

Galena Park Independent School District Normandy Crossing Elementary School 2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 9, 2021
Public Presentation Date: September 24, 2021

Mission Statement

Normandy Crossing Elementary School will provide every student with the opportunity to experience success. All students can and will learn to the best of their abilities. Each student will obtain the necessary skills so that they can become productive citizens in society.

Vision

Every Student, Every Day!

Motto: Building Life-Long Learners

Value Statement

Students recite the following value statement daily:

I am a proud NCE Eagle! I am a learner who understands my responsibility for learning. I will treat everyone with respect, holding myself accountable for what I do and say.

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Comprehensive Needs Assessment

Revised/Approved: May 25, 2021

Demographics

Demographics Summary

Normandy Crossing Elementary is one of fifteen elementary campuses in Galena Park Independent School District. Normandy Crossing Elementary opened its doors in 2003 and serves predominantly economically disadvantaged families. Normandy Crossing Elementary serves about 650 students in grades pre-kindergarten to grade five. Ten years ago, 560 students were served by the campus, an increase of over 15%. Normandy Crossing Elementary is made up of a combination of self-contained and team teaching classrooms. Normandy Crossing hosts a Structured Learning, Life Skills, and PASS Student Behavior Program for GPISD.

Our student population is approximately 60% Hispanic and 35% African-American. We serve 88% Economically Disadvantaged students. The staff population is 36.5% African-American, 12.1% White, 1% American Indian, 46.5% Hispanic, 12.3% male, and 87.7% female with an average of 7.9 years of experience. 100% of Highly Qualified teachers and paraprofessionals. The overall mobility rate for the campus is approximately 22%. The average daily attendance rate for students was approximately 97.46% during the 2019-2020 school year. Discipline in 2019-2020 decreased from the 2018-2019 school year's discipline report and continued to decrease in 2020-2021 due to a limited number of students on-campus.

Demographics Strengths

- Extracurricular Activities/Programs (ACE, Boys Club, Honor Choir, Robotics, UIL Academic Meet)
- Community Involvement (Family Academic Night, Brighter Bites Food Distribution, Back-Pack Buddies)
- Free Breakfast and Lunch for all students
- Small-Group Interventions with Instructional Coaches

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance in grades Pre-Kindergarten, Kinder, 1st, and 2nd grades at NCE have consistently been below the 96.5% campus goal expectation in the last few years. **Root Cause:** Students in the lower grades tend to become ill more frequently, lack the motivation to learn, and parents may not understand how absenteeism affects their child's learning.

Problem Statement 2: NCE has a high mobility rate compared to other elementary schools in GPISD. **Root Cause:** There are nine apartment complexes and an increase of rented homes zoned to NCE.

Student Learning

Student Learning Summary

The 2018-2019 STAAR results show that Normandy Crossing Elementary achieved "**Met Standard**" on state assessments. 74% of our students met "Approaches Grade Level Standard" or above in reading. For mathematics, 85% of students met "Approaches Grade Level Standard" or above. In writing, 65% met "Approaches Grade Level Standard" or above. In science, 73% met "Approaches Grade Level Standard" or above. In 2019-2019 Normandy Crossing received 3 Distinctions in the areas of Academic Achievement in Reading, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness. ***In 2019-2020, no STAAR testing occurred due to COVID-19 school closures.** For the 2020-2021 school year, 99% of Normandy Crossing students participated in STAAR assessments. Preliminary results show Normandy Crossing met or exceeded the district average in 4th-grade (reading, math, and writing) and 5th grade (reading, math, and science) however, 3rd grade (reading and math) was below the district average and ranked 10th out of 15 elementary schools in GPISD.

Student Learning Strengths

- Teachers provide guided reading and guided math group interventions daily
- Technology integration through Istation, Stemscopes, and iReady
- Coaching and planning with content teachers

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There has been a growing trend of students not reading on grade level by EOY assessments. **Root Cause:** Students are not reading enough at home to continue the progress made at school, begin the school year with gaps in their phonological awareness, lack comprehension skills, and academic vocabulary.

Problem Statement 2 (Prioritized): NCE's overall math scores have decreased. **Root Cause:** Students have difficulty reading and understanding word problems, understanding how to solve them, and understanding math academic vocabulary.

