Spring Independent School District

Northgate Crossing Elementary

2023-2024 Improvement Plan

Accountability Rating: C

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Northgate Crossing Elementary is a fifteen-year-old, ECSE-5th grade Title I campus in Spring ISD located in Spring, TX. Spring is a growing suburb 27 miles north of Houston. It is a diverse community. Although this improvement plan focuses on the 2023-2024 school year, the demographic information comes from information available in August 2023. Student enrollment at Northgate Crossing Elementary School decreased by 48 students from the 2022-2023 school year. September enrollment data shows that 685 students are enrolled and the student groups have changed over the last three years. Northgate Crossing Elementary campus has three main student groups: 56% are Hispanic, 11% are White and 28% are African American. Asian students make up less than 1% of the population. There are 4% claiming Two-or-More Races.

The 17% student mobility rate for Northgate Crossing Elementary is below the state average of 18%. The campus has identified 0 students who are migrants. Attendance rates remained steady. At 94%, the attendance rate is one of the highest in the school district. The campus attributes this achievement to a strong partnership with parents and a focus on academic achievement. The campus is predominately a neighborhood school. In addition, we have 116 transfer students due to Bilingual/Dual Language program followed by district employees. There are 7 bus routes serving the school. Northgate Crossing Elementary's student groups include 37% English Language Learners (ELLs), 11% Gifted and Talented, and 11% Special Education. Additionally, 88% are economically disadvantaged, and 51% are identified as at-risk

The latest TAPR report indicates that most teachers (35%) at Northgate have between 1-5 years of experience in the classroom. The next largest group are teachers with 11-20 years of experience. Most of our teaching staff (78%) earned their Bachelor's degrees and (22%) have earned their Master's degrees. We host 1-2 student teachers from local universities each semester.

Demographics Strengths

Northgate Crossing has many demographic strengths. Among our greatest strengths is the diversity of our student body. Some of the most notable demographic strengths include:

1. The attendance rate is one of the highest in the district at 94% and has remained consistent.

2. The student population consists of many ethnic and cultural backgrounds.

3. High transfer rates indicate that both district parents and campus staff prefer to register and educate their students at Northgate Crossing.

4. Have meaningful partnerships with Immanuel Church which has provided volunteer hours and school supplies for our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2 (Prioritized): 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 (Prioritized): 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.

Student Learning

Student Learning Summary

 A review of the 2023 STAAR assessment data shows continued improvement in grades and subjects targeted by the campus. Although we did not improve as much as we wanted to, we proud of the growth our data shows this year.

3rd Grade Reading increased to 42% in Meets from 41% in 2022

4th Grade Reading is at 51% in Meets with 20% in Masters

5th Grade Reading decreased to 49% in Meets and 19% in Masters

3rd Grade Math increased to 42% in Meets from 33% in 2022

4th Grade Math is at 42% in Meets and 17% in Masters.

5th Grade Math is at 44% in Meets and 15% in Masters.

5th Grade Science decreased to 22% in Meets from 32% Meets in 2022

Although our STAAR data met some of our goals, the campus still has areas in which improvement can be made. The math scores increased from previous years, but we saw a decline in science scores that will need to be addressed in the upcoming school year. Our students will receive targeted intervention. To address the discrepancy between the highest and lowest performing sub-populations, we will analyze the rate of improvement for individual students and performance on grade-level TEKS expectations. The targeted intervention will be provided for individuals who are not meeting standards or demonstrating a year's worth of growth. According to the data, the targeted sub-populations will be SPED and EB students. We will revisit the ARD and LPAC paperwork. We will ensure accommodations are implemented and ARD minutes are implemented with fidelity.

BOY MAP math data revealed that 67% of our students are on or above grade level in math and 60% are on or above grade level in reading. Students no on grade level with receive targeted intervention.

Our discipline data was one of the lowest in the district. We had some discipline problems but focused on building relationships with those students and worked closely with their teachers and parents to their shape behavior.

Student Learning Strengths

NCES celebrates many strengths when it comes to student learning. We are ranked one of the highest in student attendance and student achievement in the district. Every grade level has a built-in intervention time. Interventionists either pull students out for intensive instruction on the TEKS or push them into the classroom to support the teacher based on the needs of the students. After-school tutoring supports student learning on targeted TEKS and skills as well. NCES has lots of support from our families. Student learning is a trifecta. The students, teachers, and the home must work together to increase student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The 2023 STAAR data reveals that third-grade and fourth-grade reading scores are lower than fifth-grade reading scores.   **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 2 (Prioritized): The 2022 and 2023 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2023 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.

Problem Statement 3 (Prioritized): The 2023 BOY MAP report reveals that 3-grade reading data for on or above-grade-level reading (63%) was below both the fourth (74%) and fifth-grade (72%) data.   **Root Cause:** Students lack reading endurance and test-taking strategies for showing comprehension and locating textual evidence.

Problem Statement 4 (Prioritized): The 2023 STAAR data reveals that fourth-grade math scores are significantly lower than fifth-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.

Problem Statement 5 (Prioritized): New staff members are in the process of completing professional development requirements.   **Root Cause:** Some staff members are DOI or interim teachers and have not been fully trained in implementing AMPLIFY and/or Eureka

Problem Statement 6 (Prioritized): 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.

Problem Statement 7 (Prioritized): 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 8 (Prioritized): 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.

Problem Statement 9 (Prioritized): 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.

Problem Statement 10 (Prioritized): NCES 5th grade science scores in 2023 were 58% approaches, 22% meets, and 9% masters.   **Root Cause:** Very limited hands-on activities, resources, and intervention has not been provided.

School Processes & Programs

School Processes & Programs Summary

Northgate Crossing Elementary is guided by the TEKS and the district scope and sequence. Teachers use the district unit guides to plan classroom instruction. Data from campus and district assessments drive instructional decisions and planning. Grade level teams use the PLC guiding questions "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions will we take when they do not learn it?" Teachers set SMART goals based on areas of weakness and monitor progress towards the goals.

