Galena Park Independent School District

Normandy Crossing Elementary School

Improvement Plan

2020-2021

Board Approval Date: August 10, 2020

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

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 663 students in grades pre-kindergarten to grade five. Ten years ago, 560 students were served by the campus, an increase of over 18%. Normandy Crossing Elementary is made up of a combination of self-contained and team teaching classrooms. Normandy Crossing hosts Structured Learning and PASS Student Behavior Program for GPISD.

Our student population is approximately 57% Hispanic and 38% African-American. We serve 88.1% Economically Disadvantaged students. The staff population is 41.5% African-American, 19.5% White, 2.4% American Indian, 36.6% Hispanic, 9.8% male, and 90.2% female with an average of 6.9 years of experience. 100% of Highly Qualified teachers and paraprofessionals. The overall mobility rate for the campus is approximately 18.5%. Prior to COVID-10 School Closure, the average daily attendance rate for students was approximately at 96.31% from August 21, 2019, to March 6, 2020. Discipline in 2019-2020 decreased from the 2018-2019 school year's discipline.

Demographics Strengths

- Extracurricular Activities/Programs (ACE, Boys Club, Honor Choir, Robotics, UIL Academic Meet)
- Community Involvement (STEM Night, Wax Museum, Literacy Night)
- Free Breakfast and Lunch for all students
- Interventions with Instructional Coaches for RTI

Problem Statements Identifying Demographics Needs

Problem Statement 1: NCE students met district average in attendance percentages at 96.6%, but Pre-K, Kinder, and 1st grade had the lowest attendance percentages. **Root Cause:** Illnesses due to new to school, lack of motivation, and/or lack of parents' knowledge of how attendance affects learning in the lower grades

Problem Statement 2: Due to a high mobility rate, as compared to other GPISD elementary campuses, newly enrolled students would benefit from interventions that familiarize them with academic and behavior expectations. **Root Cause:** Student mobility, instructional gaps, behavior

Student Learning

Student Learning Summary

Preliminary 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. Normandy Crossing received 3 Distinctions in the areas of Academic Achievement in Reading, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness. ***No STAAR testing occurred due to COVID-19 school closures for 2019-2020.**

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): NCE's reading scores are currently lower than district scores according to BAS results. **Root Cause:** Reading difficulties decrease interest, absences, books/resources for home use, increase use of decodable readers in kinder and 1st grades, In-depth phonics training for teachers

Problem Statement 2 (Prioritized): NCE's 5th grade science scores have decreased in the last three years. **Root Cause:** New science TEKS, resources, teacher training

Problem Statement 3 (Prioritized): NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing. **Root Cause:** Increase instructional rigor adding critical writing to core content areas, reading difficulties decrease student motivation, increase reading interest by providing incentives/competition

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". Staff attendance maintained the district's expectation at 97.25%. Classroom schedules were created to maximize instructional time according to each grade level and their needs as learning time is 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 is 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, istation, 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. Teachers are trained on how to integrate technology into the curriculum using these devices. All classrooms have mounted ceiling projectors, document cameras, and 15 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 (Prioritized): All NCE students need to consistently follow school rules, procedures, policies and some may lack appropriate social and decision making skills. **Root Cause:** Awareness of expectations should be consistently modeled through CHAMPS and teach replacement behaviors to limit impulsive reactions.

Problem Statement 2 (Prioritized): There is a need for headphones for regular classroom/computer lab usage and for STAAR/TELPAS testing. **Root Cause:** NCE students biting/chewing headphone cords, broken headphones

Problem Statement 3 (Prioritized): Technology is constantly evolving which causes devices to become outdated (i.e. computers, ipads, chromebooks) **Root Cause:** Outdated technology devices, budget to update devices/licenses

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 events such as Muffins for Moms, Donuts for Dads, Grandparents' day luncheon, Brighter Bites Food Distribution and many PTA meetings that highlight various student groups. However, we have a limited group of regular parent volunteers. 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 and are welcome to voice concerns, opinions, and input into the campus planning and improvement process. All teachers and paraprofessionals at Normandy Crossing Elementary are highly qualified. Staff attendance continues to meet the district's attendance expectations at 97.25%. A leadership team is in place to support and coach teachers, as well as 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 6.9 years. Student attendance in 2018-2019 was 96.47%, which did not meet the district's expectation of 96.5% and was a slight decrease 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
- Semester Award Ceremonies
- The community in Schools (ACE) parent programs
- Utilizing Parent-Friendly Communication Apps (Remind, Class Dojo, SchoolStatus)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In 2019-2020, there was a decrease in discipline violations to the student code of conduct in comparison to 2018-2019 discipline report. However, severe behavior continues to be a focus as RTI behavior cases continues to increase. **Root Cause:** Lack of appropriate social skills, additional staff training needed for mental health, building and maintaining rapport, being proactive rather than reactive towards student behaviors

Problem Statement 2 (Prioritized): NCE students in grades 2-5 need additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success **Root Cause:** Lack of positive relationship building outside of the classroom, lack of teamwork opportunities, lack of student camaraderie

Priority Problem Statements

Problem Statement 1: NCE's reading scores are currently lower than district scores according to BAS results.

Root Cause 1: Reading difficulties decrease interest, absences, books/resources for home use, increase use of decodable readers in kinder and 1st grades, In-depth phonics training for teachers

Problem Statement 1 Areas: Student Learning

Problem Statement 2: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing.

Root Cause 2: Increase instructional rigor adding critical writing to core content areas, reading difficulties decrease student motivation, increase reading interest by providing incentives/competition

Problem Statement 2 Areas: Student Learning

Problem Statement 3: NCE's 5th grade science scores have decreased in the last three years.

Root Cause 3: New science TEKS, resources, teacher training

Problem Statement 3 Areas: Student Learning

Problem Statement 4: All NCE students need to consistently follow school rules, procedures, policies and some may lack appropriate social and decision making skills.

Root Cause 4: Awareness of expectations should be consistently modeled through CHAMPS and teach replacement behaviors to limit impulsive reactions.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: In 2019-2020, there was a decrease in discipline violations to the student code of conduct in comparison to 2018-2019 discipline report. However, severe behavior continues to be a focus as RTI behavior cases continues to increase.

Root Cause 6: Lack of appropriate social skills, additional staff training needed for mental health, building and maintaining rapport, being proactive rather than reactive towards student behaviors

Problem Statement 6 Areas: Perceptions

Problem Statement 8: There is a need for headphones for regular classroom/computer lab usage and for STAAR/TELPAS testing.