School Processes & Programs

School Processes & Programs Summary

All teachers and paraprofessionals at Normandy Crossing Elementary are highly qualified. All new teachers are assigned a mentor and a teacher on their grade level serves as their "buddy". Due to Covid, staff attendance decreased from 97% to 96.92%. Classroom schedules were created to maximize instructional time according to each grade level and their needs as learning time are vital to the educational success of all students. Campus goals are aligned to district goals for continuity. Our campus PLCs (content planning teams) work together to ensure continuity between the grade levels. We provide campus staff development, lesson planning with teams, and modeling lessons as needed. Professional development is planned using student achievement data, implementation of new TEKS, and campus needs. The professional development plan has been approved by NCE's CPAC. Teachers utilize the district curriculum located in Curriculum Corner and are aligned with the state standards. Teachers align instruction to match the rigor of state assessments with the assistance of campus instructional coaches and district specialists. District and campus-made assessments released tests from the state, I-ready, running records, and BAS results are used to measure student progress. The data from these assessments are used to help guide instruction in the classroom. Guided reading and math groups are used in all classrooms to meet student learning needs. This allows for differentiated instruction to assist students at various instructional levels. Intervention groups are identified using assessment data, teacher observations, and classwork samples. Struggling students are identified and tracked by classroom teachers and the RTI committee. Students who struggle with content are provided with reteach opportunities during small group interventions and tutorials. Normandy Crossing Elementary has three computer labs available with up-to-date technology for students. All three labs are utilized on a rotating teacher schedule. All classes Pk-5th have access to iPads and/or Chromebooks to use during lessons and centers. During Covid, all students had access to one-to-one Chromebooks for virtual learning. Teachers are trained on how to integrate technology into the curriculum using these devices. All classrooms have mounted ceiling projectors, document cameras, web cameras, and 29 classrooms have access to ClearTouch Panels. Each year, teachers create technology goals and work with the campus technology specialist to meet these individualized goals.

School Processes & Programs Strengths

- Campus Instructional Coaches & Interventionist
- New Teacher Mentor/Support
- Campus Instructional Coaches
 - Meet with grade levels for data disaggregation, planning, and training
 - Pullouts and Push-ins
- Tutorial Programs, including the Communities in Schools program (ACE).
- RTI Committee and Interventions

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: NCE will continue to build teacher capacity in reading through the reading academy's self-paced training. **Root Cause:** Students struggle with phonics and phonemic awareness. Teachers lack the understanding of how to teach phonics systematically and explicitly.

Problem Statement 2: Significant increases in severe student behavior in the lower grades. **Root Cause:** More students experiencing severe traumatic events, not knowing how to appropriately communicate their feelings, and need socialization skills.

Perceptions

Perceptions Summary

Based on surveys, students describe NCE as a safe and friendly school. Parents feel welcome and trust the adults on campus. At Normandy Crossing Elementary, we've had an increase in parental participation in Brighter Bites Food Distribution. Unfortunately, we were not able to have any in-person events this year. The campus communicates with parents via the website, Facebook, school letters/calendar of events, the marquee, and the call-out system. Parents and community members participate in NCE's CPAC committee by verbally stating any concerns, opinions and/or providing input into the campus planning and improvement process. All teachers and paraprofessionals at Normandy Crossing Elementary are highly qualified. Staff attendance declined from 97% to 96.92% due to Covid protocols. A leadership team is in place to support and coach teachers and provide learning experiences for future leaders and mentors. This group also assists in providing campus staff development, lesson planning with teams, and modeling lessons as needed. The average years of experience for NCE teachers is 7.9 years. According to the TAPR, student attendance in 2018-2019 was 96.8%, which did meet the district's expectation of 96.5% and was a slight increase from the year before.

Perceptions Strengths

- Kid-friendly school atmosphere
- High Expectations and a Clear Vision
- Family and Academic Nights (STEAM, Literacy, GT)
- PTA Programs highlighting various grade levels
- Utilizing Parent-Friendly Communication Apps (Class Dojo, SchoolStatus)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: NCE parent and family engagement is stagnant and on-campus parent volunteer opportunities have declined. **Root Cause:** There has been limited access in the building for visitors due to COVID, time constraints for working parents, and ACE afterschool program grant ended

Problem Statement 2 (Prioritized): NCE will continue to focus on the social and emotional development of students. **Root Cause:** Students need coping skills, understanding conflict resolution, and other character-building skills to become good citizens in our community.