Assessment is a crucial component in driving instruction and decision-making at Northgate Crossing Elementary. Our campus employs a variety of formal and informal assessment formats including multiple-choice, fill in the blank, and opened ended questions to ensure that all grade-level skills are taught and that students learn them. Formal assessments are generally provided by the campus, district, or curriculum resources. Informal assessments are developed collaboratively by grade-level teachers. Grade level teachers disaggregate assessment data using Checkpoint and Cycle tests results. BOY, MOY, and EOY assessments from MAP (K-5), mClass, and CIRCLE provide data to advance classroom instruction and intervention. TELPAS is used to assess EB students.

Weekly grade level PLC meetings are held with teachers, instructional coaches, and campus administrators. PLC meetings provide the opportunity for lesson planning, data analysis, professional development, and intervention planning. Grade levels have a common daily planning period.

Student Progress is monitored through quarterly DPM meetings with campus administrators, SSS, intervention teachers, ESL coordinator, SPED teachers, and classroom teachers. DPM meetings are used to identify students who are performing below grade-level expectations. Using assessment data the DPM committee creates instructional and/or behavioral interventions specific to each student's needs.

Northgate Crossing places a high priority on hiring highly qualified and accomplished staff. The majority of our campus teachers are highly-qualified. Northgate Crossing employed three first-year teachers who attended district and campus-level training. Each first-year teacher was also assigned a mentor who conducted coaching sessions and provided support as needed. We currently have 5 DOI teachers.

Most teachers meet or exceed the district and state-required professional learning hours each year. Professional development is based on campus needs and is provided by campus instructional coaches, teacher leaders, and district workforce development. Instructional strategies learned in the training are implemented and monitored in the classrooms.

Dual Language is one of our language acquisition program models. Northgate Crossing is one of two campuses offering a two-way Spanish Language immersion program. The program is offered to students K-5 and is in its sixth year of implementation.

Northgate Crossing Elementary strives for academic success for all students. Adherence to the TEKS, using data-driven PLC meetings combined with effective instructional strategies ensures all students' progress. Continual professional development by all highly qualified staff plays a pivotal role in the success of our student body.

School Processes & Programs Strengths

Northgate Crossing Elementary has many identified strengths:

- The RtI procedures are being followed and monitored with scheduled DPM sessions.
- Assessment data drives instruction.
- Professional development enhances and furthers instruction.
- Classrooms are staffed with highly qualified teachers.
- All staff has participated in required continuing professional development throughout the school year.

- Weekly PLC meetings are utilized for lesson planning, data analysis, teacher learning, and planning intervention.
- Certified teachers serve as intervention tutors.
- Literacy Intervention is provided during the school day and during after-school tutoring.
- Math Intervention is provided during the school day and during after-school tutoring.
- Science Intervention will be provided daily.
- Reading Academy certified.
- Two-way Dual Language campus K-5.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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.

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Problem Statement 5 (Prioritized): 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.

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Problem Statement 7 (Prioritized): The 2023 STAAR data reveals that third-grade and fourth-grade reading scores are lower than fifth-grade reading scores. **Root Cause:** The third-grade and fourth-grade literacy blocks need to include more time for small groups, independent reading, and vocabulary enrichment.

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Problem Statement 10 (Prioritized): NCES 5th grade science scores in 2023 were 58% approaches, 22% meets, and 9% masters. **Root Cause:** Very limited hands-on activities, resources, and intervention has not been provided.

Perceptions

Perceptions Summary

Integral to Northgate Crossing is the belief that all students can learn. High expectations for academics and behavior promote the belief that "Our kids are worth whatever it takes." - Spence Rogers. Northgate Crossing Elementary School places heavy importance on fostering a classroom environment that allows every student's voice to be heard.

Student reflection and conflict resolution are used to help shape and change student behavior. The No Place For Hate Initiative will once again be implemented (a framework designed for combating bias, bullying, and hatred) to ensure NCES continues to build an inclusive and safe community with respect as the overarching theme. The campus counselor routinely conducts grade-level specific guidance lessons focused on social interactions and appropriate behavior. In addition, small group counseling is readily available for concerns in both the academic and personal lives of our students.

At NCES we are aware that the social-emotional needs of students must be addressed. In addition to promoting a safe and nurturing school environment, NCES is a dedicated advocate of a healthy lifestyle for all students. Students are introduced to a mentally Healthy Tip of the Week and encouraged to incorporate it into their daily routine. The Children's Assessment Center presented lessons on self-awareness and safety to K-5 students. The physical education teacher administers yearly fitness tests for grades 3-5. Physical health and emotional fitness both play a part in academic success for all students.

NCES prides itself on creating a family-friendly school environment. The school fosters a strong PTO involvement with approximately 50% of families on the membership rolls. The PTO will provide a number of monthly fun family events, along with many fundraising and volunteer opportunities for the parents. Parents are highly encouraged to attend school-wide functions throughout the school year. To make the home and school connection, NCES also offers Curriculum Nights, Parent University, and family-oriented book fairs. Parent communication is provided in both English and Spanish.

Northgate Crossing holds to the core belief that all children can learn. Building self-esteem allows children to believe that they will be successful. NCES builds this self-esteem through No Place for Hate, an emphasis on a healthy lifestyle, and fostering a strong school and family connection.

Perceptions Strengths

NCES prides itself on a robust family involvement throughout the school year. Parents are offered the opportunity to participate in curriculum nights, Parent University, family book fairs, and family restaurant nights. We are working with parents on the return of a strong PTO with a goal of 50% of our families joining the PTO. Parent volunteers are returning this year to assist teachers and staff with activities and projects. 87% of parents and 98% of staff feel that parents are encouraged to attend school-sponsored activities. We are focused on promoting a healthy lifestyle and educating the whole child. Social-emotional learning and behavior management have been a primary focus for us. We attribute this and relationship-building to our low discipline referrals. 90% of parents and staff feel like our school is safe. Because of the positive perceptions of Northgate, we have over 100 transfer students from both intradistrict and interdistrict transfers every year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2: Parent feedback and surveys state that teachers need to provide more timely and consistent feedback regarding student work. **Root Cause:** Currently, some of the NCES staff do not adhere to the SISD deadline for entering grades.