Root Cause 8: NCE students biting/chewing headphone cords, broken headphones

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Technology is constantly evolving which causes devices to become outdated (i.e. computers, ipads, chromebooks)

Root Cause 9: Outdated technology devices, budget to update devices/licenses

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 11: NCE students in grades 2-5 need additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success

Root Cause 11: Lack of positive relationship building outside of the classroom, lack of teamwork opportunities, lack of student camaraderie

Problem Statement 11 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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Professional development needs assessment data

Goals

Revised/Approved: May 28, 2020

Goal 1: Normandy Crossing Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: Provide regular communication/recognition for students, parents, and staff.

Evaluation Data Sources: Increase parental involvement and student/staff morale.

Summative Evaluation: None

		Formative
Strategy 1: Maintain communication by providing parents with graded assignments in order to keep them abreast of their child's academic status weekly.		
Strategy's Expected Result/Impact: Increased parental awareness of student academic progress		**Oct**
Staff Responsible for Monitoring: All teachers		
Title I Schoolwide Elements: 3.1	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: Positive reinforcements will be provided to encourage increased positive behavior choices in the form of shout-outs, prize tickets to be redeemed, awards, etc.

		Formative
Strategy's Expected Result/Impact: Decrease in office referrals and increase positive character traits		
Staff Responsible for Monitoring: Administrators and staff		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** School Processes & Programs 1 Perceptions 1	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** Student prizes, treats 199 - Local $200	**Summative**
		May

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

School Processes & Programs

Problem Statement 1: All NCE students need to consistently follow school rules, procedures, policies and some may lack appropriate social and decision making skills. **Root Cause:** Awareness of expectations should be consistently modeled through CHAMPS and teach replacement behaviors to limit impulsive reactions.

Perceptions

Problem Statement 1: In 2019-2020, there was a decrease in discipline violations to the student code of conduct in comparison to 2018-2019 discipline report. However, severe behavior continues to be a focus as RTI behavior cases continues to increase. **Root Cause:** Lack of appropriate social skills, additional staff training needed for mental health, building and maintaining rapport, being proactive rather than reactive towards student behaviors

Performance Objective 2: Teach safety practices and protocols to students and staff

Evaluation Data Sources: 100% compliance with all safety drills.

Summative Evaluation: None

Strategy 1: School Visitor Policy: Provide an effective and consistent system for managing visitors on campus.		
Strategy's Expected Result/Impact: Campus security		**Formative**
Staff Responsible for Monitoring: Administrators and Office staff		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** Raptor visitor labels 199 - Local $500	**Feb**
ESF Levers: None		**Summative**
		May
Strategy 2: Emergency Procedure Drills: Provide monthly practice/review of emergency response procedures.		
Strategy's Expected Result/Impact: Awareness of safety, decreased preparedness time		**Formative**
Staff Responsible for Monitoring: Assistant Principal		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Performance Objective 3: Create a healthy environment so staff and students thrive and are productive

Evaluation Data Sources: Decreased office referrals and increased student success

Summative Evaluation: None

Strategy 1: Educate students on preventing unwanted physical or verbal aggression, sexual harassment and bullying.		
Strategy's Expected Result/Impact: Decreased office referrals		**Formative**
Staff Responsible for Monitoring: Administrators and Counselors		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** School Processes & Programs 1	**Dec**
TEA Priorities: None	Perceptions 1	**Feb**
ESF Levers: None	**Funding Sources:** Behavior Incentives 199-23 - Special Education $400 Social Skills materials (i.e. picture books, brochures, pamphlets, teaching resources) 211 - Title I, Part A $200	**Summative**
		May

Strategy 2: Provide 2nd-5th grade students with the opportunity to participate in Communities in School and the ACE after school program for increased social interactions.		
Strategy's Expected Result/Impact: Student attendance and participation in Communities in School and ACE		**Formative**
Staff Responsible for Monitoring: ACE Site Coordinator and CIS Coordinator		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

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

School Processes & Programs
Problem Statement 1: All NCE students need to consistently follow school rules, procedures, policies and some may lack appropriate social and decision making skills. **Root Cause:** Awareness of expectations should be consistently modeled through CHAMPS and teach replacement behaviors to limit impulsive reactions.

Perceptions
Problem Statement 1: In 2019-2020, there was a decrease in discipline violations to the student code of conduct in comparison to 2018-2019 discipline report. However, severe

behavior continues to be a focus as RTI behavior cases continues to increase. **Root Cause:** Lack of appropriate social skills, additional staff training needed for mental health, building and maintaining rapport, being proactive rather than reactive towards student behaviors

Performance Objective 4: Ensure our students and staff have 21st Century technology and equipment so performance is at a maximum

Evaluation Data Sources: Increased utilization of technology

Summative Evaluation: None

Strategy 1: Provide learning opportunities for students to focus on proper technology usage for in-classroom or virtual learning.		
Strategy's Expected Result/Impact: Decrease of students using technology inappropriately		**Formative**
Staff Responsible for Monitoring: TIS and Classroom teachers		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** School Processes & Programs 2, 3	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** Technology hardware and/or software 211 - Title I, Part A $1,155	**Summative**
		May
Strategy 2: Provide headphones for computer labs and classrooms to use technology programs with fidelity.		
Strategy's Expected Result/Impact: Students will be able to use programs such as Istation, Think Throug Math, and Stemscopes with fidelity to ensure student achievement results are increased.		**Formative**
		Oct
Staff Responsible for Monitoring: TIS and Principal		**Dec**
Title I Schoolwide Elements: None	**Problem Statements:** School Processes & Programs 2	**Feb**
TEA Priorities: None		
ESF Levers: None	**Funding Sources:** Headphones 199 - Local $1,116	**Summative**
		May

Strategy 3: Provide updated technology with new devices/programs to assist student engagement and academic achievement.

		Formative
Strategy's Expected Result/Impact: Increase technology usage and integration of content with student engagement		**Oct**
Staff Responsible for Monitoring: Administrators, Teachers, TIS		
Title I Schoolwide Elements: None	**Problem Statements:** School Processes & Programs 3	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** New technology devices or programs 211 - Title I, Part A $2,401	**Summative**
		May

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

School Processes & Programs
Problem Statement 2: There is a need for headphones for regular classroom/computer lab usage and for STAAR/TELPAS testing. **Root Cause:** NCE students biting/chewing headphone cords, broken headphones
Problem Statement 3: Technology is constantly evolving which causes devices to become outdated (i.e. computers, ipads, chromebooks) **Root Cause:** Outdated technology devices, budget to update devices/licenses

Goal 2: Normandy Crossing Elementary will provide information and opportunities to assist students in preparing for college, career, and military.