Priority Problem Statements

Problem Statement 1: Attendance in grades Pre-Kindergarten, Kinder, 1st, and 2nd grades at NCE have consistently been below the 96.5% campus goal expectation in the last few years.

Root Cause 1: Students in the lower grades tend to become ill more frequently, lack the motivation to learn, and parents may not understand how absenteeism affects their child's learning.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There has been a growing trend of students not reading on grade level by EOY assessments.

Root Cause 2: Students are not reading enough at home to continue the progress made at school, begin the school year with gaps in their phonological awareness, lack comprehension skills, and academic vocabulary.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: NCE's overall math scores have decreased.

Root Cause 3: Students have difficulty reading and understanding word problems, understanding how to solve them, and understanding math academic vocabulary.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: NCE will continue to focus on the social and emotional development of students.

Root Cause 4: Students need coping skills, understanding conflict resolution, and other character-building skills to become good citizens in our community.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-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
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices







Goals

Revised/Approved: May 24, 2021

Goal 1: Normandy Crossing will provide mental, physical, and emotional safety and health for all students and staff.

Performance Objective 1: Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements



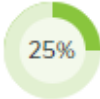





Evaluation Data Sources: Skyward discipline report

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: Provide professional development for staff throughout the year that addresses the campus' discipline management plan as well as consistently build and maintain positive relationships with all students.</p> <p>Strategy's Expected Result/Impact: Increase staff's awareness of the campus' discipline management plan. Increase staff's awareness of the district wide classroom management system, CHAMPS.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Instructional materials, Positive Reinforcements - 199 - Local - \$1,000, Instructional materials, Positive Reinforcements - 199-30 - SCE - \$1,000, Incentives for positive reinforcement - 199-23 - Special Education - \$400</p> | Formative | | | Summative |
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Goal 1: Normandy Crossing will provide mental, physical, and emotional safety and health for all students and staff.

Performance Objective 2: All campuses will provide social and emotional support through various programs

Evaluation Data Sources: Educate students and parents on current issues to provide a safe and healthy learning environment. Our school counselor and Communities in Schools Site Coordinator will continue to hold parent meetings throughout the year. The campus/teachers will integrate SEL activities/lessons into their daily schedule.

| Strategy 1 Details | Reviews | | | |
|---|--|--|-----|-----------|
| <p>Strategy 1: We will integrate social and emotional lessons/activities into scheduled events during the school day and parent nights.</p> <p>Strategy's Expected Result/Impact: Provide students with tools to build and maintain positive relationships. Provide resources to students/parents throughout the school year to support positive social and emotional behaviors.</p> <p>Staff Responsible for Monitoring: Counselor, CIS, and Teachers</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Student and Parent Materials and Resources - 211 - Title I, Part A - \$4,300</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide regular communication and recognition for students, parents, and staff.</p> <p>Strategy's Expected Result/Impact: Increase awareness of student academic, social, and emotional progress</p> <p>Staff Responsible for Monitoring: All teachers, counselor, CIS, and administrators</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 2</p> | Formative | | | Summative |
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Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: There has been a growing trend of students not reading on grade level by EOY assessments. Root Cause: Students are not reading enough at home to continue the progress made at school, begin the school year with gaps in their phonological awareness, lack comprehension skills, and academic vocabulary.</p> <p>Problem Statement 2: NCE's overall math scores have decreased. Root Cause: Students have difficulty reading and understanding word problems, understanding how to solve them, and understanding math academic vocabulary.</p> |





Perceptions

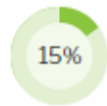
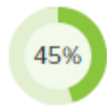




Problem Statement 2: NCE will continue to focus on the social and emotional development of students. **Root Cause:** Students need coping skills, understanding conflict resolution, and other character-building skills to become good citizens in our community.