Priority Problem Statements

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

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: The 2022 and 2023 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2023 STAAR data shows that SPED students continue to score lower than other student groups.

Root Cause 2: Many of our SPED students are multiple years behind grade level. Accommodations were not always implemented with fidelity.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: The 2023 STAAR data reveals that third-grade and fourth-grade reading scores are lower than fifth-grade reading scores.

Root Cause 3: The third-grade and fourth-grade literacy blocks need to include more time for small groups, independent reading, and vocabulary enrichment.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: The 2023 BOY MAP report reveals that 3-grade reading data for on or above-grade-level reading (63%) was below both the fourth (74%) and fifth-grade (72%) data.

Root Cause 4: Students lack reading endurance and test-taking strategies for showing comprehension and locating textual evidence.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: There's a need to differentiate instruction for the English Language Learners-ESL program.

Root Cause 5: There was a lack of specific and intentional staff development for linguistic accommodations purposes for ESL coded students.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: NCES did not implement The SpringWay Systems & Routines for setting high academic and behavior expectations with 100% fidelity.

Root Cause 6: 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.

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: NCES did not meet the expected 98% attendance rate by SISD.

Root Cause 7: The Pre-K and Kindergarten attendance rates bring the overall average down for the campus. Current attendance action plans are ineffective.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 8: 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 8: 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.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: NCES 5th grade science scores in 2023 were 58% approaches, 22% meets, and 9% masters.

Root Cause 9: Very limited hands-on activities, resources, and intervention has not been provided.

Problem Statement 9 Areas: Student Learning - School Processes & Programs

Problem Statement 10: New staff members are in the process of completing professional development requirements.

Root Cause 10: Some staff members are DOI or interim teachers and have not been fully trained in implementing AMPLIFY and/or Eureka

Problem Statement 10 Areas: Student Learning - School Processes & Programs

Problem Statement 11: The 2023 STAAR data reveals that fourth-grade math scores are significantly lower than fifth-grade math scores by 9%.

Root Cause 11: 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.

Problem Statement 11 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance
levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 %   2024 %

Approaches	75%	to	78%
Meets	47%	to	50%
Masters	18%	to	21%

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

Strategy 1 Details	Reviews			
Strategy 1: Reading Achievement 3-5	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**June**

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.

   Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by:

   - 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.

   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.

   Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, Instructional Specialist, Student Support Specialist, Library Media Specialist, Reading Interventionists, Academic Dual Language Teacher Leader

   Title I:
   2.4
    - TEA Priorities:
   Build a foundation of reading and math
    - ESF Levers:
   Lever 5: Effective Instruction

   Problem Statements: Demographics 2 - Student Learning 3, 7 - School Processes & Programs 1, 8

   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, Instructional materials - 211 Title I, Part A, title I tutor - 211 Title I, Part A - $15,000, Fast Focus Reading - 211 Title I, Part A - $1,885

Strategy 2 Details	Reviews			
Strategy 2: Reading Achievement K-5	Formative			Summative
a. Staff Development sessions on The Science of Reading, Literacy Across the Contents, and Amplify Reading will be provided to all teachers and interventionist during the 23-24 school year to continue to grow our students and staff. **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 2023-2024 cohort, and Amplify training during PLCs 4 times monthly and staff professional development throughout the year. 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% **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialist, District Trainers, and classroom teachers. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 6, 7, 8	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Reading Achievement 3-5	**Formative**			**Summative**
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:	**Oct**	**Jan**	**Mar**	**June**

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:

    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 MAP reading and math, quarterly checkpoints, Benchmark, and STAAR data.

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: Student Support Specialist, Classroom Teachers, SPED Teachers, Academic Dual Language Teacher Leader, ESL Teacher, Math/Reading Interventionist, Instructional Specialist, Digital Learning Coach.

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 6, 7, 8

Funding Sources: 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

Strategy 4 Details	Reviews			
Strategy 4: Gifted and Talented	**Formative**			**Summative**

a. 100% of grade K - 5 Gifted and Talented scholars will complete a scholar inventory and at minimum one Renzulli independent study project.
 	
b. 100% of scholars will participate in the Campus GT Expo to present the Texas Performance Standards Project (TPSP) research.
    Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Completed scholar inventories and Renzulli independent study projects.
 	
    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.
    Staff Responsible for Monitoring: Administrators, Counselor, Campus GT Coordinator, GT Teachers
 	
    Title I:
    2.5
    - TEA Priorities:
    Build a foundation of reading and math
    - ESF Levers:
    Lever 5: Effective Instruction
    Problem Statements: Student Learning 5, 9 - School Processes & Programs 2, 4
	Oct	**Jan**	**Mar**	**June**

_{0%} No Progress   _{100%} Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 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.

Student Learning
Problem Statement 1: The 2023 STAAR data reveals that third-grade and fourth-grade reading scores are lower than fifth-grade reading scores. **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 2: The 2022 and 2023 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2023 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.
Problem Statement 3: The 2023 BOY MAP report reveals that 3-grade reading data for on or above-grade-level reading (63%) was below both the fourth (74%) and fifth-grade (72%) data. **Root Cause**: Students lack reading endurance and test-taking strategies for showing comprehension and locating textual evidence.
Problem Statement 5: New staff members are in the process of completing professional development requirements. **Root Cause**: Some staff members are DOI or interim teachers and have not been fully trained in implementing AMPLIFY and/or Eureka

Student Learning

Problem Statement 7: 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 9: 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.

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 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.

