

**Spring Independent School District**  
**Northgate Crossing Elementary**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

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

## 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 ten-year old, PK-5th grade Title I campus in Spring ISD located in Spring, TX. Spring is a growing suburb 27 miles north of Houston. Spring is a diverse community. Although this improvement plan focuses on the 2018-2019 school year, the demographic information comes from information available in May 2018. Student enrollment at Northgate Crossing Elementary School has slightly increased over the 2017-2018 school year, varying from the steady enrollment pattern of the last 5 years. May enrollment data shows that 711 students are enrolled and that the Hispanic student groups are growing faster than any other student groups. Northgate Crossing Elementary campus has three main student groups: 48% are Hispanic, 18% are White and 27% are African American. Asian students make up 2.7% of the population. There are 3.5% claiming Two-or-More Races.

The 17% student mobility rate for Northgate Crossing Elementary is slightly below the state average of 18%. The campus has identified 0 students who are migrant. Attendance rates have remained consistent. At 96.32%, 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 50 transfer students due to 3 employee, 2 childcare, 0 admin, 25 services, and 20 PEG transfers. There will be 8 bus routes serving the school. Northgate Crossing Elementary's student groups include 23% English Language Learners (ELLs), 7% Gifted and Talented, and 7% Special Education. Additionally, 52% are economically disadvantaged, 45% are identified as at-risk, and 2% are homeless.

### Demographics Strengths

Northgate Crossing has many demographic strengths. Some of the most notable demographic strengths include:

1. The attendance rate is the highest in the district at 96.32%.
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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** NCES did not meet the expected 98% attendance rate set by SISD. **Root Cause:** The pre-K, Kindergarten, and 2nd grade attendance rates bring the overall average down for the campus.

# Student Academic Achievement

## Student Academic Achievement Summary

All schools in Texas must meet standards in three state accountability areas. Northgate Crossing Elementary met standard for all three Domains for the 2017-2018 school year.

- Domain 1-Student Achievement-Northgate Crossing Score: 77(state target score = 60)
- Domain 2-Student Progress-Northgate Crossing Score: 82(state target score=60)
- Domain 3-Closing Performance Gaps-Northgate Crossing Score:86(state target score=60)

These scores result in Northgate Crossing achieving a total score of 83 and an overall rating of a B as well as a Met Standard Rating. In addition, Northgate received 3 Accountability Distinctions for the 2018 school year.

### Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Closing Performance Gap

While Northgate Crossing has Met Standard, the administration and staff of the school continue to raise the bar for academic excellence.

All Subjects-81% (State- 75% and District 64%)

Reading-78% (State- 75% and District 66%)

Math-87% (State-79% and District 73%)

Writing-67% (State- 61% and District 52%)

Science-82% (State- 75% and District 65%)

After analyzing the scores for 2018 by grade level and student groups the data revealed that 1/3 of the student groups made positive growth. All groups that showed a decrease have been analyzed by individual students and academic standards. Intervention will be planned and implemented to increase student achievement and close the achievement gap for these students.

When comparing the 2016/17 and 2017/18 STAAR test results, the data shows

The growth rate is not equal among sub-populations of students.

Third Grade Reading - Highest scoring: African Americans 78% and Lowest scoring: ESL 56%

Third Grade Math - Highest scoring: African Americans(89%), White(89%) and Hispanic(89%)and Lowest scoring: SPED 83%

Fourth Grade Reading - Highest scoring: Hispanics 81% and Lowest scoring SPED 50%

Fourth Grade Math - Highest scoring: Hispanics 87% and Lowest scoring SPED 50%

Fourth Grade Writing - Highest scoring: Hispanics 74% and Lowest scoring SPED 33%

Fifth Grade Reading - Highest scoring: 93% and Lowest scoring SPED 18%

Fifth Grade Math - Highest scoring: 93% White Lowest scoring: SPED 55%

Fifth Grade Science - Highest scoring: Whites 93% and Lowest scoring: SPED 27%

To address the discrepancy between highest and lowest performing sub-populations, we will analyze rate of improvement for individual students and performance on grade level TEKS expectations. 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-population will be SPED students.

Although NCES has not met the goal of 98% attendance rate, the school ranked the highest in the district at 96.32% for the 2017/18 school year. Current incentive programs will continue during the 2018/19 school year as we strive to reach the goal of 98%.

A campus intervention/leadership team was formed to address these areas. The team members include:

- Kristi Brown-principal
- Juanita Acevedo-assistant principal
- Darlene VonSeggern-SSS
- Maritza Urquia-Literacy Coach
- Micah Gonzales-Math Coach
- Olivia Ruiz-Bilingual Interventionist
- Sara Espinoza-ESL Teacher

A data analysis was conducted and revealed the following:



- The SPED student group was the lowest performing student group on each STAAR test.
- The data reveals fourth grade writing as the lowest STAAR test score.
- A 20% achievement gap between the African American group and the other sub populations was revealed in 4th grade reading, writing, and math.
- Third and fourth grade reading scores are significantly lower than fifth grade scores.

The intervention/leadership team meets monthly to monitor student achievement. The non-instructional data team meets weekly to monitor student attendance, special programs, special populations and enrollment counts. Failure meetings and DPM meetings are conducted every 4 and a half weeks to monitor LEP students and RTI students. IPI ARDS are conducted every 9 weeks for special education students.

