

Spring Independent School District
Northgate Crossing Elementary
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: September 7, 2021
Public Presentation Date: September 2, 2021

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.

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.**

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students	20
Goal 2: EQUITY-Remove unacceptable barriers to student and staff success	40
Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes	43
Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met	45
State Compensatory	47
Budget for Northgate Crossing Elementary	48
Personnel for Northgate Crossing Elementary	48
Title I Schoolwide Elements	49
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	50
1.1: Comprehensive Needs Assessment	50
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	50
2.1: Campus Improvement Plan developed with appropriate stakeholders	50
2.2: Regular monitoring and revision	50
2.3: Available to parents and community in an understandable format and language	50
2.4: Opportunities for all children to meet State standards	51
2.5: Increased learning time and well-rounded education	51
2.6: Address needs of all students, particularly at-risk	51
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	51
3.1: Develop and distribute Parent and Family Engagement Policy	51
3.2: Offer flexible number of parent involvement meetings	52
Title I Personnel	52
Plan Notes	53
Campus Funding Summary	54
Addendums	55

Comprehensive Needs Assessment

Demographics

Demographics Summary

Northgate Crossing Elementary is an eleven-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 2021-2022 school year, the demographic information comes from information available in May 2021. Student enrollment at Northgate Crossing Elementary School decreased by 23 students over the 2019-2020 school year. May enrollment data shows that 669 students are enrolled and the student groups have changed over the last two years. Northgate Crossing Elementary campus has three main student groups: 51% are Hispanic, 13% are White and 29% are African American. Asian students make up 2.6% of the population. There are 3.4% claiming Two-or-More Races.

The 13% student mobility rate for Northgate Crossing Elementary is below the state average of 18%. The campus has identified 2 students who are migrants. Attendance rates remained steady even in the midst of a Pandemic. At 97%, 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 118 transfer students due to 25 employees, 6 childcare, 70 Bilingual/Dual Language, 3 SPED, and 8 PEG transfers. There are 8 bus routes serving the school. Northgate Crossing Elementary's student groups include 33% English Language Learners (ELLs), 8% Gifted and Talented, and 8% Special Education. Additionally, 68% are economically disadvantaged, 51% are identified as at-risk, and 0% are homeless.

The latest TAPR report indicates that most teachers (42%) at Northgate have between 6-20 years of experience in the classroom. The next largest group are teachers with 1-5 years of experience. Most of our teaching staff 78.7% earned their Bachelor's degree and 21.3% have earned their Master's degree. 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 97% 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 EXXON and Houston CityPlace Marriott who have provided volunteer hours and school supplies for our students.

Another strength we have is the majority of our teachers have more than 6 years' experience. Many of them bring their own children to Northgate Crossing for their elementary education.

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.

Student Learning

Student Learning Summary

All schools in Texas must meet standards in three state accountability areas. Northgate Crossing Elementary met standard for Domain 1 for 2020-2021.

- Domain 1-Student Achievement-Northgate Crossing Score: 65(state target score = 60)

While Northgate Crossing has Met Standard in Domain 1, the administration and staff of the school continue to raise the bar for academic excellence.

Scores for Meets Comparison on STAAR

All Subjects-35% (District 25%)

Reading-37% (District 28%)

Math-37% (District 20%)

Writing-30% (District 17%)

Science-30% (District 25%)

After analyzing the scores for 2021 by grade level and student groups the data revealed that 2/8 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 reviewing the 2020-21 STAAR test results, the data shows student achievement among the sub-pops is not equal.

Third Grade Reading - Highest scoring: African American 46% and Lowest scoring: SPED 0%

Third Grade Math - Highest scoring: African American 19% and Lowest scoring: SPED 0%

Fourth Grade Reading - Highest scoring: White 45% and Lowest scoring SPED 0%

Fourth Grade Math - Highest scoring: White 58% and Lowest scoring SPED 0%

Fourth Grade Writing - Highest scoring: White 42% % and Lowest scoring SPED 0%

Fifth Grade Reading - Highest scoring: White 44% and Lowest scoring SPED 0%

Fifth Grade Math - Highest scoring: White 67% Lowest scoring: SPED 11%

Fifth Grade Science - Highest scoring: White 67% and Lowest scoring: SPED 0%

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. 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 LEP students.

Math MAP Results On or Above Grade Level

Kindergarten-70%

First Grade-72%

Second Grade -60%

Third Grade-63%

Fourth Grade-68%

Fifth Grade-78%

Nearly 80% of the fifth-grade students scored on or above grade level.

Reading MAP Results On or Above Grade Level

Third Grade-68%

Fourth Grade-75%

Fifth Grade-77%

Nearly 80% of the fifth-grade students scored on or above grade level.

TPRI/Tejas Lee Results On or Above Grade Level

All Students-76%

Kindergarten-79%

First Grade-75%

Second Grade-80%

All grade levels scored similarly.