Problem Statement 4: New staff members are in the process of completing professional development requirements. **Root Cause**: Some staff members are DOI or interim teachers and have not been fully trained in implementing AMPLIFY and/or Eureka

Problem Statement 6: The 2022 and 2023 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2023 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.

Problem Statement 7: The 2023 STAAR data reveals that third-grade and fourth-grade reading scores are lower than fifth-grade reading scores. **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 8: The 2023 BOY MAP report reveals that 3-grade reading data for on or above-grade-level reading (63%) was below both the fourth (74%) and fifth-grade (72%) data. **Root Cause**: Students lack reading endurance and test-taking strategies for showing comprehension and locating textual evidence.

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

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 %   2024 %

Performance Level	2023 %		2024 %
Approaches	74%	to	77%
Meets	41%	to	44%
Masters	14%	to	17%

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

Strategy 1 Details	Reviews			
Strategy 1: Math Achievement 3-5	**Formative**			**Summative**
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. **Strategy's Expected Result/Impact:** IMPLEMENTATION - measured by: -Active Classroom monitoring and coaching by the administrators. -Ongoing, training on Eureka Math Curriculum for all teachers. -Implementation of SISD's Spring-Way Systems & Routines/PLC. 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% **Staff Responsible for Monitoring:** Campus Administrators, Student Support Specialist, SS, Classroom Teachers, SPED Teachers, Academic Dual Language Teacher Leader, ESL Teacher, Math Interventionists . Instructional Specialist. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2, 4, 7 - School Processes & Programs 1, 6, 9 **Funding Sources:** Title I tutors - 211 Title I, Part A - $15,000, Instructional Resources - 211 Title I, Part A - $3,000, Fast Focus Math - 211 Title I, Part A - $2,075	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Math Achievement 3-5	Formative			Summative
	Oct	Jan	Mar	June

Interventionist and Digital Learning Coach will provide a variety of services: model lessons, provide feedback, pull small groups, provide intervention, and facilitate digital learning to enhance student achievement in mathematics. Teachers and Administrators will:
  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 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: Campus Administration, Instructional Specialist, Student Support Specialist,, Classroom Teachers, SPED Teachers, Academic Dual Language Lead Teacher ESL Teacher, Math Interventionists.
 	
Title I:
2.5
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Student Learning 4, 9 - School Processes & Programs 2, 9
Funding Sources: 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, General Supplies - 199 State SCE - State Compensatory Education (PIC - 6399 - $5,903.66, Instructional Materials - 211 Title I, Part A - 6321 - $6,697.60				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 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.

Student Learning

Problem Statement 2: The 2022 and 2023 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2023 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.

Problem Statement 4: The 2023 STAAR data reveals that fourth-grade math scores are significantly lower than fifth-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.

Problem Statement 7: 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 9: 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.

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 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.

Problem Statement 6: The 2022 and 2023 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2023 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.

Problem Statement 9: The 2023 STAAR data reveals that fourth-grade math scores are significantly lower than fifth-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.

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

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 %   2024 %

Approaches	55%	to	58%
Meets	21%	to	24%
Masters	9%	to	12%

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

Strategy 1 Details	Reviews			

Strategy 1: Science Achievement for grade 5.
 	
Targeted instruction will be provided to students during grade level intervention time, after-school tutoring, small group instruction, and with the use of STEMscopes.
    Strategy's Expected Result/Impact: IMPLEMENTATION: measured by lesson plans, walkthroughs, and observations.
 	
    IMPACT an increase in performance on checkpoints, benchmarks, and STAAR.
    Q1-20%, Q2-40%, Q3-60%, Q4-80%
    Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, Student Support Specialist, Classroom Teachers, SPED Teachers, Leader, Interventionists.
 	
    TEA Priorities:
    Improve low-performing schools
    - **ESF Levers:**
    Lever 5: Effective Instruction
    Problem Statements: Student Learning 10 - School Processes & Programs 10
    Funding Sources: Science STemscopes - 211 Title I, Part A - $4,500, Professional Development - 211 Title I, Part A - $150, Fast Focus Science - 211 Title I, Part A - $695
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: MPLEMENTATION: measured by lesson plans, walkthroughs, observations, and Stemscopes Reports IMPACT an increase in performance on checkpoints, benchmarks, and STAAR. Q1-20%, Q2-40%, Q3-60%, Q4-80% **Staff Responsible for Monitoring:** Campus Administrators, Classroom Teachers, SPED Teachers, Academic Dual Language Lead Teacher ESL Teacher, Instructional Specialist **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 10 - School Processes & Programs 10				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 10: NCES 5th grade science scores in 2023 were 58% approaches, 22% meets, and 9% masters. **Root Cause**: Very limited hands-on activities, resources, and intervention has not been provided.

School Processes & Programs
Problem Statement 10: NCES 5th grade science scores in 2023 were 58% approaches, 22% meets, and 9% masters. **Root Cause**: Very limited hands-on activities, resources, and intervention has not been provided.

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

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	72%
Letter-Sound Correspondence	90%
Early Writing	85%

HB3 Goal

Evaluation Data Sources: CIRCLE Reports

Strategy 1 Details	Reviews			
Strategy 1: PK will implement the Pre-K Literacy Framework from the Frog Street Curriculum to provide the necessary concepts and skills that provide the foundation for future reading and writing success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Literacy Framework
oPhonological Awareness
oAlphabet Knowledge
oVocabulary
oComprehension
oWritten Expression

All Pre-K teachers will attend district Pre-K Professional Development.

    Strategy's Expected Result/Impact: IMPLEMENTATION: measured by lesson plans, walkthroughs, and observations.

    IMPACT An increase in performance on the CLI/CIRCLE data on MOY and EOY.
    Q1-24%, Q2-48%, Q3-72%, Q4-95%

    Staff Responsible for Monitoring: Administrators, Pre-K Teachers, ECSE Teacher, Math/Reading Interventionist.