Performance Objective 1: Provide K-12 students with multiple college and career awareness opportunities

Evaluation Data Sources: Increased knowledge about college and career opportunities.

Summative Evaluation: None

Strategy 1: Prepare a career day to expose students to different career opportunities, including military.		
Strategy's Expected Result/Impact: Awareness of career choices		**Formative**
Staff Responsible for Monitoring: Counselor		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:**	**Feb**
ESF Levers: None	Snacks for presenters 199 - Local $200	**Summative**
		May
Strategy 2: Highlight various Texas colleges and universities.		
Strategy's Expected Result/Impact: Increased exposure to a variety of colleges in the college zone and in hallways.		**Formative**
Staff Responsible for Monitoring: Counselor		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:**	**Feb**
ESF Levers: None	None	**Summative**
		May

Strategy 3: Invite students and parents to a district college night to expose students and parents to a variety of college opportunities.

		Formative
Strategy's Expected Result/Impact: Awareness of college choices		**Oct**
Staff Responsible for Monitoring: Counselor		
Title I Schoolwide Elements: 3.2	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

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

Performance Objective 2: Increase success rate of students achieving college and career readiness indicators

Evaluation Data Sources: Increased number of students reaching Masters Level on STAAR.

Summative Evaluation: None

Strategy 1: Increase teachers' knowledge and connection between the rigor of the TEKS and STAAR to assist all students.		
Strategy's Expected Result/Impact: Increased results on STAAR		**Formative**
Staff Responsible for Monitoring: Administrators and CICs		**Oct**
Title I Schoolwide Elements: 2.4, 2.5	**Problem Statements:** Student Learning 3	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** Teaching resources, professional development, substitutes 211 - Title I, Part A $500	**Summative**
		May
Strategy 2: Implement a Robotics Team to enrich, enhance and extend the school curriculum		
Strategy's Expected Result/Impact: Participation in Ecobot Challenge		**Formative**
Staff Responsible for Monitoring: Science Lab Teacher, CIC Math/Science		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** Application Fee 199 - Local $100	**Summative**
		May

Strategy 3: All Journeys and Encounters teachers will require their students to complete a long-term research project of professional quality, such as the Texas Performance Standards Project, once a semester.		
Strategy's Expected Result/Impact: Participation in GT Project Presentation Night		**Formative**
Staff Responsible for Monitoring: GT and Encounters Teachers		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** Student materials needed for projects 211 - Title I, Part A $200	**Feb**
ESF Levers: None		**Summative**
		May

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

Student Learning
Problem Statement 3: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing. **Root Cause:** Increase instructional rigor adding critical writing to core content areas, reading difficulties decrease student motivation, increase reading interest by providing incentives/competition

Performance Objective 3: Provide comprehensive counseling to students

Evaluation Data Sources: Guidance lessons and counseling services will continue to be available to 100% of students in need and will be documented.

Summative Evaluation: None

Strategy 1: Educate students on self- motivation, interpersonal skills, goal setting, cross cultures and career awareness.		
Strategy's Expected Result/Impact: Increased student awareness in meeting or surpassing academic goals		**Formative**
Staff Responsible for Monitoring: Counselor & Classroom Teachers		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: The Counselor will meet monthly with students in grades Kindergarten-5th during specials classes to promote good study habits, safety, character education, social skills, and the study of various careers.		
Strategy's Expected Result/Impact: Lesson plans and improved awareness		**Formative**
Staff Responsible for Monitoring: Counselor		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** Student Learning 1, 3	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** Picture books, student materials 199 - Local $500	**Summative**
		May

Strategy 3: The Counselor will be available for students and parents to discuss problems/issues both academically and personally.

		Formative
Strategy's Expected Result/Impact: Counselor Report		**Oct**
Staff Responsible for Monitoring: Counselor		
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 4: Promote student's positive self image through Community in Schools-ACE program.

		Formative
Strategy's Expected Result/Impact: Increase in student self esteem		**Oct**
Staff Responsible for Monitoring: ACE Site Coordinator		
Title I Schoolwide Elements: 2.5	**Problem Statements:** Perceptions 2	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

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

Student Learning
Problem Statement 1: NCE's reading scores are currently lower than district scores according to BAS results. **Root Cause:** Reading difficulties decrease interest, absences, books/resources for home use, increase use of decodable readers in kinder and 1st grades, In-depth phonics training for teachers
Problem Statement 3: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing. **Root Cause:** Increase instructional rigor adding critical writing to core content areas, reading difficulties decrease student motivation, increase reading interest by providing incentives/competition

Perceptions
Problem Statement 2: NCE students in grades 2-5 need additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success **Root Cause:** Lack of positive relationship building outside of the classroom, lack of teamwork opportunities, lack of student camaraderie

Goal 3: Normandy Crossing Elementary will ensure student growth in the tested areas.

Performance Objective 1: Meet or exceed the state average in all tested areas

Evaluation Data Sources: Meet or exceed the state accountability standards.

Summative Evaluation: None

Strategy 1: Ensure correct placement and programming for all students to ensure appropriate supports are in place.		Formative
Strategy's Expected Result/Impact: Correct placement and services provided		**Oct**
Staff Responsible for Monitoring: Administrators and Counselor		
Title I Schoolwide Elements: 2.4	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: Assess ALL students and monitor progress in each subject with district and campus assessments.		Formative
Strategy's Expected Result/Impact: Increased student performance that meets or exceeds the state performance rate.		**Oct**
Staff Responsible for Monitoring: Teachers and CICs		
Title I Schoolwide Elements: 2.4	**Problem Statements:** Student Learning 1, 2, 3	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** Substitutes, professional development, data resources 211 - Title I, Part A $1,300 Tutorials, Extra Duty 211 - Title I, Part A $3,307	**Summative**
		May

Strategy 3: 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.	
Strategy's Expected Result/Impact: Increased student performance between BOY BAS/Istation to EOY BAS/Istation.	**Formative**
Staff Responsible for Monitoring: K-2 teachers , CICs, and Administrators	**Oct**
Title I Schoolwide Elements: 2.4, 2.6 — **Problem Statements:** Student Learning 1	**Dec**
TEA Priorities: None	**Feb**
ESF Levers: None — **Funding Sources:** Extra Help for interventions 199-30 - SCE $2,000 tutorials, resources, materials 211 - Title I, Part A $3,000	**Summative**
	May