Circle Results On Track -

Pre-K English-Letter/Sound Corespondence-90%

Phonological Awareness-74%

Math-79%

Pre-K Spanish-Letter/Sound Correspondence-65%

Phonological Awareness-71%

Math-82.4%

Early Writing Skills-100%

TELPAS Results -

Composite- 40% of students were advanced or advanced high. The highest percentage of students achieved the Intermediate proficiency rating. Proficiency ratings for advanced or advanced high in Speaking(56% in 2020 compared to 31% in 2021) were higher in 2020 than in 2021. In the listening domain, in 2021 57% achieved advanced or advanced high compared to 72% in 2020. The writing domain was not completed in 2020. In 2021, 36% of the students scored advanced or advanced high. Overall, students performed better on the Reading section of TELPAS in 2020 compared to 2021. The percent of Advanced students decreased from 21% to 12% and from 35% Advanced High to 18% in 2021. Only 7 students were eligible for the yearly progress indicator in 2021. Of those 7, 3(43%) gained at least one proficiency level.

Although NCES has not met the goal of a 98% attendance rate, the school ranked the highest in the district at 97% for the 2020-21 school year. Current incentive programs will continue during the 2021/2022 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
- Alma Miller-assistant principal
- Darlene VonSeggern-SSS
- Helen Morris-Digital Literacy Coach
- Tamiko Stewart-Math Coach Interventionst
- Ranada LeBlanc-Math Coach Interventionst
- Olivia Ruiz-Academic Dual Language Teacher Leader
- Jill Espino-ESL Teacher
- Clare Starr-Reading Interventionist
- Gina Lemm/Cheryl Souders-Reading Interventionist
- Amy Schkade Instruction Specialist
- Lisa Earnst-Title I Teacher

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 third-grade math as the lowest STAAR test score.

- A 24% achievement gap between the African American group and the Hispanic group was revealed in 3rd-grade reading.
- A 23% achievement gap between the White group and the African American group was revealed in 4th-grade writing.
- A 38% achievement gap between the White group and the African American group was revealed in 4th-grade math.
- A 54% achievement gap between the White group and the African American group was revealed in 5th-grade science.
- Third math scores are significantly lower than fourth and fifth-grade scores.
- Third reading scores are significantly lower than fifth-grade scores.
- LEP and SPED scores were significantly lower than the other sub-pops.

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.

Student Learning Strengths

NCES celebrates many strengths:

- Ranked the highest attendance rate in SISD.
- Exceeded district passing rates in all tested areas.
- Fourth Grade Reading Meets increased from 2019.
- Fourth Grade Writing Meet is increased from 2019.
- Fifth Grade Math Meets was at 57%.
- Nearly 80% of fifth-grade students scored on or above grade level on MAP

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The 2019 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grade, in all tested areas. The 2021 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. In addition, a lack of instruction occurred due to teacher and student absences.

Problem Statement 2 (Prioritized): The 2021 STAAR data reveals that third-grade reading scores are lower than fifth-grade reading meets scores - by about 15%. **Root Cause:** The third-grade literacy block needs to include more time for small groups, independent reading, and vocabulary enrichment.

Problem Statement 3 (Prioritized): The 2021 STAAR data reveals that third-grade math scores are significantly lower than fourth-grade meets math by 17% and fifth-grade meets math scores by 38%. **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 4 (Prioritized): The 2021 MAP report reveals that K-5 reading data for on or above grade level reading below 80% by 7%. **Root Cause:** Students need to build up reading endurance and familiarize themselves with online reading assessments in testing settings.

Problem Statement 5 (Prioritized): The 2021 MAP report reveals that K-5 math data for on or above grade level math was below 80% by 11%. **Root Cause:** Students need to familiarize themselves with online math assessments in testing settings.

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 Interim results. BOY, MOY, and EOY assessments from MAP (K-5), DRAs (K-3), and 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, intervention teachers, 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 2020-2021 school year, the staff was 100% highly qualified and GT certified. Ninety-seven percent of the staff obtained ESL certification. Northgate Crossing employed four 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.

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 training 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, teacher learning, and planning intervention.
- Certified teachers serving as intervention tutors.
- Literacy Intervention

- Math Intervention
- Writing Intervention
- Science Intervention

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:** The staff lacked the training needed to implement the inclusion instructional model with fidelity.

Problem Statement 2 (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 administration needs to consistently monitor implementation.

Problem Statement 3 (Prioritized): There's a need to differentiate instruction for English Language Learners. **Root Cause:** There was a lack of accelerated learning for our English Language Learners in their language of instruction. Limited resources also impeded student achievement.

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.

CHAMPS, the classroom management tool utilized by Spring ISD, allows for a positive approach to the day-to-day environment of the classroom. When CHAMPS strategies are utilized, classroom disruptions are reduced, the 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 school years 2020-21 shows that 0 referrals were administered. 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.

Due to parents believing school was safe, three-fourths of the students returned to face-to-face instruction during a pandemic. COVID safety protocols were implemented with fidelity. With the return of our students, we have discovered 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 CATCH (Coordinated Approach to Child Health) Healthy Tip of the Week and encouraged to incorporate it into their daily routine. 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 provides 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, Coffee Talks, 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 fostering a strong school and family connection.