**Northgate Crossing met all targets for Additional Targeted Support for the 2018 Accountability Closing the Gaps.**

### **Student Academic Achievement Strengths**

NCES celebrates many strengths:

- Ranked the highest attendance rate in SISD.
- Exceeded district passing rates in all tested areas.
- Receiving 3 Distinctions
- Fifth grade math exceeded 90% passing standards.
- Math in 3rd, 4th, and 5th grades was 87%.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** The 2018 STAAR data reveals that SPED students score below all other student groups in third, fourth, and fifth grade in all tested areas. **Root Cause:** Many of our SPED students are multiple years behind grade level. Accommodations were not always implemented with fidelity.

**Problem Statement 2:** The 2018 STAAR data reveals that NCES students are not improving the writing assessment scores. **Root Cause:** Writing vertical alignment across all grade levels needs to be strengthened, especially in revising and editing.

**Problem Statement 3:** The 2018 STAAR data reveals that third and fourth grade reading scores are significantly lower than fifth grade reading scores. **Root Cause:** Teachers did not spend enough time in guided reading groups doing targeted instruction. Students were not provided enough time to read independently with purpose daily in the classrooms.

**Problem Statement 4:** The 2018 STAAR data reveals that fourth grade African American scores were significantly (20%) lower than the other sub-populations' math, reading, and writing scores. **Root Cause:** African Americans make up seventy-two percent of the sped population in fourth grade and the Special Education Instructional Resource was not implemented with fidelity.

## 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 by grade level teachers and instructional coaches. Grade level teachers disaggregate assessment data using Checkpoint Reflection documents after each unit assessment. BOY, MOY, and EOY assessments from MAP (K-5), DRAs (K-3), and Renaissance for bilingual students provide data to advance classroom instruction and intervention. TELPAS is used to assess ELL 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, instructional coaches, ELL coordinators, 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. During the 2017/18 school year, the staff was 100% highly qualified and GT certified. Ninety-nine percent of the staff obtained ESL certification. Northgate Crossing employed three first-year teachers who attended monthly district and campus level mentoring trainings. Each first-year teacher was also assigned a mentor who conducted weekly coaching sessions and provided support as needed.

All 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 trainings are implemented and monitored in the classrooms.

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. As stated above, 100% of the staff is GT certified, and 97% are ESL certified.
- All staff has participated in continuing professional development throughout the school year.
- Weekly PLC meetings are utilized for lesson planning, data analysis, and planning intervention.
- Certified teachers serving as intervention tutors.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The SPED program at Northgate Crossing performed lowest of all programs. **Root Cause:** The inclusion instructional model was not implemented with fidelity.

**Problem Statement 2:** NCES did not implement TLAC techniques for setting high academic and behavior expectations with 100% fidelity. **Root Cause:** NCES needs more training in the specific techniques presented in TLAC for setting high expectations for academics and behavior.

# 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. Each day begins with a student-led assembly which instills and encourages affirmative self worth and positive peer interaction. Northgate Crossing Elementary School places a heavy importance on fostering a classroom environment that allows every student's voice to be heard.

The K12 Insight Survey was used to gauge staff and parent perceptions of the school's climate and culture. Data showed a positive reaction from parents and staff regarding encouragement to attend school-sponsored activities (staff 98%, parents 95%), the school is a safe community (staff 100%, parents 98%), and a climate of mutual respect between staff members and families (100%, parents 92%).

CHAMPS, the classroom management tool utilized by Spring ISD, allows for a positive approach for the day-to-day environment of the classroom. When CHAMPS strategies are utilized, classroom disruptions are reduced, climate is improved, on-task behavior is increased, and respectful and civil interactions are established. With a campus of over 700 students NCES has successfully been able to implement the CHAMPS program throughout all grade levels. The data from the 2017-2018 school year shows that only 29 referrals were administered. The entirety of given referrals came from 16 students out of the 711 total student body. We believe the success of the CHAMPS program can be attributed to our teachers' professional development training and subsequent implementation of the initiative with fidelity.

As a State School of Character, NCES goes beyond the CHAMPS program in the areas of peer-to-peer interactions, classroom behavior, and conflict resolution. With the No Place For Hate Initiative in place (a framework designed for combating bias, bullying, and hatred) NCES has been able 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.

In addition to promoting a safe and nurturing school environment, NCES is a dedicated advocate of a healthy lifestyle for all students. During the daily morning assembly students are introduced to a CATCH (Coordinated Approach to Child Health) Healthy Tip of the Week and encouraged to incorporate it into their daily routine. The physical education teacher not only administers yearly fitness tests for grades 3-5, she also sponsors a weekly extra curricular fitness club. 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 boasts an unusually strong PTO, with 47% of our families on the membership rolls. The PTO provides a number of monthly fun family events, along with many fund raising 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, Coffee Talks, the W.A.T.C.H. Dogs Program, 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 CHAMPS, No Place for Hate, an emphasis on a healthy lifestyle, and by fostering a strong school and family connection.

### **Perceptions Strengths**

NCES prides itself with these strengths:

- Low discipline referrals
- Strong PTO - almost 50% of families, up from the previous year's 21%
- K12 survey reports that 98% of parents perceive the school to be safe.
- The school corresponds with parents in both English and Spanish through a variety of media.
- A robust family involvement
- Promotes a healthy lifestyle for students
- Effective behavior management system
- Culture of respect - 92% of parents believe the school to foster an environment of respect.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** According the the K12 survey, 26% of parents believe that teachers need to provide more timely and helpful feedback regarding student work. **Root Cause:** Currently some of the NCES staff do not adhere to the SISD deadline for entering grades.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless 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

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

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



# Goals


Revised/Approved: October 23, 2018

## Goal 1: Reach every student.

**Performance Objective 1:** Increase student performance in grades 3, 4, and 5 to a score of at least 90% on Domain 1, STAAR Reading. At least 80% of Pre-Kindergarten scholars will demonstrate mastery of early literacy in reading.