Goal 2: Normandy Crossing Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 1: Improve student academic performance on STAAR assessments

Evaluation Data Sources: Campus assessments, District assessments, STAAR

| Strategy 1 Details | Reviews | | | |
|---|--|--|-----|-----------|
| <p>Strategy 1: Provide daily Tier 1 instruction, consistent interventions, tutorials with a focus on growth in reading and math. Strategy's Expected Result/Impact: Increased STAAR results for all sub-pops. Staff Responsible for Monitoring: Administrators, CICs and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Instructional materials, tutorials - 199-23 - Special Education - \$1,500, Instructional Materials & Resources - 199-30 - SCE - \$1,000, Instructional Materials and resources - 199 - Bilingual - \$2,027 , Tutorials, extra help student support, - 199-24 - SCE - \$4,220, Tutorials and extra help - 199 - Bilingual - \$3,400, Instructional materials - 199 - Local - \$5,000, Tutorials - 199 - Local - \$1,000</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide instructional support and high quality curriculum and resources. Strategy's Expected Result/Impact: Increased scores on district and state assessments Staff Responsible for Monitoring: Teachers and CICs</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Instructional materials - 199-23 - Special Education - \$1,364, Instructional materials and resources - 211 - Title I, Part A - \$283, Library Technology - 211 - Title I, Part A - \$5,000, Instructional materials - 199 - Local - \$5,000, Extra help, tutoring - 211 - Title I, Part A - \$2,000</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  | | |

| Strategy 3 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 3: Increase success rate of students achieving college and career readiness indicators</p> <p>Strategy's Expected Result/Impact: Increased number of students reaching Masters Level on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators, CICs, and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional Materials, Resources, Tutorials - 211 - Title I, Part A - \$2,000</p> | Formative | | | Summative |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: There has been a growing trend of students not reading on grade level by EOY assessments. Root Cause: Students are not reading enough at home to continue the progress made at school, begin the school year with gaps in their phonological awareness, lack comprehension skills, and academic vocabulary.</p> <p>Problem Statement 2: NCE's overall math scores have decreased. Root Cause: Students have difficulty reading and understanding word problems, understanding how to solve them, and understanding math academic vocabulary.</p> |

Goal 2: Normandy Crossing Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 2: Increase promotion and student achievement in grades 1st-3rd

Evaluation Data Sources: BOY, MOY, EOY BAS reading results, running records, campus and district assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| <p>Strategy 1: Build a strong foundation and provide early intervention in kindergarten, first, and second grade reading and math for all students, including students in Special Education, 504, Dyslexic, and RTI during small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased student performance between BOY BAS/Iready to EOY BAS/Iready</p> <p>Staff Responsible for Monitoring: K-3 teachers, CICs, and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 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, 2</p> <p>Funding Sources: Professional Development, Substitutes - 199-24 - SCE - \$1,000, Tutorials, Extra help support - 199-24 - SCE - \$1,500, Tutorials - 211 - Title I, Part A - \$5,000</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  20% |  45% | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |







Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 1: There has been a growing trend of students not reading on grade level by EOY assessments. Root Cause: Students are not reading enough at home to continue the progress made at school, begin the school year with gaps in their phonological awareness, lack comprehension skills, and academic vocabulary.</p> <p>Problem Statement 2: NCE's overall math scores have decreased. Root Cause: Students have difficulty reading and understanding word problems, understanding how to solve them, and understanding math academic vocabulary.</p> |

Goal 3: Normandy Crossing Elementary will provide a wide range of student opportunities.

Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities







Evaluation Data Sources: Increase student participation in extracurricular activities

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Provide students with opportunities to participate in extra curricular activities such as Boys Club, Girls Club, Robotics, and Soccer.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students participating in extracurricular activities</p> <p>Staff Responsible for Monitoring: Administrators, Club/Organization Sponsors</p> <p>Title I Schoolwide Elements: 2.5, 3.2</p> <p>Funding Sources: Instructional materials, incentives - 199 - Local - \$500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 3: Normandy Crossing Elementary will provide a wide range of student opportunities.

Performance Objective 2: Continue to provide fitness and healthy life activities through physical and health education









Evaluation Data Sources: Student participation

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Provide "Get Fit" or "Stay Healthy" opportunities for students</p> <p>Strategy's Expected Result/Impact: Increase awareness of the importance of physical activity and healthy eating</p> <p>Staff Responsible for Monitoring: Wellness Committee, Nurse, and PE Teacher</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 4: Normandy Crossing will ensure high-quality staff is employed.