Strategy 4: At-Risk students will be provided with various tutorial opportunities.	
Strategy's Expected Result/Impact: Increased student performance on campus and district assessments by monitoring individual goals for continued progress	**Formative**
	Oct
Staff Responsible for Monitoring: Principal, Teachers, & CICs	**Dec**
Title I Schoolwide Elements: None — **Problem Statements:** Student Learning 1, 3	**Feb**
TEA Priorities: None	
ESF Levers: None — **Funding Sources:** Tutorial/Extra Duty 199 - Bilingual $2,847 Tutorial/Extra Duty 199-23 - Special Education $1,800 Tutorial/Extra Duty 211 - Title I, Part A $2,300 Tutorial/Extra Duty 199-24 - SCE $2,140 Tutorial/Extra Duty 199 - Local $1,000	**Summative**
	May

Strategy 5: Provide small group instruction for ALL students who are at-risk, RTI Tier 2 & 3, or struggling with content.		
Strategy's Expected Result/Impact: Increased student performance		**Formative**
Staff Responsible for Monitoring: Teachers & CICs		**Oct**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Student Learning 3	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** Tutorials (Face-to-face, Homework Hotline), Extra Help 199-24 - SCE $2,700	**Summative**
		May

Strategy 6: Provide professional development and/or extended planning for teachers to make informed decisions and provide academic opportunities for students making little or minimal progress in grades K-5th, including SPED, At-risk, 504, and ELLs.		
Strategy's Expected Result/Impact: Increased STAAR Index 2 "Meet and Exceeds" progress under "All Students" by 5% on STAAR results going from 65% to 70%		**Formative**
		Oct
Staff Responsible for Monitoring: Principal, teachers, CICs, Resource Teachers		**Dec**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** Student Learning 2, 3	**Feb**
TEA Priorities: None		
ESF Levers: None	**Funding Sources:** Professional Development, Teacher Subs 211 - Title I, Part A $1,000 Resources and materials 199 - Local $500	**Summative**
		May

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

Student Learning
Problem Statement 1: NCE's reading scores are currently lower than district scores according to BAS results. **Root Cause:** Reading difficulties decrease interest, absences, books/resources for home use, increase use of decodable readers in kinder and 1st grades, In-depth phonics training for teachers
Problem Statement 2: NCE's 5th grade science scores have decreased in the last three years. **Root Cause:** New science TEKS, resources, teacher training
Problem Statement 3: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing. **Root Cause:** Increase instructional rigor adding critical writing to core content areas, reading difficulties decrease student motivation, increase reading interest by providing incentives/competition

Performance Objective 2: Provide instructional support and high quality curriculum and resources

Evaluation Data Sources: Increased scores on district and state assessments

Summative Evaluation: None

Strategy 1: Reading teachers will provide direct instruction utilizing the reading model (Balanced Literacy) to help students comprehend both fiction and non-fiction texts.		
Strategy's Expected Result/Impact: Increased student performance that meets or exceeds the state performance.		**Formative**
Staff Responsible for Monitoring: Teachers and CICs		**Oct**
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** mentor texts, guided reading book sets, instructional materials 211 - Title I, Part A $1,000	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: Math/science teachers will provide direct instruction and model a variety of problem solving skills to help ALL students master readiness standards.		
Strategy's Expected Result/Impact: Increased student performance		**Formative**
Staff Responsible for Monitoring: Teachers and CICs		**Oct**
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** math books 199-30 - SCE $2,000	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 3: Science teachers will utilize the STEMScopes program to provide connections between the TEKS and the rigor of STAAR.

		Formative
Strategy's Expected Result/Impact: Increased student performance		Oct
Staff Responsible for Monitoring: Teachers and CICs		Dec
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	Feb
ESF Levers: None	Science lab materials, resources 211 - Title I, Part A $500	Summative
		May

Strategy 4: 2nd -4th grade teachers will implement a writing program to supplement grammar and writing instruction.

		Formative
Strategy's Expected Result/Impact: Increased student performance		Oct
Staff Responsible for Monitoring: Teachers and Interventionist		Dec
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	Feb
ESF Levers: None	Professional Development, sub, resources 199-30 - SCE $1,000	Summative
		May

Strategy 5: Provide resources for Dual Language Bilingual and ESL Classrooms to supplement instruction. Teachers will utilize resources and best practices (Sheltered instruction strategies).

		Formative
Strategy's Expected Result/Impact: Increased individual student performance on TELPAS		Oct
Staff Responsible for Monitoring: Teachers and Administrators		Dec
Title I Schoolwide Elements: 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:**	Feb
ESF Levers: None	Resources and materials 199 - Bilingual $1,250	Summative
		May

Strategy 6: Teachers will use Istation to assist with Tier 1 and Tier 2 RtI Interventions for at-risk students.

		Formative
Strategy's Expected Result/Impact: Increased student performance that meets or exceeds the state performance.		
Staff Responsible for Monitoring: Teachers & CICs		Oct
		Dec
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** None	Feb
ESF Levers: None		Summative
		May

Strategy 7: Provide accelerated instruction for students on Tier 3 Reading RTI and students receiving Resource/Co-teach Special Education services using LLI and/or Istation.

		Formative
Strategy's Expected Result/Impact: Increased student performance and achievement		
Staff Responsible for Monitoring: CIC and Administrators		Oct
Title I Schoolwide Elements: 2.4, 2.6	**Problem Statements:** None	Dec
TEA Priorities: None	**Funding Sources:** Instructional resources and materials 199-23 - Special Education $1,180 Resources, materials, extra help tutors 211 - Title I, Part A $1,250	Feb
ESF Levers: None		Summative
		May

Strategy 8: Provide modified instructional services using district curriculum for all Gift/Talent identified students.

		Formative
Strategy's Expected Result/Impact: Increased student performance		
Staff Responsible for Monitoring: GT Teachers, GT Cadre and Administrators		Oct
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	Dec
TEA Priorities: None	**Funding Sources:** None	Feb
ESF Levers: None		Summative
		May

Strategy 9: Provide increased academic and social opportunities for 2nd-5th grade at-risk students in Communities in Schools and the ACE after-school program.