Perceptions Strengths

NCES prides itself on these strengths:

- Low discipline referrals
- Strong PTO - Typically almost 50% of families.
- 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
- 75% of students returned to face-to-face instruction. Parents believed we offered a safe environment for students during a Pandemic.

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:** The pandemic created an environment of isolation, limited peer interaction, anxiety, and trauma.

Priority Problem Statements

Problem Statement 1: NCES did not meet the expected 98% attendance rate by SISD.

Root Cause 1: The Pre-K and Kindergarten attendance rates bring the overall average down for the campus. Current attendance action plans are ineffective.

Problem Statement 1 Areas: 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 2: The staff lacked the training needed to implement the inclusion instructional model with fidelity.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The 2019 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grade, in all tested areas. The 2021 STAAR data shows that SPED students continue to score lower than other student groups.

Root Cause 3: Many of our SPED students are multiple years behind grade level. Accommodations were not always implemented with fidelity. In addition, a lack of instruction occurred due to teacher and student absences.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The 2021 STAAR data reveals that third-grade reading scores are lower than fifth-grade reading meets scores - by about 15%.

Root Cause 4: The third-grade literacy block needs to include more time for small groups, independent reading, and vocabulary enrichment.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: NCES did not implement The SpringWay Systems & Routines for setting high academic and behavior expectations with 100% fidelity.

Root Cause 5: NCES needs more training in the specific techniques presented in The SpringWay Systems & Routines to ensure high expectations for academics and behavior and administration needs to consistently monitor implementation.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The 2021 STAAR data reveals that third-grade math scores are significantly lower than fourth-grade meets math by 17% and fifth-grade meets math scores by 38%.

Root Cause 6: 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 Areas: Student Learning

Problem Statement 7: The 2021 MAP report reveals that K-5 reading data for on or above grade level reading below 80% by 7%.

Root Cause 7: Students need to build up reading endurance and familiarize themselves with online reading assessments in testing settings.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The 2021 MAP report reveals that K-5 math data for on or above grade level math was below 80% by 11%.

Root Cause 8: Students need to familiarize themselves with online math assessments in testing settings.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There's a need to differentiate instruction for English Language Learners.

Root Cause 9: There was a lack of accelerated learning for our English Language Learners in their language of instruction. Limited resources also impeded student achievement.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: 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 10: The pandemic created an environment of isolation, limited peer interaction, anxiety, and trauma.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

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 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority





Evaluation Data Sources: 2022 STAAR Reading Domain 1 scores for all student groups, Benchmark Tests, Unit Tests, Checkpoints.

Strategy 1 Details	Reviews			
<p>Strategy 1: Reading Achievement 3-5</p> <p>a. Ensure that classroom teachers implement the district curriculum(Amplify), unit guides, and aligned resources with fidelity in order to raise reading performance for each individual scholar.</p> <p>b. Independent Reading - Scholars will participate daily in a variety of independent reading activities including reading to each other, reading to the teacher, and reading to themselves. Library Media Specialists will support this initiative.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by:</p> <ul style="list-style-type: none"> - Active classroom monitoring and coaching by the administrators - Training on the new ELA curriculum and its components for all 3-5 teachers - Implementation of SISD's SpringWay Systems and Routines. <p>2. IMPACT- unit checkpoint, benchmark, STAAR assessment data showing student growth when compared to last year's scores. Meets Q1-20%, Q2-40%, Q3-60%, Q4-80 % on-campus/district benchmark testing.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, Library Media Specialist, Digital Learning Literacy Coach, Reading Interventionists, Academic Dual Language Teacher Leader</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional Specialist - 199 State SCE - State Compensatory Education (PIC, Literacy Interventionist - 199 State SCE - State Compensatory Education (PIC, Library Media Specialist - 211 Title I, Part A</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Reading Achievement K-5</p> <p>a. Staff Development sessions on The Science of Reading and Literacy Across the Contents will be provided during the 21-22 school year.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by staff development sign-in sheets and fidelity of implementation monitored through classroom observations. Training-Literacy Across the Contents-June 8-July 28. The Science of Reading training August-May.</p> <p>2. IMPACT- unit checkpoint, Benchmark, and STAAR assessment data showing student growth when compared to last year's scores. Meets Q1-20%, Q2-40%, Q3-60%, Q4-80%</p> <p>Staff Responsible for Monitoring: Campus Administrators, Digital Learning Literacy Coach, District Trainers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Reading Achievement 3-5</p> <p>Support Staff will provide a variety of services: model lessons, provide feedback, pull small groups, provide intervention, and facilitate digital learning. Teachers and Administrators will:</p> <ol style="list-style-type: none"> Ensure all students are tiered with ongoing progress monitoring Provide a plan of support for students by Tier including Intervention Ensure small group reading and intervention classes during the school day Provide targeted after school tutoring <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by mClass, MAP, checkpoint, Benchmark, and STAAR data. Progress monitoring will be used to track mastery of skills.</p> <p>2. IMPACT-weekly assessments, unit checkpoints, Benchmark, and STAAR assessment data showing student growth when compared to last year's scores. Meets Q1-20%, Q2-40%, Q3-60%, Q4-80% on-campus/district goals.</p> <p>Staff Responsible for Monitoring: SSS, Classroom Teachers, SPED Teachers, Title I Tutors, Academic Dual Language Teacher Leader, ESL Teacher, Math/Reading Interventionist, Digital Learning Literacy Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Title I Teacher - 211 Title I, Part A - \$32,000, Student Support Specialist - 199 State SCE - State Compensatory Education (PIC, ESL Teacher - 211 Title I, Part A - \$32,000, Title I Tutors - 211 Title I, Part A - \$29,000, After School Tutors - 199 State SCE - State Compensatory Education (PIC - \$11,500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Gifted and Talented</p> <p>a. 100% of grade K - 5 Gifted and Talented scholars will complete a scholar inventory and at minimum 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>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Completed scholar inventories and Renzulli independent study projects.</p> <p>2. IMPACT-weekly assessments, unit checkpoints, Benchmark, and STAAR assessment data showing student growth when compared to last year's scores. Meets Q1-20%, Q2-40%, Q3-60%, Q4-80% on-campus/district goals.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Campus GT Coordinator, GT Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The 2019 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grade, in all tested areas. The 2021 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. In addition, a lack of instruction occurred due to teacher and student absences.</p> <p>Problem Statement 2: The 2021 STAAR data reveals that third-grade reading scores are lower than fifth-grade reading meets scores - by about 15%. Root Cause: The third-grade literacy block needs to include more time for small groups, independent reading, and vocabulary enrichment.</p> <p>Problem Statement 4: The 2021 MAP report reveals that K-5 reading data for on or above grade level reading below 80% by 7%. Root Cause: Students need to build up reading endurance and familiarize themselves with online reading assessments in testing settings.</p>