**Evaluation Data Source(s) 1:** 2019 STAAR Reading Domain 1 scores for all student groups, Benchmark Tests EOY M-Circle and IPT (Eng/Span/Dual)

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Reading Achievement 3-5</p> <p>a. Ensure that classroom teachers implement the SISD literacy framework and its components with fidelity in order to raise reading performance for each individual scholar.</p> <p>b. Independent Reading - Scholars will participate daily in a variety of independent reading activities including reading to each other, reading to the teacher and reading to themselves. Library Media Specialists will support this initiative.</p>	2.4	Campus Principal, Assistant Principal (AP), Classroom Teachers, Library Media Specialist	<p>1. IMPLEMENTATION - measured by:</p> <ul style="list-style-type: none"> <li>- Active classroom monitoring and coaching by the administrators</li> <li>- Training on literacy framework and its components for all 3-5 teachers</li> <li>- Implementation of SISD's Spring Way for TLAC and PLC</li> </ul> <p>2. IMPACT- unit checkpoint, benchmark, STAAR assessment data showing student growth when compared to last year's scores.</p>				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 211 Title I, Part A - 8498.94</p>							

<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Reading Achievement 3-5</p> <p>a. Staff Development sessions on guided reading and literature circles will be provided for grade 3-5 classroom reading teachers.</p>	2.4, 2.5	Campus LC, Campus Administrators, District Trainers	<p>1. IMPLEMENTATION - measured by staff development sign in and fidelity of implementation</p> <p>2. IMPACT- unit checkpoint, benchmark, and STAAR assessment data showing student growth when compared to last year's scores.</p>				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 211 Title I, Part A - 0.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Reading Achievement 3-5</p> <p>a. Utilize 3-5 MAP data to monitor student progress and plan interventions.</p>	2.6	Principal, AP, Student Support Specialist (SSS), Grade-Level teachers, ESL Teacher, and SPED Teachers	<p>1. IMPLEMENTATION - measured by MAP BOY, MOY, EOY assessment reports.</p> <p>2. IMPACT- MOY and EOY MAP assessment data showing student growth.</p>				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Reading Achievement 3-5</p> <p>a. Targeted instruction will be provided during scheduled grade level intervention times based on DRA, MAP, checkpoint, Benchmark, and STAAR data.</p>	2.4, 2.6	SSS, Grade level Teachers, SPED Teachers, Title I Tutors, Bilingual Interventionist, ESL Teacher	<p>1. IMPLEMENTATION - measured by DRA, MAP, checkpoint, Benchmark, and STAAR data. Progress monitoring will be used to track mastery towards skills.</p> <p>2. IMPACT-weekly assessments, unit checkpoints, benchmark, and STAAR assessment data showing student growth when compared to last year's scores.</p>				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 211 Title I, Part A - 55101.60</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Reading Achievement 3-5</p> <p>a. Provide after school tutoring for scholars below 70% on campus, district, or STAAR assessments.</p>	2.5, 2.6	Grade level Teachers, SSS, LC, SPED Teachers, ESL Teacher, Bilingual Interventionist	<p>IMPLEMENTATION - measured by DRA, MAP, checkpoint, Benchmark, and STAAR data. Progress monitoring will be used to track mastery towards skills.</p> <p>IMPACT- unit checkpoints, benchmark , and STAAR assessment data showing student growth when compared to last year's scores.</p>				
<p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 6500.00, 211 Title I, Part A - 0.00)</p>							
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

**Performance Objective 1 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 3:** The 2018 STAAR data reveals that third and fourth grade reading scores are significantly lower than fifth grade reading scores. **Root Cause 3:** Teachers did not spend enough time in guided reading groups doing targeted instruction. Students were not provided enough time to read independently with purpose daily in the classrooms.

**Goal 1:** Reach every student.

**Performance Objective 2:** Scholars will meet or exceed expected growth on MAP in grades K-2 on MAP by EOY. At least 80% of Pre-Kindergarten scholars will demonstrate mastery of early literacy in reading.

**Evaluation Data Source(s) 2:** 2017-2018 MAP scores for all K-2 student groups

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Reading Achievement K-2</p> <p>a. Utilize MAP data to drive instruction in the classroom.</p>	2.4	Principal, AP, LC, SSS, and K-2 Reading Teachers	<p>1. IMPLEMENTATION - measured by MAP BOY, MOY, EOY reports</p> <p>2. IMPACT- student growth on MOY and EOY MAP data</p>				
Problem Statements: Student Academic Achievement 3							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Reading Achievement PK-2</p> <p>a. Ensure Implementation of the components of the Literacy Framework are applied in PK -2.</p> <p>b. Ensure K-2 reading teachers implement guided reading with fidelity. Scholars will be provided differentiated small group reading instruction designed to support and develop reading proficiency</p>	2.4	Principal, AP, LC, SSS, and K-2 Reading Teachers	<p>1. IMPLEMENTATION - measured by classroom observations, lesson plans (classroom and intervention), DRA data</p> <p>-Training on guided reading</p> <p>2. IMPACT- student growth in reading performance on guided reading levels and DRA MOY and EOY</p>				
Problem Statements: Student Academic Achievement 3 Funding Sources: 211 Title I, Part A - 0.00							
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Performance Objective 2 Problem Statements:**








Student Academic Achievement
<p><b>Problem Statement 3:</b> The 2018 STAAR data reveals that third and fourth grade reading scores are significantly lower than fifth grade reading scores. <b>Root Cause 3:</b> Teachers did not spend enough time in guided reading groups doing targeted instruction. Students were not provided enough time to read independently with purpose daily in the classrooms.</p>

**Goal 1:** Reach every student.

**Performance Objective 3:** NCES will reduce the performance gaps between scholars receiving special education services and all scholars by 25% as evidenced by STAAR Reading.