Performance Objective 1: Ensure all employees are provided professional development to increase and support job performance and staff retention

Evaluation Data Sources: NCE's teachers will continue to attend professional development and maintain their professional development hours.

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Teachers will meet with CICs and grade level teams to show effective teaching strategies, discuss curriculum alignment and plan for teaching consistently across grade levels.</p> <p>Strategy's Expected Result/Impact: Effective Tier 1 instruction Increased teacher knowledge and expertise</p> <p>Staff Responsible for Monitoring: Administrators, CICs & Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Substitutes - 199 - Local - \$500</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide staff development that target strategies geared towards reading development.</p> <p>Strategy's Expected Result/Impact: Increase the number of students achieving approaches/meets performance Increase the number of students achieving BAS MOY and EOY expectations for their respected grade levels.</p> <p>Staff Responsible for Monitoring: Administrators, CICs, teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: professional development expenses - 211 - Title I, Part A - \$1,000, conference registration, workshops, or substitutes - 199 - Bilingual - \$603</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  | | |
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Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| <p>Problem Statement 1: There has been a growing trend of students not reading on grade level by EOY assessments. Root Cause: Students are not reading enough at home to continue the progress made at school, begin the school year with gaps in their phonological awareness, lack comprehension skills, and academic vocabulary.</p> |







Student Learning

Problem Statement 2: NCE's overall math scores have decreased. **Root Cause:** Students have difficulty reading and understanding word problems, understanding how to solve them, and understanding math academic vocabulary.

Goal 4: Normandy Crossing will ensure high-quality staff is employed.

Performance Objective 2: Provide enhanced leadership development for employees









Evaluation Data Sources: Teachers will assume leadership roles.

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Provide opportunities for teachers to take on leadership responsibilities. Strategy's Expected Result/Impact: Team members exhibiting leadership Staff Responsible for Monitoring: Administrators | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: Normandy Crossing Elementary will provide excellent operational and fiscal support and responsibility.

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff

Evaluation Data Sources: All budgets at NCE will be spent according to the district, state, and federal standards.

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Increase student attendance percentage to 96.5 or higher in grades PK-2nd</p> <p>Strategy's Expected Result/Impact: Increased student ADA Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators, teachers, counselor</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Attendance Incentives - 199 - Local - \$1,000</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Principal will meet regularly with the financial clerk to ensure proper budgetary planning, allocation of proper use of all funding, and proper alignment to our CIP occurs.</p> <p>Strategy's Expected Result/Impact: Budget expenditures align with campus instructional needs and to ensure no fiscal procedure irregularities occur.</p> <p>Staff Responsible for Monitoring: Principal and Principal's Secretary</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |







Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: Attendance in grades Pre-Kindergarten, Kinder, 1st, and 2nd grades at NCE have consistently been below the 96.5% campus goal expectation in the last few years. Root Cause: Students in the lower grades tend to become ill more frequently, lack the motivation to learn, and parents may not understand how absenteeism affects their child's learning.</p> |

Goal 5: Normandy Crossing Elementary will provide excellent operational and fiscal support and responsibility.

Performance Objective 2: Normandy Crossing will develop and follow a life cycle replacement plan to maintain an excellent facility and updated equipment.

Evaluation Data Sources: Safe and secure campus

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| <p>Strategy 1: Replace furniture as needed to ensure student and staff safety.</p> <p>Strategy's Expected Result/Impact: Campus furniture will accommodate campus needs.</p> <p>Staff Responsible for Monitoring: Principal and Principal's Secretary</p> <p>Funding Sources: Capital Outlay, furniture - 199 - Local - \$6,000, Inventoried Items, furniture - 199 - Local - \$5,000</p> | Formative | | | Summative |
| | Sept | Dec | Feb | May |
| |  |  | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Due to COVID, CPAC met virtually on **May 25, 2021**, to review and approve campus needs assessment/goals/problem statements gathered by our campus teams created by campus staff who initiated the CNA conversations. Four teams were established and provided input and feedback on April 30, 2021. Teachers and staff reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, schedules). Each team listed strengths and concerns/weaknesses. As a staff, we discussed each concern/weakness and deleted any items that were out of campus control, and focused on one or two that we could make our goal for 2021-2022. Each team discussed problem statements and identified root causes. These were presented to CPAC on May 25, 2021, via a Zoom Meeting. Based on our CNA, our 4 areas of focus will be:

1. Increase Attendance in PK-2nd
2. Increase Reading Fluency and Comprehension
3. Develop Social and Emotional Skills
4. Provide Accelerated Instruction via small group interventions, extra help support, and tutorials to recover learning loss due to COVID

The Committee members listed below were split between 4 committees and served in the CNA process.



Campus Planning Advisory Committee 2020-2021

| CPAC Role | Representative | Title | Term |
|-----------------------------|-------------------------|-------------------|------|
| Administrator | Irene Benzor | Admin | 1 |
| Administrator | Ashleigh Barrett | Admin | 2 |
| Business Rep | Ronald R & K BBQ | Business Rep | 1 |
| Campus Prof. Staff | Joann Sanchez | Counselor | 2 |
| Campus Prof. Staff | Patricia Gomez | Interventionist | 2 |
| Classroom Teacher | Cynthia Robertson | 5 th | 2 |
| Classroom Teacher | Shelena Hickman | 5 th | 1 |
| Classroom Teacher | <u>Shamonda Cadoree</u> | 4 th | 1 |
| Classroom Teacher | Jessica Jackson | 4 th | 2 |
| Classroom Teacher | Tyra Ford | 3 rd | 1 |
| Classroom Teacher | <u>Brandy Laxen</u> | 3 rd | 2 |
| Classroom Teacher | Eddy Martinez | 2 nd | 2 |
| Classroom Teacher | Jacqueline Barnes | 2 nd | 1 |
| Classroom Teacher | Alyssa Ontiveros | 1 st | 2 |
| Classroom Teacher | <u>Nishea Early</u> | Kinder | 1 |
| Classroom Teacher | Kimberly Romero | PK | 2 |
| Classroom Teacher | <u>Brittany Bohanon</u> | Special Education | 1 |
| Classroom Teacher | Thomas Rivera | Specials | 1 |
| Campus Paraprofessional | Sharon Weir | Secretary | 1 |
| District-Level Professional | Amy Cole | Admin | 1 |
| Community Member | <u>Nyla Mondesir</u> | Community Member | 1 |
| Parent | <u>Shakeia Rebolgar</u> | Parent | 2 |
| Parent | Cherise Ramirez | Parent | 1 |

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Normandy Crossing Elementary 2020-2021 CPAC and staff developed the 2021-2022 Campus Improvement Plan.



Campus Planning Advisory Committee 2020-2021

| CPAC Role | Representative | Title | Term |
|-----------------------------|-------------------------|-------------------|------|
| Administrator | Irene Benzor | Admin | 1 |
| Administrator | Ashleigh Barrett | Admin | 2 |
| Business Rep | Ronald R & K BBQ | Business Rep | 1 |
| Campus Prof. Staff | Joann Sanchez | Counselor | 2 |
| Campus Prof. Staff | Patricia Gomez | Interventionist | 2 |
| Classroom Teacher | Cynthia Robertson | 5 th | 2 |
| Classroom Teacher | Shelena Hickman | 5 th | 1 |
| Classroom Teacher | <u>Shamonda Cadoree</u> | 4 th | 1 |
| Classroom Teacher | Jessica Jackson | 4 th | 2 |
| Classroom Teacher | Tyra Ford | 3 rd | 1 |
| Classroom Teacher | <u>Brandy Laxen</u> | 3 rd | 2 |
| Classroom Teacher | Eddy Martinez | 2 nd | 2 |
| Classroom Teacher | Jacqueline Barnes | 2 nd | 1 |
| Classroom Teacher | Alyssa Ontiveros | 1 st | 2 |
| Classroom Teacher | <u>Nishea Early</u> | Kinder | 1 |
| Classroom Teacher | Kimberly Romero | PK | 2 |
| Classroom Teacher | <u>Brittany Bohanon</u> | Special Education | 1 |
| Classroom Teacher | Thomas Rivera | Specials | 1 |
| Campus Paraprofessional | Sharon Weir | Secretary | 1 |
| District-Level Professional | Amy Cole | Admin | 1 |
| Community Member | <u>Nyla Mondesir</u> | Community Member | 1 |
| Parent | <u>Shakeia Rebollar</u> | Parent | 2 |
| Parent | Cherise Ramirez | Parent | 1 |

2.2: Regular monitoring and revision

CPAC will meet on **September 27, 2021, December 14, 2021, February 28, 2022, April 11, 2022, and May 16, 2022**, to review, monitor, and revise the CIP.