    TEA Priorities:
    Build a foundation of reading and math
     - **ESF Levers:**
    Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 2, 3 - Student Learning 6, 7, 8, 9 - School Processes & Programs 1, 2, 3, 5

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✗ **Discontinue**

Performance Objective 4 Problem Statements:

Demographics
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.
Problem Statement 2: 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.

Student Learning
Problem Statement 6: 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.

Student Learning

Problem Statement 7: 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 8: 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.

Problem Statement 9: 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.

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 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.

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.

Problem Statement 5: 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.

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

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

	2023 Percentage
Overall Math	90%

HB3 Goal

Evaluation Data Sources: CIRCLE Reports

Strategy 1 Details	Reviews			
Strategy 1: PK will implement the Pre-K Math Framework from the Frog Street Curriculum to provide the necessary concepts and skills that provide the foundation for future math success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Math
oRote Counting
oNumber Identification
oNumber Recognition
o1-1 Correspondence
oPatterns
oGeometric Shapes
oMeasurement
 	
All Pre-K teachers will attend district Pre-K Professional Development.
    Strategy's Expected Result/Impact: IMPLEMENTATION: measured through lesson plans, walkthroughs, and observations.
 	
    IMPACT An increase in performance on the CLI/CIRCLE data on BOY, MOY and EOY.
    Q1-24%, Q2-48%, Q3-72%, Q4-95%
    Staff Responsible for Monitoring: Administrators, Pre-K Teachers, ECSE Teacher, Math/Reading Interventionist.
 	
    TEA Priorities:
    Build a foundation of reading and math
    - **ESF Levers:**
    Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Student Learning 4, 6, 9 - School Processes & Programs 2, 5, 9				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 5 Problem Statements:

Demographics
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.

Student Learning
Problem Statement 4: The 2023 STAAR data reveals that fourth-grade math scores are significantly lower than fifth-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.
Problem Statement 6: 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.
Problem Statement 9: 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.

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.
Problem Statement 5: 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.
Problem Statement 9: The 2023 STAAR data reveals that fourth-grade math scores are significantly lower than fifth-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.

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

Performance Objective 6: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 59%

Evaluation Data Sources: MAP Reading Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement The Spring-Way PLC	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

a. Student Support Specialist will create and maintain data binders to track the progress of individual scholars with a focus on analyzing any disparaging difference between the sub-pops in reading. Binders will be kept in the PLC room.
 	
b. Principal and AP will create and maintain a digital data folder to track the progress of all campus scholars.
 	
c. PLCs will consist of instruction, data analysis, and coaching.
   Strategy's Expected Result/Impact: IMPLEMENTATION designated PLC days, creation and organization of data binders/reports.
 	
   2. IMPACT- data is readily available to use during lesson planning to drive instruction and plan interventions.
 	
   1. IMPLEMENTATION-measured by PLC sign-in. Monitored with walk-throughs, observations.
 	
   IMPACT-Increased reading achievement of students reading on or above grade level on MAP. MOY-50%, EOY-70%
   Staff Responsible for Monitoring: Principal, AP, Student Support Specialist, Instructional Specialist, Classroom teachers, ESL Teacher, and SPED Teachers
 	
   TEA Priorities:
   Recruit, support, retain teachers and principals
    - ESF Levers:
   Lever 1: Strong School Leadership and Planning
   Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 6, 7, 8				

Strategy 2 Details	Reviews			
Strategy 2: Reading Achievement 3-5	Formative			Summative
a. Utilize 3-5 MAP data to monitor student progress and plan interventions.	**Oct**	**Jan**	**Mar**	**June**
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. 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, Student Support Specialist, Classroom teachers, ESL Teacher, Interventionists and SPED Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1, 2, 3, 5, 8 - School Processes & Programs 3, 4, 6, 7, 8				

Strategy 3 Details	Reviews			
Strategy 3: SpringWay Systems & Routines-	Formative			Summative
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	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION measured by walkthroughs and classroom observations as well as discipline reports. 100% of teachers will be trained. IMPACT increased student achievement on MAP Reading and a 10% decrease in discipline referrals. **Staff Responsible for Monitoring:** Administrators, Counselor, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 5, 9 - School Processes & Programs 2, 4				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 6 Problem Statements:

Demographics
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.

Student Learning
Problem Statement 1: The 2023 STAAR data reveals that third-grade and fourth-grade reading scores are lower than fifth-grade reading scores.   **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 2: The 2022 and 2023 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2023 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.
Problem Statement 3: The 2023 BOY MAP report reveals that 3-grade reading data for on or above-grade-level reading (63%) was below both the fourth (74%) and fifth-grade (72%) data.   **Root Cause**: Students lack reading endurance and test-taking strategies for showing comprehension and locating textual evidence.
Problem Statement 5: New staff members are in the process of completing professional development requirements.   **Root Cause**: Some staff members are DOI or interim teachers and have not been fully trained in implementing AMPLIFY and/or Eureka
Problem Statement 8: 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.
Problem Statement 9: 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.

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.
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.
Problem Statement 4: New staff members are in the process of completing professional development requirements.   **Root Cause**: Some staff members are DOI or interim teachers and have not been fully trained in implementing AMPLIFY and/or Eureka
Problem Statement 6: The 2022 and 2023 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2023 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.
Problem Statement 7: The 2023 STAAR data reveals that third-grade and fourth-grade reading scores are lower than fifth-grade reading scores.   **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 8: The 2023 BOY MAP report reveals that 3-grade reading data for on or above-grade-level reading (63%) was below both the fourth (74%) and fifth-grade (72%) data.   **Root Cause**: Students lack reading endurance and test-taking strategies for showing comprehension and locating textual evidence.