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





Performance Objective 2: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Math (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Math Domain 1 scores for all student groups, Benchmark Tests, Unit Tests, Checkpoints.

Strategy 1 Details	Reviews			
<p>Strategy 1: Math Achievement 3-5</p> <p>a. Ensure that classroom teachers implement the SISD math curriculum(Eureka), unit guides and its aligned resources with fidelity to raise math performance for each student.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION - measured by:</p> <ul style="list-style-type: none"> -Active Classroom monitoring and coaching by the administrators. -Training on Eureka Math Curriculum for all teachers. -Implementation of SISD's SpringWay Systems & Routines/PLC. <p>2. IMPACT- weekly assessments, unit checkpoints, Benchmarks, and STAAR assessment data showing student growth when compared to last year's scores. Q1-20%, Q2-40%, Q3-60%, Q4-80%</p> <p>Staff Responsible for Monitoring: SSS, Classroom Teachers, SPED Teachers, Title I Tutors, Academic Dual Language Teacher Leader, ESL Teacher, Math Interventionist.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Math Achievement 3-5</p> <p>Support Staff will provide a variety of services: model lessons, provide feedback, pull small groups, provide intervention, and facilitate digital learning. Teachers and Administrators will:</p> <ol style="list-style-type: none"> Ensure all students are tiered with ongoing progress monitoring Provide a plan of support for students by Tier including Intervention Ensure small group reading and intervention classes during the school day Provide targeted after school tutoring <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by MAP, checkpoint, Benchmark, and STAAR data. Progress monitoring will be used to track mastery of skills.</p> <p>2. IMPACT-weekly assessments, unit checkpoints, Benchmark, and STAAR assessment data showing student growth when compared to last year's scores. Meets Q1-20%, Q2-40%, Q3-60%, Q4-80% on-campus/district goals.</p> <p>Staff Responsible for Monitoring: SSS, Classroom Teachers, SPED Teachers, Title I Tutors, Academic Dual Language Teacher Leader, ESL Teacher, Math Interventionist.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: ESL Teacher - 211 Title I, Part A, Title I Tutors - 211 Title I, Part A</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The 2019 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grade, in all tested areas. The 2021 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. In addition, a lack of instruction occurred due to teacher and student absences.</p>
<p>Problem Statement 3: The 2021 STAAR data reveals that third-grade math scores are significantly lower than fourth-grade meets math by 17% and fifth-grade meets math scores by 38%. Root Cause: A lack of direct instruction, small group instruction, and the use of manipulatives to teach the concepts impeded student learning. In addition, a lack of modeling and the use of academic vocabulary hindered student achievement.</p>

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





Performance Objective 3: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Science (5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Science (5th) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Science Domain 1 scores for all student groups, Benchmark Tests, Unit Tests, Checkpoints