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

The CIP will be available to parents and community members in the following locations: front office, campus website, GPISD Administration, and R & K Barbeque. The goals of the CIP are available in English and Spanish. A copy of the CIP is available in English and Spanish. Parents were sent information on how to access our campus CIP on-campus newsletter and Skyward parent email.

2.4: Opportunities for all children to meet State standards

All students will have the opportunity to meet state standards through Tier 1 whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS-focused high-quality instruction. Various opportunities are provided for all students to be successful, including pull-out and push-in small groups, guided reading and guided math groups, and after-school tutorials. The leadership team makes teacher recommendations regarding additional professional development to ensure quality student instruction is presented. Our teachers have been trained extensively on guided reading, small group instruction, and data-driven instruction. We also provide student tutorials for those identified as at-risk; our interventionist and other trained teachers provide dyslexic services for those identified in need. Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school counselor provides students emotional support and guidance as needed. We have plans to increase our parent participation with nutrition (Brighter Bites) and academic sessions. Our Boys Club, Student Council, National Elementary Honor Society, Robotics Club, Girl Club, and Soccer Club also offer great social and academic support to our students that participate in it.

2.5: Increased learning time and well-rounded education

The master schedule will be created to ensure "Every Minute Counts" and that at least the minimum required minutes for all content areas are allotted for each class and subject. Teachers will ensure all lessons are planned and prepared to maximize instructional time. After-school tutorials and Saturday tutorials will be offered to all students. Students will attend Music, Art, PE, and Library to ensure a well-rounded education to hone and develop their other talents. Extra-curricular enrichment activities will be available for students including, but not limited to: boys club, girls club, art club, honor choir, robotics, book club, safety patrol, student council, UIL Elementary Academic Meet, and national elementary honor society.

We utilize our learning schedule with academics and extra-curricular opportunities. We incorporate an uninterrupted 90-minute block for all students; literacy for K-1. Learning time is respected at Normandy Crossing Elementary, we try our best to restrict all interruptions during instructional time. We believe in the importance of building the "whole" child, not only in academics but also focusing on keeping students emotional, physically, and socially sound.

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

Reading and writing are a focus for our At-risk, SPED, and EL populations. Attendance and mobility are also a concern as it creates instructional gaps. Our homeless numbers have increased and it is our goal to minimize the effects of this through various supports.

Many of our students are of low socioeconomic means; we are a Title I school. Our students have a variety of needs that make them at-risk learners: Limited English proficient, learning challenges (special education), health concerns, single-parent families, previous retention, and a student mobility rate of 22%. Our school counselor does a wonderful job of reaching out to parents whose children are experiencing difficulties. We recognize that some students will struggle in their academics, so we provide in-class interventions as well as pull-out and push-in structures of support. We also provide after-school tutorials and Saturday school. We realize students have different strengths/weaknesses and interests, therefore we also offer art, science, music, or a sport to capture our students. We provide these extra-curricular activities as they help build students' confidence. We aim to empower and validate all students but especially those that struggle with learning.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be reviewed and revised by the Parent and Family Engagement Committee.

| Name | Role |
|-----------------|---------------------|
| Mrs. Benzor | Principal |
| Mrs. Barrett | Assistant Principal |
| Mrs. Sanchez | Counselor |
| Mrs. Baena | CIS |
| Mrs. Laxen | Teacher |
| Shakia Rebolgar | Parent |

The Parent Engagement Policy will be distributed during parent/teacher conferences, electronically via email, through our front office, monthly newsletter, and website in **English and Spanish**. The policy will be reviewed and updated throughout the year.