Strategy's Expected Result/Impact: Student attendance and increase student performance results	**Formative**
Staff Responsible for Monitoring: ACE Site Coordinator, Communities in School Coordinator, and Campus Administrators	**Oct**
Title I Schoolwide Elements: 2.5, 2.6 **Problem Statements:** None	**Dec**
TEA Priorities: None **Funding Sources:** None	**Feb**
ESF Levers: None	**Summative**
	May

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

Performance Objective 3: Build instructional capacity through coaching, professional development, and academies

Evaluation Data Sources: Improved teaching methods and increased student success

Summative Evaluation: None

Strategy 1: Provide classroom coaching support to teachers utilizing the 60/40 district model.		
Strategy's Expected Result/Impact: Improved classroom instruction resulting in improved student performance		**Formative**
Staff Responsible for Monitoring: Principal & CICs		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: Attend academies offered by district Curriculum & Instruction deptartment		
Strategy's Expected Result/Impact: Improved teaching methods		**Formative**
Staff Responsible for Monitoring: Principal, CICs, & classroom teachers		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 3: Provide extended grade level planning days to disaggregate data and plan for interventions after district assessments for 3rd-5th grades.		**Formative**
Strategy's Expected Result/Impact: Increased student performance		**Oct**
Staff Responsible for Monitoring: Administrators, Teachers & CICs		**Dec**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		**Summative**
		May

Strategy 4: Teachers will plan with CICs and grade level teams to show effective teaching strategies, discuss curriculum alignment and plan for teaching consistency among the team.		**Formative**
Strategy's Expected Result/Impact: Increased performance that meets or exceeds the state perfomance		**Oct**
Staff Responsible for Monitoring: Administrators, Teachers & CICs		**Dec**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Feb**
TEA Priorities: None	**Funding Sources:** Materials, resources, snacks 199 - Local $1,000	
ESF Levers: None		**Summative**
		May

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

Performance Objective 4: Provide technology support to all tested areas

Evaluation Data Sources: Teacher integration and increased student achievement

Summative Evaluation: None

Strategy 1: Students will complete technology proficiencies.		
Strategy's Expected Result/Impact: Completed proficiencies		**Formative**
Staff Responsible for Monitoring: Teachers and TIS		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May
Strategy 2: Students will participate in the District Multimedia Festival.		
Strategy's Expected Result/Impact: Participation and number of campus/district winners		**Formative**
Staff Responsible for Monitoring: Teachers and TIS		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Goal 4: Normandy Crossing Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 1: Enhance the quality of fine arts programming

Evaluation Data Sources: Increased student participation

Summative Evaluation: None

Strategy 1: Students will attend cultural activities such as the symphony, art museum, multi-cultural festival, etc.		
Strategy's Expected Result/Impact: Student participation		**Formative**
Staff Responsible for Monitoring: Music and Art Teachers		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** Perceptions 2	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** Transportation 199 - Local $784	**Summative**
		May
Strategy 2: Students will participate in a play/program at PTA meetings.		
Strategy's Expected Result/Impact: Student participation		**Formative**
Staff Responsible for Monitoring: Music Teacher		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** Perceptions 2	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

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

Perceptions
Problem Statement 2: NCE students in grades 2-5 need additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success **Root Cause:** Lack of positive relationship building outside of the classroom, lack of teamwork opportunities, lack of student camaraderie

Performance Objective 2: Offer a wide variety of extracurricular student clubs and other academic opportunities

Evaluation Data Sources: Increased student participation

Summative Evaluation: None

Strategy 1: Maintain a student council and safety patrol with 4th and 5th grade students.		
Strategy's Expected Result/Impact: Active participation in membership activities		**Formative**
Staff Responsible for Monitoring: Sponsor		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Perceptions 2	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** EOY Student Council Field Trip 461 - Campus Activity Funds $350	**Summative**
		May
Strategy 2: Maintain extracurricular clubs/teams (UIL Academic Teams, Book Club, Art Club, Honor Choir, Orff Ensemble, Boys Club, Soccer, Communities in school-ACE program clubs)		
Strategy's Expected Result/Impact: Student Participation		**Formative**
Staff Responsible for Monitoring: Sponsor		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Perceptions 2	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** Supplies, materials, resources 461 - Campus Activity Funds $500	**Summative**
		May

Strategy 3: Provide opportunities for students to excel outside of the classroom in district-sponsored events including: spelling bee, geography bee, prose and poetry, rodeo art, district honor choir, science survivors, elementary academic competitions, and fast on facts.

Strategy's Expected Result/Impact: Student participation, strengthened academic skills			**Formative**
Staff Responsible for Monitoring: Sponsors			**Oct**
Title I Schoolwide Elements: 2.5		**Problem Statements:** None	**Dec**
TEA Priorities: None		**Funding Sources:** supplies, materials, provide lunch after each competition for participants 199 - Local $350	**Feb**
ESF Levers: None			**Summative**
			May

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

Perceptions

Problem Statement 2: NCE students in grades 2-5 need additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success **Root Cause:** Lack of positive relationship building outside of the classroom, lack of teamwork opportunities, lack of student camaraderie

Performance Objective 3: Continue to provide fitness and healthy life activities through physical education

Evaluation Data Sources: Student participation

Summative Evaluation: None

Strategy 1: Students in 3rd-5th grades will be recognized for achievement in the FitnessGram.		
Strategy's Expected Result/Impact: Positive student test results		**Formative**
Staff Responsible for Monitoring: PE Teacher		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** Certificates, ribbons 199 - Local $250	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: Kinder-5th grade will participate in field day activities and compete for their grade level trophy.		
Strategy's Expected Result/Impact: Ribbons and grade-level class trophy will be awarded		**Formative**
Staff Responsible for Monitoring: Specials Team, Teachers and administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** Moonwalks, supplies, materials 461 - Campus Activity Funds $2,500	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 3: Provide "Get Fit"or "Stay Healthy" opportunities for students and teachers

		Formative
Strategy's Expected Result/Impact: Parent and student attendance		Oct
Staff Responsible for Monitoring: Principal & PTA		
Title I Schoolwide Elements: None	**Problem Statements:** None	Dec
TEA Priorities: None	**Funding Sources:** None	Feb
ESF Levers: None		Summative
		May

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

Goal 5: Normandy Crossing Elementary will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 1: Implement strategies to monitor and increase staff attendance

Evaluation Data Sources: Reach GPISD's goal of 97% or higher for staff attendance

Summative Evaluation: None

Strategy 1: Monitor staff attendance, ensure absence reporting procedures are followed, including providing lesson plans to subs		
Strategy's Expected Result/Impact: Increased attendance		**Formative**
Staff Responsible for Monitoring: Administrators and staff		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May
Strategy 2: Incentives will be provided each nine weeks to employees with perfect attendance		
Strategy's Expected Result/Impact: Increase employee attendance rate		**Formative**
Staff Responsible for Monitoring: Principal & Office staff		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** Lunch, treats, certificates, trophies 199 - Local $1,000	**Feb**
ESF Levers: None		**Summative**
		May

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

Performance Objective 2: Implement strategies to monitor and increase student attendance

Evaluation Data Sources: Reach GPISD's goal of 96.5% or higher for student attendance

Summative Evaluation: None

Strategy 1: Monitor student attendance by grade level and teacher per six weeks; ensure health and safety practices are in place		
Strategy's Expected Result/Impact: Increase attendance percentage compared to the prior year's six week periods		**Formative**
Staff Responsible for Monitoring: Teachers and Administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:**	**Feb**
ESF Levers: None	incentives, certificates, awards, 199 - Local $2,000	**Summative**
		May
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

Goal 6: Normandy Crossing Elementary will provide opportunities for parental/community involvement and business partnerships.