**Evaluation Data Source(s) 3:** PBMAS, STAAR, Interim Assessments, Checkpoints, Campus Assessments

**Summative Evaluation 3:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Reading achievement for special education 3-5.</p> <p>a. Ensure evidence based instructional practices as outlined in the Special Education Instructional Manual for intervention practices are used with fidelity to implement TEKS mastery.</p>	2.4, 2.6	Principal, Assistant Principal, Classroom Teachers, SPED DC,	<p>IMPLEMENTATION measured by lesson plans, walkthrus and observations</p> <p>IMPACT closing the gap between sped students and all other students.</p>				
Funding Sources: 211 Title I, Part A - 0.00							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 1:** Reach every student.

**Performance Objective 4:** Increase student performance in grades 3 and 4 to a score of at least 90% on Domain 1, STAAR Math.

**Evaluation Data Source(s) 4:** 2019 STAAR Math Domain 1 scores for all student groups

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>1) Math Achievement 3-5</p> <p>a. Ensure that classroom teachers implement the SISD math framework and its components with fidelity in order to raise math performance for each individual student.</p>	2.4, 2.5	Campus Principal, Assistant Principal (AP), and Math coach (MC)	<p>1. IMPLEMENTATION - measured by:</p> <ul style="list-style-type: none"> <li>- Active classroom monitoring and coaching by the administrators and math coach.</li> <li>- Training on math framework and its components for all 3-5 teachers</li> <li>- Implementation of SISD's Spring Way for TLAC and PLC</li> </ul> <p>2. IMPACT-weekly assessments, unit checkpoints, benchmark, and STAAR assessment data showing student growth when compared to last year's scores.</p>				
<p>Problem Statements: Student Academic Achievement 1, 4</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00, 211 Title I, Part A - 0.00)</p>							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Performance Objective 4 Problem Statements:**








Student Academic Achievement
<p><b>Problem Statement 1:</b> The 2018 STAAR data reveals that SPED students score below all other student groups in third, fourth, and fifth grade in all tested areas. <b>Root Cause 1:</b> Many of our SPED students are multiple years behind grade level. Accommodations were not always implemented with fidelity.</p>
<p><b>Problem Statement 4:</b> The 2018 STAAR data reveals that fourth grade African American scores were significantly (20%) lower than the other sub-populations' math, reading, and writing scores. <b>Root Cause 4:</b> African Americans make up seventy-two percent of the sped population in fourth grade and the Special Education Instructional Resource was not implemented with fidelity.</p>

**Goal 1:** Reach every student.

**Performance Objective 5:** NCES will increase the meets performance for white students and non-continuously enrolled students in reading and math by 10 percentage points.

**Evaluation Data Source(s) 5:** STAAR, Interim Assessments, Checkpoints, Campus Assessments

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Rigorous targeted activities will be provided during intervention time to prompt students to use higher order thinking.</p>	2.4	Principal, Assistant Principal Classroom Teachers	<p>IMPLEMENTATION: measured by lesson plans, walk-thrus, and observation.</p> <p>IMPACT an increase in meets performance for white students on reading and math.</p>				
Funding Sources: 211 Title I, Part A - 0.00							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 1:** Reach every student.

**Performance Objective 6:** Increase student performance in grade 4, to a score of at least 80% on Domain 1, STAAR Writing.

At least 80% of Pre-K - 2 scholars will demonstrate mastery of early literacy in writing as evidenced by student writing samples at the appropriate skill level.

**Evaluation Data Source(s) 6:** 2019 STAAR Writing Domain 1 for all student groups, Units of Study writing rubric, M-Circle Assessment

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>1) Writing Achievement K-5</p> <p>a. Ensure that classroom teachers implement the Units of Study with fidelity in order to raise writing performance for each individual student</p> <p>b. Ensure that classroom teachers are focused on providing and implementing targeted revising and editing instruction</p> <p>c. Vertical alignment team will meet once per six weeks to ensure writing curriculum is vertically aligned</p>	2.4	Campus Principal, Assistant Principal (AP), and Literacy Coach (LC)	<p>1. IMPLEMENTATION - measured by:</p> <ul style="list-style-type: none"> <li>- Active classroom monitoring and coaching by the administrators and literacy coach.</li> <li>- Training on Units of Study specifically for K-5 teachers.</li> <li>- Implementation of SISD's Spring Way for TLAC and PLC</li> </ul> <p>2. IMPACT- weekly assessments, unit checkpoints, benchmark, and STAAR assessment data showing student growth when compared to last year's scores.</p>				
				<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 Title I, Part A - 0.00</p>			
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Writing Achievement Grade 4</p> <p>a. Staff Development Sessions on Lucy Calkins Units of Study with an emphasis on writing and revising/editing will be provided for grade 4 classroom writing teachers.</p>	2.5	Campus Principal, Assistant Principal (AP), and Literacy Coach	<p>1. IMPLEMENTATION - measured by observation of teacher implementation of Lucy Calkins units of study.</p> <p>2. IMPACT- weekly assessments, unit checkpoints, benchmark, writing samples and STAAR assessment data showing student growth when compared to last year's scores.</p>				
				<p>Problem Statements: Student Academic Achievement 2</p>			
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

**Performance Objective 6 Problem Statements:**



## Student Academic Achievement








**Problem Statement 2:** The 2018 STAAR data reveals that NCES students are not improving the writing assessment scores. **Root Cause 2:** Writing vertical alignment across all grade levels needs to be strengthened, especially in revising and editing.