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

Performance Objective 7: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 64%

HB3 Goal

Evaluation Data Sources: MAP Math Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement The Spring-Way PLC	**Formative**			**Summative**

a. Student Support Specialist will create and maintain data binders to track the progress of individual scholars with a focus on analyzing any disparaging difference between the sub-pops in reading. Binders will be kept in the PLC room.
 	
b. Principal and AP will create and maintain a digital data folder to track the progress of all campus scholars.
 	
c. PLCs will consist of instruction, data analysis, and coaching.
    Strategy's Expected Result/Impact: IMPLEMENTATION designated PLC days, creation and organization of data binders/reports.
 	
    2. IMPACT- data is readily available to use during lesson planning to drive instruction and plan interventions.
 	
    1. IMPLEMENTATION-measured by PLC sign-in. Monitored with walk-throughs, observations.
 	
    IMPACT-Increased reading achievement of students reading on or above grade level on MAP. MOY-50%, EOY-70%
    Staff Responsible for Monitoring: Principal, AP, Student Support Specialist, Classroom teachers, ESL Teacher, Academic Dual Language Teacher Leader, Instructional Specialist and SPED Teachers
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 4, 6, 7, 8, 9, 10 - School Processes & Programs 1, 2, 3, 5, 6, 7, 9, 10
	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
1. Use Eureka Equip Diagnostic Tool 2. Direct Instruction 3. Supporting Lessons 4. Fluency 5. Math Videos **Strategy's Expected Result/Impact:** IMPLEMENTATION - measured by premodule assessments 2. IMPACT- data is readily available to identify learning gaps and drives instruction **Staff Responsible for Monitoring:** Classroom Teachers, Math Interventionists, Instructional Specialist, Academic Dual Language Teacher Leader **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2, 4, 7 - School Processes & Programs 1, 6, 9				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 7 Problem Statements:

Demographics
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.
Problem Statement 2: 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.
Student Learning
Problem Statement 1: The 2023 STAAR data reveals that third-grade and fourth-grade reading scores are lower than fifth-grade reading scores.   **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 2: The 2022 and 2023 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2023 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.

Student Learning

Problem Statement 4: The 2023 STAAR data reveals that fourth-grade math scores are significantly lower than fifth-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.

Problem Statement 6: 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.

Problem Statement 7: 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 8: 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.

Problem Statement 9: 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.

Problem Statement 10: NCES 5th grade science scores in 2023 were 58% approaches, 22% meets, and 9% masters. **Root Cause**: Very limited hands-on activities, resources, and intervention has not been provided.

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 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.

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.

Problem Statement 5: 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.

Problem Statement 6: The 2022 and 2023 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grades, in all tested areas. The 2023 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.

Problem Statement 7: The 2023 STAAR data reveals that third-grade and fourth-grade reading scores are lower than fifth-grade reading scores. **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 9: The 2023 STAAR data reveals that fourth-grade math scores are significantly lower than fifth-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.

Problem Statement 10: NCES 5th grade science scores in 2023 were 58% approaches, 22% meets, and 9% masters. **Root Cause**: Very limited hands-on activities, resources, and intervention has not been provided.

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

Performance Objective 8: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 64%

HB3 Goal

Evaluation Data Sources: mClass Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement Amplify Reading to ensure students build language, foundational skills, and comprehension skills, while also developing:	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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) **Strategy's Expected Result/Impact:** IMPLEMENTATION - measured by mClass Foundational Skills Assessments 2. IMPACT- data is readily available to identify learning gaps and to drive instruction **Staff Responsible for Monitoring:** Classroom Teachers, Reading Interventionists, Instructional Specialist, Academic Dual Language Teacher Leader **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 3, 8 - School Processes & Programs 3, 8 **Funding Sources:** General Supplies - 211 Title I, Part A - 6399 - $6,762.57				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 8 Problem Statements:

Demographics
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.

Student Learning
Problem Statement 3: The 2023 BOY MAP report reveals that 3-grade reading data for on or above-grade-level reading (63%) was below both the fourth (74%) and fifth-grade (72%) data.   **Root Cause**: Students lack reading endurance and test-taking strategies for showing comprehension and locating textual evidence.
Problem Statement 8: 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.

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.
Problem Statement 8: The 2023 BOY MAP report reveals that 3-grade reading data for on or above-grade-level reading (63%) was below both the fourth (74%) and fifth-grade (72%) data.   **Root Cause**: Students lack reading endurance and test-taking strategies for showing comprehension and locating textual evidence.

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

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 94.5%

    Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Increase Student Attendance PK-5	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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.
 	
b. Once a month-announce the winner/winners of attendance prizes. Prizes include a popcorn party, ice cream, etc., for the whole grade level.
 	
c. Every nine weeks- all students that have perfect attendance (no tardies) get invited to a perfect attendance party and raffle.
 	
d. Every Semester-Names of all students with perfect attendance are put into a raffle for drawing various prizes.
    Strategy's Expected Result/Impact: IMPLEMENTATION-Measured by Attendance Reports. Monitor using Decision Ed Dashboard.
 	
    IMPACT-Increased student attendance. Q1-93.6%, Q2-94.5%, Q3-95.2%, Q4-96%
    Staff Responsible for Monitoring: Administrators, Counselor, Attendance Clerk, Classroom Teachers
 	
    TEA Priorities:
    Improve low-performing schools
    - **ESF Levers:**
    Lever 3: Positive School Culture
    Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 5				

Strategy 2 Details	Reviews			
Strategy 2: Increase Student Attendance PK-5	Formative			Summative
	Oct	Jan	Mar	June
a. Every teacher will receive a reminder card with the snapshot time to place on their computer.				
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.				
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. **Strategy's Expected Result/Impact:** MPLEMENTATION-Attendance Reports. IMPACT-Increased student attendance. **Staff Responsible for Monitoring:** Administrators, Attendance Clerk, Counselor, Grade Level Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 6 - School Processes & Programs 5				

Strategy 3 Details	Reviews			
Strategy 3: Increase Student Attendance PK-5 using a targeted incentive program	Formative			Summative
	Oct	Jan	Mar	June

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.
 	
b. Teachers will call the parents after 2 consecutive absences.
 	
c. The Attendance Clerk will call parents after every absence.
 	