Performance Objective 1: Ensure parental and family engagement opportunities are provided

Evaluation Data Sources: Increased parental involvement compared to previous year

Summative Evaluation: None

Strategy 1: Recruit parent volunteers through PTA, classroom teachers, and counselor to participate in campus committees such as CPAC, PTA Board, and LPAC.		Formative
Strategy's Expected Result/Impact: Number of hours volunteered and returning volunteers		Oct
Staff Responsible for Monitoring: Administrators, Counselor, and teachers		
Title I Schoolwide Elements: None	**Problem Statements:** None	Dec
TEA Priorities: None	**Funding Sources:** None	Feb
ESF Levers: None		Summative
		May

Strategy 2: Recruit parent volunteers to work campus events such as Polar Express Day, Santa Picture Day, Field Day/Fun Day, Brighter Bites, etc.		Formative
Strategy's Expected Result/Impact: Students participate in a safe and organized events		Oct
Staff Responsible for Monitoring: Counselor		
Title I Schoolwide Elements: 3.1	**Problem Statements:** None	Dec
TEA Priorities: None	**Funding Sources:** snacks, lunch for volunteers 199 - Local $300	Feb
ESF Levers: None		Summative
		May

Strategy 3: Provide parents with opportunities to connect with the campus through the ACE after school program. ACE will act as a bridge between students, parents, and campus.		
Strategy's Expected Result/Impact: Increased parent involvement		**Formative**
Staff Responsible for Monitoring: ACE Site Coordinator and Administrators		**Oct**
Title I Schoolwide Elements: 3.2	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 4: Provide "Coffee with the Principal" to discuss campus activities and provide learning experiences for parents on various topics (Bilingual/ESL programs, Student Success Initiative, campus expectations, and volunteer opportunities).		
Strategy's Expected Result/Impact: Increased parental and family involvement		**Formative**
Staff Responsible for Monitoring: Administrators and Counselor		**Oct**
Title I Schoolwide Elements: 3.2	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** Coffee, breakfast snacks 199 - Local $200	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 5: Offer Open House and Meet-the-Teacher events to share information about classroom expectations.		
Strategy's Expected Result/Impact: Parent Attendance		**Formative**
Staff Responsible for Monitoring: Teachers, Administrators, Counselor and Office staff		**Oct**
Title I Schoolwide Elements: 3.2	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 6: Academic Nights will be available for parents and students to work together on planned activities.

Strategy's Expected Result/Impact: Student and parent attendance	**Formative**
Staff Responsible for Monitoring: Administrators, Teachers, and CICs	**Oct**
Title I Schoolwide Elements: 3.1, 3.2 **Problem Statements:** None	**Dec**
TEA Priorities: None **Funding Sources:** Flyers, treats, supplies, materials 199 - Local $500	**Feb**
ESF Levers: None	**Summative**
	May

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

Performance Objective 2: Provide multiple communication channels with parents, students and the community

Evaluation Data Sources: Communication with all stake-holders will increase when compared to previous year.

Summative Evaluation: None

Strategy 1: School-wide parent communication will be provided in English and Spanish.	
Strategy's Expected Result/Impact: Increased parental involvement	**Formative**
Staff Responsible for Monitoring: Administrators and Office staff	**Oct**
Title I Schoolwide Elements: 3.1 **Problem Statements:** None	**Dec**
TEA Priorities: None **Funding Sources:**	**Feb**
ESF Levers: None translation extra duty 199 - Bilingual $250	**Summative**
	May
Strategy 2: Send home monthly calendar/newsletter that highlights important events happening on campus.	
Strategy's Expected Result/Impact: Increased involvement	**Formative**
Staff Responsible for Monitoring: Administrators and School Secretary	**Oct**
Title I Schoolwide Elements: 3.1 **Problem Statements:** None	**Dec**
TEA Priorities: None **Funding Sources:**	**Feb**
ESF Levers: None None	**Summative**
	May

Strategy 3: Post Parental involvement opportunities on the campus website, marquee, and monthly campus newsletter		
Strategy's Expected Result/Impact: Increased involvemetn		**Formative**
Staff Responsible for Monitoring: Administrators, Principal Secretary, and Counselor		**Oct**
Title I Schoolwide Elements: 3.2	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 4: Maintain relationships with business partners in the community in order to continue meeting student needs.		
Strategy's Expected Result/Impact: Business partner support and involvement		**Formative**
Staff Responsible for Monitoring: Counselor and Administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

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

Performance Objective 3: Maintain compliance with all Title I Parent Involvement requirements

Evaluation Data Sources: NCE will continue to maintain 100% compliance

Summative Evaluation: None

Strategy 1: Conduct annual Title I meeting to inform parents of rights.		
Strategy's Expected Result/Impact: Parent Attendance		**Formative**
Staff Responsible for Monitoring: Counselor, Teachers, Administrators		**Oct**
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: Distribute school and federal report cards according to TEA timeline.		
Strategy's Expected Result/Impact: All parents receive information		**Formative**
Staff Responsible for Monitoring: Principal		**Oct**
Title I Schoolwide Elements: 3.1, 3.2	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 3: Teachers will conduct a minimum of one parent conference for all students.

		Formative
Strategy's Expected Result/Impact: Parent attendance		**Oct**
Staff Responsible for Monitoring: Administrators and Teachers		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

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

Performance Objective 4: Create a system to monitor our business partners.

Evaluation Data Sources: Increased support from business partners

Summative Evaluation: None

Strategy 1: Maintain relationships with business partners in the community in order to continue meeting student needs.		Formative
Strategy's Expected Result/Impact: Business partner support and involvement		**Oct**
Staff Responsible for Monitoring: Administrators and Counselor		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: Provide public recognition to business partners.		Formative
Strategy's Expected Result/Impact: Increased relationships with business partners		**Oct**
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

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

Goal 7: Normandy Crossing Elementary 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.