**Goal 1:** Reach every student.

**Performance Objective 7:** Increase student performance in grade 5, to a score of at least 85% on Domain 1, STAAR Science

**Evaluation Data Source(s) 7:** Checkpoints, Benchmarks, Campus Assessments

**Summative Evaluation 7:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Science Achievement for grade 5.</p> <p>a. Targeted instruction will be provided during scheduled grade level intervention time based on campus, district, and STAAR data.</p> <p>b. Provide after school tutoring for scholars below 70% on campus, district, or STAAR data.</p>	2.4, 2.5	Principal, Assistant Principal, Fifth Grade Teachers, Bilingual Interventionist	<p>IMPLEMENTATION: measured by lesson plans, walk-thrus, and observation.</p> <p>IMPACT an increase in performance on checkpoints, benchmarks, and STAAR.</p>				
Funding Sources: 211 Title I, Part A - 152.40							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Reach every student.

**Performance Objective 8:** PVA scholars enrolled in each classroom will increase their overall academic standing.

**Evaluation Data Source(s) 8:** Test scores; benchmarks, checkpoints, STAAR

**Summative Evaluation 8:**










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) PVA Curriculum</p> <p>a. PVA staff will provide experiential learning and activities to support a well-rounded educational experience and academic achievement.</p>	2.4, 2.5	Principal, Assistant Principal	<p>IMPLEMENTATION measured through lesson plans and implementation of PVA curriculum</p> <p>IMPACT improvement on classroom assessments and STAAR assessments</p>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 1:** Reach every student.

**Performance Objective 9:** 100% of scholars will participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly using TEKS-based physical education class or a TEKS-based structured physical activity.

**Evaluation Data Source(s) 9:** Fitnessgram testing results. Master Schedule with allotted PE minutes.

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Scholar participation in physical activity for a minimum of 135 minutes weekly</p> <p>a. Practice with pace running in PE class, fitness stations, and aerobic activities.</p>	2.5	PE Coach	<p>IMPLEMENTATION- measured by fitness gram testing.</p> <p>IMPACT: fitness gram testing data showing student growth when compared to last year's scores.</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Scholar participation in physical activity for a minimum of 135 minutes weekly</p> <p>a. Monthly Mile Runs</p>	2.5	Library, Art, Music, and PE (LAMP) Teachers	<p>IMPLEMENTATION- measured by fitness gram testing.</p> <p>IMPACT: fitness gram testing data showing student growth when compared to last year's scores.</p>				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Scholar participation in physical activity for a minimum of 135 minutes weekly</p> <p>a. Implement Coordinated Approach To Child Health (CATCH) to relate eating healthy to exercise</p>	2.4	PE Teacher, LAMP Teachers, Grade Level Teachers	<p>IMPLEMENTATION- measured by fitness gram testing.</p> <p>IMPACT: increased physical activity and improved student self-reporting of eating and physical activity outside of school.</p>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

## Goal 2: Excellence in every school

**Performance Objective 1:** Northgate Crossing Elementary will enhance Professional Learning Communities to engage 100% of the staff in The SpringWay PLC to meet the campus academic and instructional needs for the 2018-2019 school year.

**Evaluation Data Source(s) 1:** PLC meeting agendas and sign-in sheets

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  1) Implement The SpringWay PLC  a. All staff will be trained on Elements of Effective PLCs  b. All teachers will create PLC progress monitoring binders	2.4	Campus Principal, AP, LC, MC and SSS	1. IMPLEMENTATION - measured by agendas and sign-in sheets.  2. IMPACT- observable implementation of effective instruction in classrooms as evidenced by walk-through and formal observation data.	✓			
				Problem Statements: School Processes & Programs 1			
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  2) Implement The SpringWay PLC  a. Professional Development will be provided to all staff for accessing data through Aware in Eduphoria.	2.4	Campus Principal, AP, LC, MC, and SSS	1. IMPLEMENTATION - measured by agendas and sign-in sheets.  2. IMPACT- teachers are proficient in accessing and utilizing the appropriate Eduphoria data for planning effective lessons.	✓			
				Problem Statements: School Processes & Programs 1			
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  3) Implement The SpringWay PLC  a. Classroom teachers will create and maintain data binders to track the progress of their individual scholars. b. Principal and AP will create and maintain data binders to track the progress of all campus scholars.	2.4	Campus Principal, AP, LC, MC, SSS, and Team leaders	1. IMPLEMENTATION - measured by checklist and team leader oversight  2. IMPACT- data is readily available to use during lesson planning to drive instruction and plan interventions				
				Problem Statements: School Processes & Programs 1			
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 1 Problem Statements:**








<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The SPED program at Northgate Crossing performed lowest of all programs. <b>Root Cause 1:</b> The inclusion instructional model was not implemented with fidelity.

**Goal 2:** Excellence in every school

**Performance Objective 2:** Ensure a smooth transition for 100% of scholarss moving from Pre-K to Kindergarten

**Evaluation Data Source(s) 2:** Teacher Reflections

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Smooth transition for scholars moving from Pre-K to Kindergarten</p> <p>a. Provide an aligned curriculum and goals by coordinating classroom visits between Pre-K and Kindergarten teachers</p>	2.6	Pre-K and Kindergarten teachers, Administrators	<p>IMPLEMENTATION:measured by teacher observations/reflections</p> <p>IMPACT: Pre-K teachers can teach with the end in mind and Pre-K students will transition smoothly</p>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

### Goal 3: High Performance from every employee

**Performance Objective 1:** Northgate Crossing will implement the Teach Like a Champion instructional techniques and the Rigor and Relevance Framework to educate 100% of our teachers to effectively meet the academic and behavioral needs of our students in the classroom.