Strategy 1 Details	Reviews			
<p>Strategy 1: Science Achievement for grade 5.</p> <p>a. Targeted instruction will be provided during scheduled grade level intervention time based on campus, district, and STAAR data.</p> <p>b. Provide after-school tutoring for scholars below 70% on campus, district, or STAAR data.</p> <p>c. Provide recess tutoring for all 5th-grade students twice a week.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: measured by lesson plans, walkthroughs, and observations.</p> <p>IMPACT an increase in performance on checkpoints, benchmarks, and STAAR. Q1-20%, Q2-40%, Q3-60%, Q4-80%</p> <p>Staff Responsible for Monitoring: SSS, Classroom Teachers, SPED Teachers, Title I Tutors, Academic Dual Language Teacher Leader, ESL Teacher, Math/Reading Interventionist.</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Summit K-12 Science - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure student progress on science process skills, vocabulary words by TEKS, and STAAR-formatted assessments on a grade-level-wide, class-wide, and an individual level.</p> <p>Strategy's Expected Result/Impact: MPLEMENTATION: measured by lesson plans, walkthroughs, observations, and Summit K-12 Reports</p> <p>IMPACT an increase in performance on checkpoints, benchmarks, and STAAR. Q1-20%, Q2-40%, Q3-60%, Q4-80%</p> <p>Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Title I Tutors, Academic Dual Language Teacher Leader, ESL Teacher, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: The 2019 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grade, in all tested areas. The 2021 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. In addition, a lack of instruction occurred due to teacher and student absences.</p>
School Processes & Programs
<p>Problem Statement 1: The SPED program at Northgate Crossing performed lowest of all programs. The Staff needs support in implementing the inclusion instructional model. Root Cause: The staff lacked the training needed to implement the inclusion instructional model with fidelity.</p>

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





Performance Objective 4: By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE Reports

Strategy 1 Details	Reviews			
<p>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.</p> <p>Literacy Framework</p> <ul style="list-style-type: none"> oPhonological Awareness oAlphabet Knowledge oVocabulary oComprehension oWritten Expression <p>All Pre-K teachers will attend district Pre-K Professional Development.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: measured by lesson plans, walkthroughs, and observations.</p> <p>IMPACT An increase in performance on the CLI/CIRCLE data on MOY and EOY. Q1-22%, Q2-45%, Q3-68%, Q4-90%</p> <p>Staff Responsible for Monitoring: Administrators, Pre-K Teachers, ECSE Teacher, ESL Teacher, Math/Reading Interventionist.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 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.

Student Learning

Problem Statement 1: The 2019 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grade, in all tested areas. The 2021 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. In addition, a lack of instruction occurred due to teacher and student absences.

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

Performance Objective 5: By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: CIRCLE Reports

Strategy 1 Details	Reviews			
<p>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.</p> <p>Math</p> <ul style="list-style-type: none"> oRote Counting oNumber Identification oNumber Recognition o1-1 Correspondence oPatterns oGeometric Shapes oMeasurement <p>All Pre-K teachers will attend district Pre-K Professional Development.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: measured through lesson plans, walkthroughs, and observations.</p> <p>IMPACT An increase in performance on the CLI/CIRCLE data on BOY, MOY and EOY. Q1-22%, Q2-45%, Q3-68%, Q4-90%</p> <p>Staff Responsible for Monitoring: Administrators, Pre-K Teachers, ECSE Teacher, Title I Tutors, ESL Teacher, Math/Reading Interventionist.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	June
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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 1: The 2019 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grade, in all tested areas. The 2021 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. In addition, a lack of instruction occurred due to teacher and student absences.





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

Performance Objective 6: By June 2022 (EOY), 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: MAP Reading Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement The SpringWay PLC</p> <p>a. Classroom teachers will create and maintain data binders to track the progress of their individual scholars with a focus on analyzing any disparaging difference between the sub-pops in reading.</p> <p>b. Principal and AP will create and maintain data binders to track the progress of all campus scholars.</p> <p>c. Learning PLC on New TEKS in ELA.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION - measured by checklist and team leader oversight.</p> <p>2. IMPACT- data is readily available to use during lesson planning to drive instruction and plan interventions.</p> <p>1. IMPLEMENTATION-measured by PLC sign-in. Monitored with walk-throughs, observations, and planning PLC.</p> <p>Learning PLC-September 2nd</p> <p>IMPACT-Increased reading achievement of students reading on or above grade level on MAP. MOY-76%, EOY-80%</p> <p>Staff Responsible for Monitoring: Principal, AP, Student Support Specialist, Classroom teachers, ESL Teacher, and SPED Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Reading Achievement 3-5</p> <p>a. Utilize 3-5 MAP data to monitor student progress and plan interventions.</p> <p>b. Implement district language arts curriculum(Amplify), unit guides, and aligned district resources with fidelity. Strategy's Expected Result/Impact: IMPLEMENTATION-measured by MAP BOY, MOY, EOY assessment reports.</p> <p>IMPACT-Increase MAP MOY to 76% on or above grade level and MAP EOY to 80% on or above grade level.</p> <p>Staff Responsible for Monitoring: Administrators, SSS, Classroom teachers, ESL Teacher, Interventionists and SPED Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: SpringWay Systems & Routines-</p> <p>a. Northgate Crossing will implement the SpringWay Systems & Routines to educate 100% of our teachers to effectively meet the academic and behavioral needs of our students in the classroom</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION measured by walkthroughs and classroom observations as well as discipline reports. 100% of teachers will be trained.</p> <p>IMPACT increased student achievement on MAP Reading. Boy 73%, MOY 76%, EOY 80% on or above grade level on MAP, and a 10% decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: The 2019 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grade, in all tested areas. The 2021 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. In addition, a lack of instruction occurred due to teacher and student absences.