Summative Evaluation: None

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.		
Strategy's Expected Result/Impact: Increased teacher knowledge and expertise		**Formative**
Staff Responsible for Monitoring: Administrators, CICs & Teachers		**Oct**
Title I Schoolwide Elements: 2.5, 2.6	**Problem Statements:** Student Learning 1, 3	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

Strategy 2: Teachers will participate in required trainings provided by the district.		
Strategy's Expected Result/Impact: Increased teacher knowledge and expertise		**Formative**
Staff Responsible for Monitoring: Administrators, CICs & Teachers		**Oct**
Title I Schoolwide Elements: 2.5	**Problem Statements:** Student Learning 1, 2, 3	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** None	**Summative**
		May

Strategy 3: Off campus staff development opportunities will be provided.		
Strategy's Expected Result/Impact: Increased teacher knowledge		**Formative**
Staff Responsible for Monitoring: Principal		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** Student Learning 1, 2, 3	**Dec**
TEA Priorities: None		**Feb**
ESF Levers: None	**Funding Sources:** Registration for conferences, workshops, or substitutes 199 - Bilingual $483 Professional development 199 - Local $500	**Summative** **May**

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

Student Learning
Problem Statement 1: NCE's reading scores are currently lower than district scores according to BAS results. **Root Cause:** Reading difficulties decrease interest, absences, books/resources for home use, increase use of decodable readers in kinder and 1st grades, In-depth phonics training for teachers
Problem Statement 2: NCE's 5th grade science scores have decreased in the last three years. **Root Cause:** New science TEKS, resources, teacher training
Problem Statement 3: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing. **Root Cause:** Increase instructional rigor adding critical writing to core content areas, reading difficulties decrease student motivation, increase reading interest by providing incentives/competition

Performance Objective 2: Provide enhanced leadership development for employees

Evaluation Data Sources: Teachers will assume leadership roles.

Summative Evaluation: None

Strategy 1: Provide opportunities for teachers to take on leadership responsibilities.			
Strategy's Expected Result/Impact: Team members exhibiting leadership			**Formative**
Staff Responsible for Monitoring: Administrators			**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None		**Dec**
TEA Priorities: None	**Funding Sources:** None		**Feb**
ESF Levers: None			**Summative**
			May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 3: Create an onboarding process to introduce new staff to campus and district culture, goals, and programs

Evaluation Data Sources: Increased knowledge of campus and district and campus culture, goals, and programs.

Summative Evaluation: None

Strategy 1: 1st and 2nd year teachers will be provided with a campus mentor.		Formative
Strategy's Expected Result/Impact: Support provided for new teachers		**Oct**
Staff Responsible for Monitoring: Principal and CICs		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: Weekly grade level planning meetings		Formative
Strategy's Expected Result/Impact: Meetings conducted		**Oct**
Staff Responsible for Monitoring: CICs & Grade Chairs		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

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

Performance Objective 4: Recruit and retain highly qualified staff

Evaluation Data Sources: 100% highly qualified staff with a staff retention above 85%

Summative Evaluation: None

Strategy 1: Attend job fairs to recruit highly qualified teachers		
Strategy's Expected Result/Impact: Attendance at job fairs; recruitment of highly qualified staff members.		**Formative**
Staff Responsible for Monitoring: Administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May
Strategy 2: Provide opportunities for team building activities so that teachers build trust and camaraderie among teams.		
Strategy's Expected Result/Impact: Teacher attendance will remain above 97% and teacher turnover rate will remain low.		**Formative**
Staff Responsible for Monitoring: Administrators		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 8: Normandy Crossing Elementary will provide superior operational services to best support students and staff success.

Performance Objective 1: Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner

Evaluation Data Sources: Safe and Secure campus

Summative Evaluation: None

Strategy 1: Replace furniture as needed to ensure student and staff safely.		Formative
Strategy's Expected Result/Impact: Student and Staff safety		**Oct**
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** furniture 199 - Local $3,000	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: Replace outdated laptops and/or non-instructional computers.		Formative
Strategy's Expected Result/Impact: Increased time efficiency and effectiveness of technology usuage		**Oct**
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** Computers 199 - Local $1,000	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 3: Report in a timely manner any equipment that is in need of repair.		
Strategy's Expected Result/Impact: Well-kept building that is safe and secure		**Formative**
Staff Responsible for Monitoring: Administrators and staff		**Oct**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

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

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers

Evaluation Data Sources: Increased customer satisfaction

Summative Evaluation: None

Strategy 1: Train office staff on exceptional customer services.		Formative
Strategy's Expected Result/Impact: Higher level of customer service in the front office		**Oct**
Staff Responsible for Monitoring: Administrators		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: Train teachers and staff on how to communicate effectively with parents.		Formative
Strategy's Expected Result/Impact: Higher customer service satisfaction by parents and community members		**Oct**
Staff Responsible for Monitoring: Administrators		
Title I Schoolwide Elements: 3.1	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

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

Performance Objective 3: Ensure an 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 district, state, and federal standards.

Summative Evaluation: None

Strategy 1: All funds will be verified by the financial clerk or administrator, secured, and deposited.		**Formative**
Strategy's Expected Result/Impact: No fiscal procedure irregularities		**Oct**
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 2: All staff members will be trained and authorized to collect, handle, and deposit money. Access to funds will be restricted to only those authorized and accountable for handling funds.		**Formative**
Strategy's Expected Result/Impact: No procedural errors involving money handling		**Oct**
Staff Responsible for Monitoring: Principal and Principal Secretary		
Title I Schoolwide Elements: None	**Problem Statements:** None	**Dec**
TEA Priorities: None	**Funding Sources:** None	**Feb**
ESF Levers: None		**Summative**
		May

Strategy 3: Provide materials, update instructional resources and technology.