**Evaluation Data Source(s) 1:** Classroom Observation Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7  1) Implementation of TLAC  a. All staff will receive training on setting high academic expectations, building character and trust, and setting high behavioral expectations.		Campus Principal, AP, LC, and MC	1. IMPLEMENTATION - measured by agendas and sign-in sheets  2. IMPACT- observable use of techniques in classrooms as evidenced by walk-through and formal observation data				
				Problem Statements: School Processes & Programs 2			
<b>Critical Success Factors</b> CSF 6 CSF 7  2) Continue New Teacher Campus Training  a. All new teachers will receive training based on their needs according to new teacher surveys.  b. Work Force Development will provide 2 District Specialists to provide resources and support for New Teachers.		Campus Principal, AP, LC, and MC	1. IMPLEMENTATION - measured by agendas and sign-in sheets  2. IMPACT- observable use of techniques in classrooms as evidenced by walk-through and formal observation data				
				Problem Statements: School Processes & Programs 2			
<b>Critical Success Factors</b> CSF 1 CSF 3  3) Implementation of Rigor and Relevance Framework  a. By May 2019, at least 25% of the teachers observed will move at least one quadrant higher as measured by the Rigor and Relevance Framework		Campus Principal, AP, LC, and MC	1. IMPLEMENTATION - measured by agendas and sign-in sheets  2. IMPACT- observable use of techniques in classrooms as evidenced by walk-through and formal observation data				
				Problem Statements: School Processes & Programs 2			
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							



**Performance Objective 1 Problem Statements:**








<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> NCES did not implement TLAC techniques for setting high academic and behavior expectations with 100% fidelity. <b>Root Cause 2:</b> NCES needs more training in the specific techniques presented in TLAC for setting high expectations for academics and behavior.

**Goal 3:** High Performance from every employee

**Performance Objective 2:** Training on ELL instructional strategies will be provided to educate and empower 100% of teachers to improve LEP student performance in grades 3, 4, and 5 on the STAAR test and TELPAS

**Evaluation Data Source(s) 2:** 2018 STAAR Data, TELPAS Data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) ELL Instructional Strategies</p> <p>a. Professional development will be provided on ELL strategies.</p> <p>b. Progress monitoring to ensure strategies are consistently utilized and interventions and remediations are TEKS based.</p>	2.4, 2.6	Campus Principal, AP, Bilingual Interventionist, and ESL Teacher	<p>1. IMPLEMENTATION - measured by agenda and sign-ins, and classroom observations.</p> <p>2. IMPACT- unit checkpoint, benchmark, TELPAS, and STAAR assessment data showing student growth when compared to previous year's scores.</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 199 State Bilingual/ESL (PIC 25, 35) - 56500.00</p>							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<p><b>Problem Statement 1:</b> The 2018 STAAR data reveals that SPED students score below all other student groups in third, fourth, and fifth grade in all tested areas. <b>Root Cause 1:</b> Many of our SPED students are multiple years behind grade level. Accommodations were not always implemented with fidelity.</p>

**Goal 3:** High Performance from every employee

**Performance Objective 3:** Northgate Crossing will implement content area academies to educate 100% of our teachers on content instructional strategies and techniques.

**Evaluation Data Source(s) 3:** Classroom Observation Data

**Summative Evaluation 3:**









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Northgate Writing Academy</p> <p>a. All language arts teachers will be trained on Units of Study.</p>		Campus Principal, AP, LC	<p>IMPLEMENTATION: Measured by academy agendas and sign in sheets</p> <p>IMPACT: writing samples, benchmark, and STAAR assessment data showing student growth</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Northgate Math Academy</p> <p>a. All math teachers will be trained on manipulatives, problem solving, and numeracy.</p>		Campus Principal, AP, MC	<p>IMPLEMENTATION: Measured by academy agendas and sign in sheets</p> <p>IMPACT: checkpoint, benchmark, and STAAR assessment data showing student growth</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Northgate Reading Academy</p> <p>a. All reading teachers will be trained on the literacy framework.</p>	2.4	Campus Principal, AP, LC	<p>IMPLEMENTATION: Measured by academy agendas and sign in sheets</p> <p>IMPACT: DRA, checkpoint, benchmark, and STAAR assessment data showing student growth</p>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

## Goal 4: Engaged stakeholders in every community

**Performance Objective 1:** Increase timely academic communication between teachers and parents.

**Evaluation Data Source(s) 1:** Yearly K12 Survey

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Academic Communication</p> <p>a. Teachers will provide grades to parents in a timely manner: at least one per week entered online through Home Access Center (HAC) gradebook (due each Tuesday) and on biweekly conduct sheet</p>	3.2	Campus Principal, AP, and Classroom Teachers	<p>1. IMPLEMENTATION - measured by K12 and campus surveys.</p> <p>2. IMPACT- more engaged, highly-informed parents in the area of academics.</p>				
<p>Problem Statements: Perceptions 1 Funding Sources: 211 Title I, Part A - 225.50</p>							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Academic Communication</p> <p>a. Information will be provided to the parents regarding the campus attendance goal and incentive programs in both English and Spanish.</p>	3.2	Campus Principal, AP, Classroom Teachers, and Attendance Clerk	<p>1. IMPLEMENTATION - measured by weekly, monthly, quarterly, and each semester attendance reports</p> <p>2. IMPACT - increased student attendance</p>				
<p>Problem Statements: Demographics 1 Funding Sources: 211 Title I, Part A - 300.00</p>							
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