3.2: Offer flexible number of parent involvement meetings

Parent and Family Engagement meetings will be offered throughout the year and include the following:

- Meet-the-Teacher August 10, 2021(4:30-6:30 pm)
- Annual Title I Meeting and Open House: September 16, 2021
- PTA Parent Meetings: October 2021 (5:30 pm); December 2021 (5:30 pm); February 2022 (5:30 pm); May 2022 (5:30 pm)
- Coffee with the Principals: September 24, 2021 (English 8:30 am; Spanish: 9:30 am); January 27, 2022 (English 8:30 am; Spanish: 9:30 am)

am)

- Volunteer Meeting: September 2021 (morning/afternoon sessions)
- Parent conferences (teacher conference times, before or after school) Week of October 12-15 & Saturday, October 16, 2021

Campus Funding Summary

| 199-23 - Special Education | | | | | |
|------------------------------------|-----------|----------|--|--------------|------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Incentives for positive reinforcement | | \$400.00 |
| 2 | 1 | 1 | Instructional materials, tutorials | | \$1,500.00 |
| 2 | 1 | 2 | Instructional materials | | \$1,364.00 |
| Sub-Total | | | | | \$3,264.00 |
| Budgeted Fund Source Amount | | | | | \$3,264.00 |
| +/- Difference | | | | | \$0.00 |
| 199-24 - SCE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Tutorials, extra help student support, | | \$4,220.00 |
| 2 | 2 | 1 | Professional Development, Substitutes | | \$1,000.00 |
| 2 | 2 | 1 | Tutorials, Extra help support | | \$1,500.00 |
| Sub-Total | | | | | \$6,720.00 |
| Budgeted Fund Source Amount | | | | | \$6,720.00 |
| +/- Difference | | | | | \$0.00 |
| 199-30 - SCE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Instructional materials, Positive Reinforcements | | \$1,000.00 |
| 2 | 1 | 1 | Instructional Materials & Resources | | \$1,000.00 |
| Sub-Total | | | | | \$2,000.00 |
| Budgeted Fund Source Amount | | | | | \$2,000.00 |
| +/- Difference | | | | | \$0.00 |
| 199 - Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Instructional Materials and resources | | \$2,027.00 |
| 2 | 1 | 1 | Tutorials and extra help | | \$3,400.00 |
| 4 | 1 | 2 | conference registration, workshops, or substitutes | | \$603.00 |
| Sub-Total | | | | | \$6,030.00 |

| 199 - Bilingual | | | | | |
|------------------------------------|-----------|----------|--|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Budgeted Fund Source Amount | | | | | \$6,030.00 |
| +/- Difference | | | | | \$0.00 |
| 199 - Local | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Instructional materials, Positive Reinforcements | | \$1,000.00 |
| 2 | 1 | 1 | Instructional materials | | \$5,000.00 |
| 2 | 1 | 1 | Tutorials | | \$1,000.00 |
| 2 | 1 | 2 | Instructional materials | | \$5,000.00 |
| 3 | 1 | 1 | Instructional materials, incentives | | \$500.00 |
| 4 | 1 | 1 | Substitutes | | \$500.00 |
| 5 | 1 | 1 | Attendance Incentives | | \$1,000.00 |
| 5 | 2 | 1 | Capital Outlay, furniture | | \$6,000.00 |
| 5 | 2 | 1 | Inventoried Items, furniture | | \$5,000.00 |
| Sub-Total | | | | | \$25,000.00 |
| Budgeted Fund Source Amount | | | | | \$25,000.00 |
| +/- Difference | | | | | \$0.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Student and Parent Materials and Resources | | \$4,300.00 |
| 2 | 1 | 2 | Instructional materials and resources | | \$283.00 |
| 2 | 1 | 2 | Library Technology | | \$5,000.00 |
| 2 | 1 | 2 | Extra help, tutoring | | \$2,000.00 |
| 2 | 1 | 3 | Instructional Materials, Resources, Tutorials | | \$2,000.00 |
| 2 | 2 | 1 | Tutorials | | \$5,000.00 |
| 4 | 1 | 2 | professional development expenses | | \$1,000.00 |
| Sub-Total | | | | | \$19,583.00 |
| Budgeted Fund Source Amount | | | | | \$19,583.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total | | | | | \$62,597.00 |