D. Administrators will conference with parents of students that have chronic absenteeism.
    Strategy's Expected Result/Impact: IMPLEMENTATION-Attendance Reports
 	
    IMPACT-Increased student attendance
    Staff Responsible for Monitoring: Administrators, Attendance Clerk, Counselor, Grade Level Teachers
 	
    TEA Priorities:
    Build a foundation of reading and math, Improve low-performing schools
    - ESF Levers:
    Lever 3: Positive School Culture
    Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 5				

Strategy 4 Details	Reviews			
Strategy 4: Improve student attendance in Pre-K and Kindergarten.	Formative			Summative
	Oct	Jan	Mar	June

a. Provide Pre-K and Kindergarten students with incentives to encourage them to come to school.
 	
b. Provide Pre-K and Kindergarten parents with parenting workshops.
    Strategy's Expected Result/Impact: IMPLEMENTATION-measured by volunteer sign-in.
 	
    IMPACT increased student attendance by 3%.
    Staff Responsible for Monitoring: Administrators, Attendance Clerk, Pre-K Teachers
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
    - ESF Levers:
    Lever 3: Positive School Culture
    Problem Statements: Demographics 1 - Student Learning 6 - School Processes & Programs 5				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 9 Problem Statements:

Demographics
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.

Student Learning
Problem Statement 6: 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.

School Processes & Programs
Problem Statement 5: 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.

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

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Incorporate support in the classroom for English Language Learners.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 stems 6. Preteach whenever possible. 7. Learn about the cultural background of our students. **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - measured by teacher feedback, Administrators observations and feedback 2. IMPACT-weekly assessments, unit checkpoints, Benchmark, STAAR and TELPAS assessment data showing student growth when compared to last year's scores. **Staff Responsible for Monitoring:** Administrators, ESL Teacher, Dual Language Academic Support Teacher Leader **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 5, 8 - School Processes & Programs 3, 4				

Strategy 2 Details	Reviews			
Strategy 2: Intervene with students that didn't make progress measure on TELPAS.	Formative			Summative
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.. **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - measured by teacher feedback, Administrators observations and feedback 2. IMPACT-weekly assessments, unit checkpoints, Benchmark, STAAR and TELPAS assessment data showing student growth when compared to last year's scores. **Staff Responsible for Monitoring:** Administrators, ESL Teacher, Dual Language Academic Support Teacher Leader **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 8 - School Processes & Programs 3	Oct	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
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.

Student Learning
Problem Statement 5: New staff members are in the process of completing professional development requirements. **Root Cause**: Some staff members are DOI or interim teachers and have not been fully trained in implementing AMPLIFY and/or Eureka
Problem Statement 8: 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.

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.
Problem Statement 4: New staff members are in the process of completing professional development requirements. **Root Cause**: Some staff members are DOI or interim teachers and have not been fully trained in implementing AMPLIFY and/or Eureka

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

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Strategy 1 Details	Reviews			
Strategy 1: Incorporate support in the classroom for subgroup populations.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
1. Incorporate the use of manipulatives and hands-on activities. 2. Incorporate opportunities for student response (verbal or written.() 3. Use sentence stems 4. Preteach whenever possible. . **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - measured by teacher feedback, Administrators observations and feedback 2. IMPACT-weekly assessments, unit checkpoints, Benchmark, STAAR scores **Staff Responsible for Monitoring:** Classroom teachers, ESL Teacher, Interventionists **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 6, 8 - School Processes & Programs 3, 5				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
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.
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.

Student Learning
Problem Statement 6: 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.

Student Learning
Problem Statement 8: 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.

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.
Problem Statement 5: 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.

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

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 90% rate.

High Priority

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

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Grade levels will plan activities and set up booths. 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% **Staff Responsible for Monitoring:** Administrators, Science Lead, All Teachers, Title I teacher **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 10 - School Processes & Programs 10 **Funding Sources:** Science Resources & Experiments for Kids and Parents - 211 Title I, Part A - 6399.PI - $1,604.71	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide an Open House, a Title I Meeting, and an opportunity to attend a Statewide Parental Involvement Conference will familiarize parents with the academic requirements, schedules, and routines for students that will encourage student success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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. IMPACT: measured by agendas, fliers, and sign-in sheets. **Staff Responsible for Monitoring:** Administrators, the Counselor, All Teachers, and the Parent Liaison **Title I:** 4.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3 - Student Learning 6, 7, 8 - School Processes & Programs 1, 3, 5 **Funding Sources:** Parent Liaison Stipend - 211 Title I, Part A - 6117.PI - $2,000, Getting a Grip on Character - 211 Title I, Part A - $1,750				

Strategy 3 Details	Reviews			
Strategy 3: Provide a Multi-Cultural evening for parents and students that will include: 1. Multi-cultural performances	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

2. Living Museum
3. Parent information meeting over TELPAS scores

> **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.
>
> IMPACT: measured by agendas, fliers, and sign-in sheets.
>
> **Staff Responsible for Monitoring:** Administrators, Counselor, Dual Language, Bilingual, and ESL Teachers, Academic Dual Language Teacher Leader
>
> **Title I:**
> 4.2
> - **TEA Priorities:**
> Recruit, support, retain teachers and principals, Improve low-performing schools
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
>
> **Problem Statements:** Demographics 3 - Student Learning 8 - School Processes & Programs 3

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
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.
Problem Statement 2: 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.
Student Learning
Problem Statement 6: 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.
Problem Statement 7: 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 8: 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.

Student Learning
Problem Statement 10: NCES 5th grade science scores in 2023 were 58% approaches, 22% meets, and 9% masters. **Root Cause**: Very limited hands-on activities, resources, and intervention has not been provided.

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.
Problem Statement 5: 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.
Problem Statement 10: NCES 5th grade science scores in 2023 were 58% approaches, 22% meets, and 9% masters. **Root Cause**: Very limited hands-on activities, resources, and intervention has not been provided.