### Performance Objective 1 Problem Statements:








Demographics
<p><b>Problem Statement 1:</b> NCES did not meet the expected 98% attendance rate set by SISD. <b>Root Cause 1:</b> The pre-K, Kindergarten, and 2nd grade attendance rates bring the overall average down for the campus.</p>
Perceptions
<p><b>Problem Statement 1:</b> According the the K12 survey, 26% of parents believe that teachers need to provide more timely and helpful feedback regarding student work. <b>Root Cause 1:</b> Currently some of the NCES staff do not adhere to the SISD deadline for entering grades.</p>

**Goal 4:** Engaged stakeholders in every community

**Performance Objective 2:** Increase parental involvement on campus by providing a variety of volunteer programs.

**Evaluation Data Source(s) 2:** Program Registration and/or Sign-In Sheets

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Parental Involvement</p> <p>a. NCES will continue the WATCH D.O.G.S. program to provide positive male role models for our students.</p>	3.2	Campus Counselor (Parent Liaison), Principal, and AP	<p>1. IMPLEMENTATION - measured by sign-in sheets and surveys.</p> <p>2. IMPACT - students gain positive male role models and fathers gain insight into students' daily routines.</p>				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

## Goal 5: Opportunities and choice for every family.

**Performance Objective 1:** NCES will continue to provide the opportunity and choice to participate in a variety of extracurricular activities before and after school. NCES will provide specialized programs to support diverse learning opportunities.

**Evaluation Data Source(s) 1:** Sign-In Sheets and Permission Slips

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) 1) Extracurricular Activities</p> <p>a. Scholars will continue to be provided a variety of clubs to participate in such as: student council, fitness club, SECME club, choir, and garden club.</p>	2.4, 2.5	Campus Teacher Sponsor, Principal, and AP	<p>1. IMPLEMENTATION - measured by sign-in sheets and permission forms</p> <p>2. IMPACT - promotes student leadership opportunities, builds positive self-esteem, develops time management skills and teaches responsibility.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) 2) Dual Language</p> <p>a. Implement the 2 way Dual Language program in Kindergarten.</p>	2.4, 2.5	Principal, Assistant Principal, LC, Bilingual Interventionist	<p>IMPLEMENTATION: measured by administrator walk-throughs and observations</p> <p>IMPACT: student growth will be shown on the EOY IPT test in the student's second language</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) 3) Gifted and Talented</p> <p>a. 100% of grade K - 5 Gifted and Talented scholars will complete a scholar inventory and at minimum two Renzulli independent study projects (one per semester).</p> <p>b. 100% of scholars will participate in the Campus GT Expo to present the Texas Performance Standards Project (TPSP) research.</p> <p>c. 100% of gifted and talented K-5 scholars will have the opportunity to participate in field experiences.</p>	2.5	Principal, Assistant Principal, Counselor, Classroom Teachers, GT Coordinator	<p>IMPLEMENTATION: Measured by completed scholar inventory, at least 2 independent study projects, and sign in for Campus GT Expo.</p> <p>IMPACT: Scholars are college or career ready and are prepared for post-secondary school.</p>				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress





= Discontinue

**Goal 5:** Opportunities and choice for every family.

**Performance Objective 2:** NCES will provide at least 4 different parent meetings.

**Evaluation Data Source(s) 2:** Sign-in sheets, agenda

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) NCES Parent Meetings</p> <p>a. Meet the Navigators</p> <p>b. Open House and Title I parent meeting</p> <p>c. Parent Conference Day</p> <p>d. TELPAS Night</p> <p>e. Counselor Coffee Talks</p>	3.1, 3.2	Principal, Assistant Principal, Counselor	<p>IMPLEMENTATION measured by agendas and sign-in sheets</p> <p>IMPACT increased parental involvement</p>				
Funding Sources: 211 Title I, Part A - 1255.00							
							



## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Reading Achievement 3-5 a. Ensure that classroom teachers implement the SISD literacy framework and its components with fidelity in order to raise reading performance for each individual scholar. b. Independent Reading - Scholars will participate daily in a variety of independent reading activities including reading to each other, reading to the teacher and reading to themselves. Library Media Specialists will support this initiative.
1	1	2	Reading Achievement 3-5 a. Staff Development sessions on guided reading and literature circles will be provided for grade 3-5 classroom reading teachers.
1	1	3	Reading Achievement 3-5 a. Utilize 3-5 MAP data to monitor student progress and plan interventions.
1	1	4	Reading Achievement 3-5 a. Targeted instruction will be provided during scheduled grade level intervention times based on DRA, MAP, checkpoint, Benchmark, and STAAR data.
1	1	5	Reading Achievement 3-5 a. Provide after school tutoring for scholars below 70% on campus, district, or STAAR assessments.
1	4	1	Math Achievement 3-5 a. Ensure that classroom teachers implement the SISD math framework and its components with fidelity in order to raise math performance for each individual student.
1	5	1	Rigorous targeted activities will be provided during intervention time to prompt students to use higher order thinking.
1	6	1	Writing Achievement K-5 a. Ensure that classroom teachers implement the Units of Study with fidelity in order to raise writing performance for each individual student b. Ensure that classroom teachers are focused on providing and implementing targeted revising and editing instruction c. Vertical alignment team will meet once per six weeks to ensure writing curriculum is vertically aligned
1	6	2	Writing Achievement Grade 4 a. Staff Development Sessions on Lucy Calkins Units of Study with an emphasis on writing and revising/editing will be provided for grade 4 classroom writing teachers.
3	2	1	ELL Instructional Strategies a. Professional development will be provided on ELL strategies. b. Progress monitoring to ensure strategies are consistently utilized and interventions and remediations are TEKS based.