Problem Statement 2: The 2021 STAAR data reveals that third-grade reading scores are lower than fifth-grade reading meets scores - by about 15%. **Root Cause:** The third-grade literacy block needs to include more time for small groups, independent reading, and vocabulary enrichment.

Problem Statement 4: The 2021 MAP report reveals that K-5 reading data for on or above grade level reading below 80% by 7%. **Root Cause:** Students need to build up reading endurance and familiarize themselves with online reading assessments in testing settings.

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 administration needs to consistently monitor implementation.

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





Performance Objective 7: By June 2022 (EOY), 65% of KG-5th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: MAP Math Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement The SpringWay PLC</p> <p>a. Classroom teachers will create and maintain data binders to track the progress of their individual scholars with a focus on analyzing any disparaging difference between sub-pops in math.</p> <p>b. Principal and AP will create and maintain data binders to track the progress of all campus scholars.</p> <p>c. Learning PLC on Eureka Math Curriculum.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION - measured by checklist and team leader oversight.</p> <p>2. IMPACT- data is readily available to use during lesson planning to drive instruction and plan interventions.</p> <p>1. IMPLEMENTATION-measured by PLC sign-in. Monitored with walk-throughs, observations, and planning PLC.</p> <p>Learning PLC-September 2nd</p> <p>IMPACT-Increased reading achievement of students reading on or above grade level on MAP. MOY-75%, EOY-80%</p> <p>Staff Responsible for Monitoring: Principal, AP, Student Support Specialist, Classroom teachers, ESL Teacher, Academic Dual Language Teacher Leader, Instructional Specialist and SPED Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Oct	Dec	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Accelerate math learning and close the gaps by ensuring students have the essential foundational knowledge they need to engage with grade-level content.</p> <p>1. Use Eureka Equip Diagnostic Tool 2. Direct Instruction 3. Supporting Lessons 4. Fluency 5. Math Videos</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION - measured by premodule assessments</p> <p>2. IMPACT- data is readily available to identify learning gaps and drives instruction</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Math Interventionists, Instructional Specialist, Academic Dual Language Teacher Leader</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Curriculum Resources - 211 Title I, Part A - \$6,200</p>	Formative			Summative
	Oct	Dec	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 3: The 2021 STAAR data reveals that third-grade math scores are significantly lower than fourth-grade meets math by 17% and fifth-grade meets math scores by 38%. Root Cause: A lack of direct instruction, small group instruction, and the use of manipulatives to teach the concepts impeded student learning. In addition, a lack of modeling and the use of academic vocabulary hindered student achievement.</p>

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





Performance Objective 8: By June 2022 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data). By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: mClass Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Amplify Reading to ensure students build language, foundational skills, and comprehension skills, while also developing:</p> <p>Phonological awareness Phonics Vocabulary Text analysis Comprehension Microcomprehension (i.e., the smaller aspects of comprehension that make up the reader's mental model of a text)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION - measured by mClass Foundational Skills Assessments</p> <p>2. IMPACT- data is readily available to identify learning gaps and to drive instruction</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Reading Interventionists, Instructional Specialist, Academic Dual Language Teacher Leader</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: Curriculum Resources - 211 Title I, Part A - \$6,200</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 8 Problem Statements:

Student Learning
<p>Problem Statement 2: The 2021 STAAR data reveals that third-grade reading scores are lower than fifth-grade reading meets scores - by about 15%. Root Cause: The third-grade literacy block needs to include more time for small groups, independent reading, and vocabulary enrichment.</p> <p>Problem Statement 4: The 2021 MAP report reveals that K-5 reading data for on or above grade level reading below 80% by 7%. Root Cause: Students need to build up reading endurance and familiarize themselves with online reading assessments in testing settings.</p>





