with apartment complexes to tell our story about Northgate for the purpose of building a community partnership.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION-measured by new student registration IMPACT-Increased student enrollment Connect with the community 1x each 9 Weeks for a total of 4x Q1-25% (complete) Q2-50%(complete) Q3-75%(complete) Q4-100%(complete) Staff Responsible for Monitoring: Counselor, Attendance Clerk, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2023, 100% of staff assigned to Learning Passports A, B, (C), and D will complete professional learning requirements. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. The campus will define incremental quarterly targets and monitoring strategies when not defined by district parameters or timelines.

Evaluation Data Sources: Eduphoria reports, Sign in Sheets, Walkthrough & Observation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators will meet with teachers 4 times through out the year to review progress on individual Learning Passports.</p> <p>Strategy's Expected Result/Impact: Implementation: measured by Eduphoria Reports, Professional Development Certificates, Sign in Sheets, Walkthrough Data</p> <p>Impact: Implementation of Professional Development, Increased Student Achievement</p> <p>Q1-25% Complete, Q2-50% complete, Q3-75% complete, Q4-100% complete</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				