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

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide students with a step-by-step process to de-escalate when experiencing high intensity emotions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Lead students through the step by step process: 1. Pause 2. Identify feeling(s) 3. Choose something that helps you cool down 4. Go **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION - measured by discipline referrals 2. IMPACT-fewer calls for student behavior, increased student engagement, and positive classroom environments. **Staff Responsible for Monitoring:** Administrators, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by Teacher Feedback, Adminstrator and Counselor Observations 2. IMPACT-Improved RTI data and increased attendance. **Staff Responsible for Monitoring:** Administration, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

0% **No Progress**   100% **Accomplished**   ➡️ **Continue/Modify**   ❌ **Discontinue**

Performance Objective 1 Problem Statements:

Perceptions
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.

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

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

    Evaluation Data Sources: Student Enrollment Reports, Flyers, Emails

Strategy 1 Details	Reviews			
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. Participate in the district's Success Walk and develop a school flyer to post on social media and distribute across the neighborhood and day cares.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 6 - School Processes & Programs 5				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
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.
Student Learning
Problem Statement 6: 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.

School Processes & Programs

Problem Statement 5: 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.

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

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

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

Strategy 1 Details	Reviews			
Strategy 1: Administrators will meet with teachers 4 times through out the year to review progress on individual Learning Passports.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Implementation: measured by Eduphoria Reports, Professional Development Certificates, Sign in Sheets, Walkthrough Data
 	
Impact: Implementation of Professional Development, Increased Student Achievement
 	
Q1-25% Complete, Q2-50% complete, Q3-75% complete, Q4-100% complete
    Staff Responsible for Monitoring: Principal, Assistant Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 5, 9 - School Processes & Programs 2, 4				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: New staff members are in the process of completing professional development requirements. **Root Cause**: Some staff members are DOI or interim teachers and have not been fully trained in implementing AMPLIFY and/or Eureka
Problem Statement 9: 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.
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.

School Processes & Programs
Problem Statement 4: New staff members are in the process of completing professional development requirements. **Root Cause**: Some staff members are DOI or interim teachers and have not been fully trained in implementing AMPLIFY and/or Eureka

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

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details			Reviews		
Strategy 1: Campus administrators will be T-TESS trained and certified yearly.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Implementation: measured by certificates, PD trainings		**Oct**	**Jan**	**Mar**	**June**
Impact: Improve teacher instruction through walk-throughs and actionable feedback. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 9 - School Processes & Programs 2					
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 9: 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.

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.

State Compensatory

Budget for Northgate Crossing Elementary

Total SCE Funds: $19,485.00
Total FTEs Funded by SCE: 7
Brief Description of SCE Services and/or Programs

We provide after-school tutorials, purchase supplies, and instructional materials to support student achievement. We will purchase resources to support math, reading, and science tutorials. In addition, we will work closely with SPED and LEP personnel to identify the resources we need to ensure the gaps for our specials pops are addressed.

Personnel for Northgate Crossing Elementary

Name	Position	FTE
Amy Schkade	Instructional Specialist	1
Cinthya Ramirez	Teacher	1
Darlene VonSeggern	SSS	1
Jasmine Ruiz	Pre-K Bilingual Aide	1
Jessica Ortuno	Pre-K Aide	1
Kyra Monroe	Pre-K Aide	1
Melody Ficeto	Teacher	1

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The campus goal is to conduct at least 2 meetings during the 2022-2023 fall semester (July 2022-December 2022) and at least 3 meetings during the 2022-2023 spring semester (January 2023-July 2023).

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parents, a community member, and campus personnel including teachers, paraprofessionals, campus leaders, leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP plan is reviewed and evaluated every quarter or 9 week period during the school year to ensure that all students are provided opportunities to meet the challenging state academic standards. . The committee comes to together to review each goal, performance outcome, and strategy to determine the progress that has been made during that quarter. The committee meets in October, December, and March to conduct formative reviews and provide evidence of the progress. This process helps to determine if the schoolwide plan is being effective at addressing the major problem areas.The date the CIP were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the campus.

2.3: Available to parents and community in an understandable format and language

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option.

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.
Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education.

2.6: Address needs of all students, particularly at-risk

The campus will address the needs of all students it serves with a focus on the needs of students identified as "At Risk" of unsuccessfully demonstrating mastery of the challenging State academic standards. Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed "At Risk" of not meeting State standards.

3.1: Annually evaluate the schoolwide plan

The CIP plan is reviewed and evaluated every quarter or 9 week period during the school year. The committee comes together and reviews each goal, performance outcome, and strategy to determine the progress that has been made. The committee meets in October, December, and March to conduct formative reviews and provide evidence of the progress. This process helps to determine if the schoolwide plan is being effective at addressing the major problem areas. At the summative review in May, the committee reviews the progress made during the entire school year. They will determine if they accomplished the goal, need to continue/modify the goal, or discontinue the goal. This information is then used to revise the plan for the next school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Northgate Crossing Elementary fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

• Assisting parents to understand the state standards (TEKS) and curriculum
• Understanding state (STAAR/EOC) and local assessment standards
• How to work with the school to improve their child's achievement
• Providing materials and training to help parents work with their child, such as literacy and technology training
• Parent curriculum workshops
The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 Excellence Equitable Outcomes:

Engagement
Our Parent and Family Engagement performance indicators include:

• Increase percentage of schools with an active PTA or PTO
• Increase percentage of stakeholders participating and feeling a sense of belonging in Spring ISD
• Increase parent rating of overall quality of education provided by Spring ISD
• Increased two-way communication with parents and stakeholders   • Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of

Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

4.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as assisting with school activities and programs.

Title I Personnel

Name	Position	Program	FTE
Diane Buller	Digital Learning Coach	Coach	1
Jill Espino	Teacher	Title I	.5
Lisa Earnst	Teacher	Title I	.5