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

Performance Objective 9: By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase Student Attendance PK-5</p> <p>a. Once week-Every Monday during announcements students and staff will be reminded about the importance of attendance and that 98% attendance is our goal.</p> <p>b. Once a month-announce the winner/winners of attendance prizes. Prizes include popcorn party, ice cream, etc., for the whole grade level.</p> <p>c. Every nine weeks-VIP Funky Friday all students that have perfect attendance (no tardies) get invited to a 20 minute VIP dance party and raffle.</p> <p>d. Every Semester-Names of all students with perfect attendance are put into a raffle for drawing of various prizes and a grand prize of a boy and girl bike.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION-Measured by Attendance Reports. Monitor using Decision Ed Dashboard.</p> <p>IMPACT-Increased student attendance. Q1-97.25%, Q2-97.5%, Q3-97.75%, Q4-98%</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Attendance Clerk, Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Increase Student Attendance PK-5</p> <p>a. Every teacher will receive a reminder card with the snapshot time to place on their computer.</p> <p>b. Students/parents receive a warning letter when they reach their 3rd tardy and one-hour detention on the 5th tardy and continues for every tardy after that during the nine weeks.</p> <p>c. Students/parents receive a warning letter on the 10th absence and are asked for a face-to-face conference if the excessive absences continue. Second semester-Conferences are held for those students that are below 90% attendance rate.</p> <p>Strategy's Expected Result/Impact: MPLEMENTATION-Attendance Reports.</p> <p>IMPACT-Increased student attendance.</p> <p>Staff Responsible for Monitoring: Administrators, Attendance Clerk, Counselor, Grade Level Teachers</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase Student Attendance PK-5 using a targeted incentive program</p> <p>a. Teachers will give classroom incentives to promote perfect attendance. Teachers will chart attendance in the classroom and in the hallway on the grade level bulletin board.</p> <p>b. Teachers will call the parents after 2 consecutive absences.</p> <p>c. The Attendance Clerk will call parents after every absence.</p> <p>D. Administrators will conference with parents of students that have chronic absenteeism.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION-Attendance Reports</p> <p>IMPACT-Increased student attendance</p> <p>Staff Responsible for Monitoring: Administrators, Attendance Clerk, Counselor, Grade Level Teachers</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Improve student attendance in Pre-K and Kindergarten.</p> <p>a. Provide volunteer opportunities for Pre-K and Kindergarten parents to read with students and tutor students in the classroom.</p> <p>b. Provide Pre-K and Kindergarten parents with parenting workshops.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION-measured by volunteer sign-in.</p> <p>IMPACT increased student attendance by 3%.</p> <p>Staff Responsible for Monitoring: Administrators, Attendance Clerk, Pre-K Teachers</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals -</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 9 Problem Statements:

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

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





Performance Objective 1: By June 2022, achievement gaps between student groups will be decreased.

Targeted or ESF High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure evidenced instructional practices as outlined in the special education Instructional Manual for intervention practices are used with fidelity to implement TEKS mastery for Special Education Students</p> <p>a. Provide SpeciallyDesigned Instruction</p> <p>b. Use iReady daily to progress monitor growth</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by mClass, MAP, checkpoint, Benchmark, and STAAR data. Progress monitoring iReady will be used to track mastery of skills.</p> <p>2. IMPACT-weekly assessments, unit checkpoints, Benchmark, and STAAR assessment data showing student growth when compared to last year's scores. Meets Q1-20%, Q2-40%, Q3-60%, Q4-80% on-campus/district goals.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, SPED teachers, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: iReady - 211 Title I, Part A - \$4,100</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate support in the classroom for English Language Learners.</p> <ol style="list-style-type: none"> 1. Make it visual. Use realia and pictures. 2. Build in group work. 3. Allow scaffolding with the native language. 4. Look out for culturally unique vocabulary. 5. Use sentence frames. 6. Preteach whenever possible. 7. Learn about the cultural background of our students. <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by teacher feedback, Administrators observations and feedback</p> <p>2. IMPACT-weekly assessments, unit checkpoints, Benchmark, STAAR and TELPAS assessment data showing student growth when compared to last year's scores.</p> <p>Staff Responsible for Monitoring: Administrators, ESL Teacher, Dual Language Academic Support Teacher Leader</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Intervene with students that didn't make progress measure on TELPAS.</p> <ol style="list-style-type: none"> 1. Use Summit K-12 TELPAS Tutorials 2. Small group instruction during grade-level intervention time. 3. Utilize Comparative Language Analysis 4. Implement vocabulary strategies such as games, word sorts, cognates, graphic organizers, Frayer cards, etc.. <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by teacher feedback, Administrators observations and feedback</p> <p>2. IMPACT-weekly assessments, unit checkpoints, Benchmark, STAAR and TELPAS assessment data showing student growth when compared to last year's scores.</p> <p>Staff Responsible for Monitoring: Administrators, ESL Teacher, Dual Language Academic Support Teacher Leader</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The 2019 STAAR data revealed that SPED students scored below all other student groups in third, fourth, and fifth grade, in all tested areas. The 2021 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. In addition, a lack of instruction occurred due to teacher and student absences.

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:** The staff lacked the training needed to implement the inclusion instructional model with fidelity.

Problem Statement 3: There's a need to differentiate instruction for English Language Learners. **Root Cause:** There was a lack of accelerated learning for our English Language Learners in their language of instruction. Limited resources also impeded student achievement.