# State Compensatory

## Budget for Northgate Crossing Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
6118	6118 Extra Duty Stipend - Locally Defined	\$5,500.00
<b>6100 Subtotal:</b>		<b>\$5,500.00</b>
<b>6300 Supplies and Services</b>		
6321	6321 Textbooks	\$3,000.00
6399	6399 General Supplies	\$2,000.00
<b>6300 Subtotal:</b>		<b>\$5,000.00</b>
<b>6400 Other Operating Costs</b>		
6494	6494 Reclassified Transportation Expenses	\$1,000.00
<b>6400 Subtotal:</b>		<b>\$1,000.00</b>

**Personnel for Northgate Crossing Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cinthya Ramirez	Teacher	Pre-K	.5
Darlene VonSeggern	SSS	SCE	Full Day
Jessica Withrow	Teacher	Pre-K	.5
MaryLu Pagen	Pre-K Aide	Pre-K	.5
Micah Gonzales	Math Coach	SCE	Full Day

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

We met with our CIP committee and looked at multiple sources of data to determine our needs.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

We met with our CIP committee 6 times over the summer to plan and develop our CIP.

### **2.2: Regular monitoring and revision**

We meet every 9 weeks to monitor our progress on our CIP and we revise goals and strategies as needed. It is a living document.

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

We communicate with parents in Spanish and English on Blackboard Parent Connect. We send monthly Parent Connection Newsletters as well as school newsletters in both languages. In addition all parent letters and our annual Title I parent meeting is given in both Spanish and English.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mary Sneed	Library Media Specialist	Library	.5
Olivia Ruiz	Teacher	Title I	.5

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kristi Brown	Principal
Non-classroom Professional	Micah Gonzales	Math Coach
Administrator	Juanita Acevedo	Assistant Principal
Non-classroom Professional	Maritza Urquia	Literacy Coach
Classroom Teacher	Chelsey Zardes	Math/Science Teacher
Classroom Teacher	Heather Rogers	ELA/SS Teacher
Classroom Teacher	Deyanira Montemayor	Bilingual Teacher
Classroom Teacher	Lori Douglass	Teacher
Community Representative	Norma Smith	Community Representative
District-level Professional	Carla Jones Taylor	District Project Director
Business Representative	Ryan Green	Business Representative
Parent	Marlen Vega	Parent

# Campus Funding Summary

199 State SCE - State Compensatory Education (PIC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	SSS		\$0.00
1	1	5	Tutors	6118.TU	\$6,500.00
1	4	1	Math Coach	6119	\$0.00
<b>Sub-Total</b>					\$6,500.00
<b>Budgeted Fund Source Amount</b>					\$11,500.00
<b>+/- Difference</b>					\$5,000.00
199 State Bilingual/ESL (PIC 25, 35)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	ESL Teacher		\$56,500.00
<b>Sub-Total</b>					\$56,500.00
<b>Budgeted Fund Source Amount</b>					\$56,500.00
<b>+/- Difference</b>					\$0
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Library Media Specialist		\$0.00
1	1	1	NWEA MAP+Exact Path	6321	\$8,498.94
1	1	2	Literacy Coach	6119	\$0.00
1	1	4	Title I Tutors	6112	\$23,000.00
1	1	4	Title I Teacher	6119	\$32,000.00
1	1	4	NWEA + Exact Path	6321	\$0.00
1	1	4	Study Island: ELA	6321	\$101.60
1	1	5	NWEA MAP + Exact Path	6321	\$0.00
1	2	2	Literacy Coach	6119	\$0.00
1	3	1	NWEA + Exact Path	6321	\$0.00

1	3	1	Study Island:ELA Library	6321	\$0.00
1	4	1	NWEA+Exact Path	6321	\$0.00
1	5	1	NWEA + Exact Path	6321	\$0.00
1	5	1	Study Island:ELA Library	6321	\$0.00
1	6	1	Literacy Coach	6119	\$0.00
1	7	1	Study Island-Science	6321	\$152.40
4	1	1	Helping Your Child Learn Fliers-English/Spanish (Channing Bete)		\$120.00
4	1	1	Help Preschol Children Learn Fliers-English/Spanish (Channing Bete)		\$105.50
4	1	2	11 Ways For Parents to Manage Stress Fliers-English/Spanish (Channing Bete)		\$60.00
4	1	2	12 Ways to Help Your Child Do Well In Middle School Fliers-English/Spanish (Channing Bete)		\$60.00
4	1	2	Internet Safety Fliers-Keeping Your Child Safer Online-English/Spanish (Channing Bete)		\$60.00
4	1	2	10 Tips for Effective Daily Parenting Fliers-English/Spanish (Channing Bete)		\$60.00
4	1	2	12 Tips For Positive Discipline Fliers-English/Spanish (Channing Bete)		\$60.00
5	2	1	Parent Meetings	6321	\$1,255.00
<b>Sub-Total</b>					\$65,533.44
<b>Budgeted Fund Source Amount</b>					\$77,645.00
<b>+/- Difference</b>					\$12,111.56
<b>Grand Total</b>					\$128,533.44