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





Performance Objective 1: By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide an interactive Family Science Night for students and their families. Students will engage in hands-on science activities and experiments with their parents.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Grade levels will plan activities and set up booths.</p> <p>IMPACT Increased family engagement and student interest in science. In addition, an increase in performance on science checkpoints, benchmarks, and STAAR. Q1-20%, Q2-40%, Q3-60%, Q4-80%</p> <p>Staff Responsible for Monitoring: Administrators, Science Lead, All Teachers</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Parental Involvement Books - 211 Title I, Part A - 6399.PI - \$500, Parental Involvement Misc.(light snacks) - 211 Title I, Part A - 6499.PI - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide an Open House and Title I Meeting for parents that familiarize parents with the academic requirements, schedules, and routines for students that will encourage student success.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Grade levels will plan presentations. Administrators plan logistics and guide grade-level presentations. The counselor will plan and present the Title I meeting.</p> <p>IMPACT: measured by agendas, fliers, and sign-in sheets.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, All Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 4, 5</p> <p>Funding Sources: Parent Liaison Stipend - 211 Title I, Part A - 6117.PI - \$2,000, Parent Involvement Books - 211 Title I, Part A - 6325.PI - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a Multi-Cultural evening for parents and students that will include:</p> <ol style="list-style-type: none"> Multi-cultural performances Living Museum Parent information meeting over TELPAS scores Food from across the world <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Grade levels will plan performances and participation in Living Museum. Administrators plan logistics, guide grade-level performances, and present TELPAS information meeting.</p> <p>IMPACT: measured by agendas, fliers, and sign-in sheets.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Dual Language, Bilingual, and ESL Teachers, Academic Dual Language Teacher Leader</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 4: The 2021 MAP report reveals that K-5 reading data for on or above grade level reading below 80% by 7%. Root Cause: Students need to build up reading endurance and familiarize themselves with online reading assessments in testing settings.</p>
<p>Problem Statement 5: The 2021 MAP report reveals that K-5 math data for on or above grade level math was below 80% by 11%. Root Cause: Students need to familiarize themselves with online math assessments in testing settings.</p>
School Processes & Programs
<p>Problem Statement 3: There's a need to differentiate instruction for English Language Learners. Root Cause: There was a lack of accelerated learning for our English Language Learners in their language of instruction. Limited resources also impeded student achievement.</p>

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

Performance Objective 1: By June 2022, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with a step-by-step process to de-escalate when experiencing high intensity emotions.</p> <p>Lead students through the step by step process:</p> <ol style="list-style-type: none"> 1. Pause 2. Identify feeling(s) 3. Choose something that helps you cool down 4. Go <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by discipline referrals</p> <p>2. IMPACT-fewer calls for student behavior, increased student engagement, and positive classroom environments.</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teach trauma informed practices resulting in perseverance and resiliency through Social Emotional Learning opportunities resulting in increased active participation in class and on assigned work.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - measured by Teacher Feedback, Administrator and Counselor Observations</p> <p>2. IMPACT-Improved RTI data and increased attendance.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	June
 No Progress  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:** The pandemic created an environment of isolation, limited peer interaction, anxiety, and trauma.

State Compensatory

Budget for Northgate Crossing Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6118	6118 Extra Duty Stipend - Locally Defined	\$11,500.00
6100 Subtotal:		\$11,500.00

Personnel for Northgate Crossing Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Schkade	Instructional Specialist	SCE	Full Day
Cinthya Ramirez	Teacher	Pre-K	Full Day
Darlene VonSeggern	SSS	SCE	Full Day
Marie Ferguson	Pre-K Bilingual Aide	Bilingual Pre-K	Full Day
Melody Ficeto	Teacher	Pre-K	Full Day
Stephanie Carter	Pre-K Aide	Pre-K	Full Day

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

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 district goal is to conduct at least 2 meetings during the 2021-2022 fall semester (July 2021-December 2021) and at least 3 meetings during the 2021-2022 spring semester (January 2022-July 2022).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and 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. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. 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 remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each 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. (ESSA, Sec. 1114(b)(4))

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. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

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. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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 Spring ISD 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 imperatives:

Engaged Stakeholders in Every Community

Our Parent and Family Engagement performance indicators include:

- Increase percentage of schools with an active PTA or PTO
- Increase percentage of stakeholders participating and engaged/highly engaged with 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.

3.2: 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 serving on the Watch DOGS committee.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Vazquez	Library Media Specialist	Library	.5
Jill Espino	Teacher	Title I	.5
Lisa Earnst	Teacher	Title I	.5

Plan Notes

2021-22 Accountability Targets (Northgate ES)

% Approaches	85%
% Meets	55%
% Masters	30%

Campus Funding Summary

199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Specialist		\$0.00
1	1	1	Literacy Interventionist		\$0.00
1	1	3	Student Support Specialist		\$0.00
1	1	3	After School Tutors		\$11,500.00
Sub-Total					\$11,500.00
Budgeted Fund Source Amount					\$11,500.00
+/- Difference					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Library Media Specialist		\$0.00
1	1	3	Title I Teacher		\$32,000.00
1	1	3	ESL Teacher		\$32,000.00
1	1	3	Title I Tutors		\$29,000.00
1	2	2	ESL Teacher		\$0.00
1	2	2	Title I Tutors		\$0.00
1	3	1	Summit K-12 Science		\$5,000.00
1	7	2	Curriculum Resources		\$6,200.00
1	8	1	Curriculum Resources		\$6,200.00
2	1	1	iReady		\$4,100.00
3	1	1	Parental Involvement Books	6399.PI	\$500.00
3	1	1	Parental Involvement Misc.(light snacks)	6499.PI	\$500.00
3	1	2	Parent Liaison Stipend	6117.PI	\$2,000.00
3	1	2	Parent Involvement Books	6325.PI	\$500.00
Sub-Total					\$118,000.00
Budgeted Fund Source Amount					\$118,000.00
+/- Difference					\$0.00
Grand Total					\$129,500.00

Addendums