	Formative
Strategy's Expected Result/Impact: Staff and students will be able to use updated resources and technology	
Staff Responsible for Monitoring: Administrators, Teachers, CICs, TIs	**Oct**
Title I Schoolwide Elements: None **Problem Statements:** Student Learning 1, 2 School Processes & Programs 2, 3	**Dec**
TEA Priorities: None	**Feb**
ESF Levers: None **Funding Sources:** None	**Summative**
	May

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

Student Learning

Problem Statement 1: NCE's reading scores are currently lower than district scores according to BAS results. **Root Cause:** Reading difficulties decrease interest, absences, books/resources for home use, increase use of decodable readers in kinder and 1st grades, In-depth phonics training for teachers

Problem Statement 2: NCE's 5th grade science scores have decreased in the last three years. **Root Cause:** New science TEKS, resources, teacher training

School Processes & Programs

Problem Statement 2: There is a need for headphones for regular classroom/computer lab usage and for STAAR/TELPAS testing. **Root Cause:** NCE students biting/chewing headphone cords, broken headphones

Problem Statement 3: Technology is constantly evolving which causes devices to become outdated (i.e. computers, ipads, chromebooks) **Root Cause:** Outdated technology devices, budget to update devices/licenses

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Due to the COVID School Closure, CPAC met virtually on **May 28, 2020** 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 via Google Classroom on **May 19-May 22**. 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 2020-2021. Each team then wrote a problem statement and identified root causes. These were presented to CPAC on May 28, 20120 via a Zoom Meeting. Based on our CNA, our 4 areas of focus will be:

1. Increase Attendance

2. Increase Reading Fluency and Comprehension as Istation and BAS reading assessment results are below district

3. Develop Social and Emotional Skills

4. Address Virtual Technology Integration on and off campus

Persons listed below were split between 4 committees and served in the CNA process.

Diana Martinez	**Spcl Ed Teacher**	**dmartinez1@galenaparkisd.com**	**Classroom Teacher**	
Vilethea Clark	5th Teacher	vclark@galenaparkisd.com	Classroom Teacher	Edit Delete
Brandy Laxen	3rd Teacher	blaxen@galenaparkisd.com	Classroom Teacher	Edit Delete
Irene Benzor	Principal	ibenzor@galenaparkisd.com	Administrator	Edit Delete
Ashleigh Barrett	Asst. Principal	abarrett@galenaparkisd.com	Administrator	Edit Delete
Ronald na	R & K BBQ owner	Ronald@rkbarbecue.com	Business Representative	Edit Delete
Patricia Gomez	Interventionist	pgomez@galenaparkisd.com	Campus Professional Staff	Edit Delete
Joann Sanchez	Counselor	jsanchez@galenaparkisd.com	Campus Professional Staff	Edit Delete

Cynthia Robertson	5th Teacher	crobertson@galenaparkisd.com	Classroom Teacher	Edit Delete
Adriana Ramirez	4th Teacher	aramirez@galenaparkisd.com	Classroom Teacher	Edit Delete
Jessica Jackson	4th Teacher	jjackson@galenaparkisd.com	Classroom Teacher	Edit Delete
Nikole Cazares	3rd Teacher	ncazares@galenaparkisd.com	Classroom Teacher	Edit Delete
Eddy Martinez	2nd Teacher	emartinez@galenaparkisd.com	Classroom Teacher	Edit Delete
Jacqueline Barnes	2nd Teacher	jbarnes@galenaparkisd.com	Classroom Teacher	Edit Delete
Alyssa Ontiveros	1st Teacher	aontiveros@galenaparkisd.com	Classroom Teacher	Edit Delete
Kimberly Romero	Kinder Teacher	kromero@galenaparkisd.com	Classroom Teacher	Edit Delete
Paula Mena	PK Teacher	pmena@galenaparkisd.com	Classroom Teacher	Edit Delete
Thomas Rivera	Specials	triviera@galenaparkisd.com	Campus Professional Staff	Edit Delete
Sharon Weir	Secretary	sweir@galenaparkisd.com	Paraprofessional	Edit Delete
Nyla Mondesir	Comminity Member	nmonesir@gmail.com	Community Representative	Edit Delete
Amy Cole	Admin	acole@galenaparkisd.com	Administrator	Edit Delete
Shakeia Rebollar	Parent	shakiarebollar@gmail.com	Parent	Edit Delete
Cherise Ramirez	Parent	**chichirn1970gmail.com**	Parent	

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

NCE CPAC and staff developed the Campus Improvement Plan

Diana Martinez	**Spcl Ed Teacher**	**dmartinez1@galenaparkisd.com**	**Classroom Teacher**	
Vilethea Clark	5th Teacher	vclark@galenaparkisd.com	Classroom Teacher	Edit Delete
Brandy Laxen	3rd Teacher	blaxen@galenaparkisd.com	Classroom Teacher	Edit Delete

Name	Role	Email	Category	Actions
Irene Benzor	Principal	ibenzor@galenaparkisd.com	Administrator	Edit Delete
Ashleigh Barrett	Asst. Principal	abarrett@galenaparkisd.com	Administrator	Edit Delete
Ronald na	R & K BBQ owner	Ronald@rkbarbecue.com	Business Representative	Edit Delete
Patricia Gomez	Interventionist	pgomez@galenaparkisd.com	Campus Professional Staff	Edit Delete
Joann Sanchez	Counselor	jsanchez@galenaparkisd.com	Campus Professional Staff	Edit Delete
Cynthia Robertson	5th Teacher	crobertson@galenaparkisd.com	Classroom Teacher	Edit Delete
Adriana Ramirez	4th Teacher	aramirez@galenaparkisd.com	Classroom Teacher	Edit Delete
Jessica Jackson	4th Teacher	jjackson@galenaparkisd.com	Classroom Teacher	Edit Delete
Nikole Cazares	3rd Teacher	ncazares@galenaparkisd.com	Classroom Teacher	Edit Delete
Eddy Martinez	2nd Teacher	emartinez@galenaparkisd.com	Classroom Teacher	Edit Delete
Jacqueline Barnes	2nd Teacher	jbarnes@galenaparkisd.com	Classroom Teacher	Edit Delete
Alyssa Ontiveros	1st Teacher	aontiveros@galenaparkisd.com	Classroom Teacher	Edit Delete
Kimberly Romero	Kinder Teacher	kromero@galenaparkisd.com	Classroom Teacher	Edit Delete
Paula Mena	PK Teacher	pmena@galenaparkisd.com	Classroom Teacher	Edit Delete
Thomas Rivera	Specials	triviera@galenaparkisd.com	Campus Professional Staff	Edit Delete
Sharon Weir	Secretary	sweir@galenaparkisd.com	Paraprofessional	Edit Delete
Nyla Mondesir	Comminity Member	nmonesir@gmail.com	Community Representative	Edit Delete
Amy Cole	Admin	acole@galenaparkisd.com	Administrator	Edit Delete
Shakeia Rebollar	Parent	shakiarebollar@gmail.com	Parent	Edit Delete
Cherise Ramirez	Parent	chichirn1970gmail.com	Parent	

2.2: Regular monitoring and revision

CPAC will meet on **September 28, 2020, December 14, 2020, February 8, 2021, April 12, 2021, and May 17, 2021** 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 newletter 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 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, after school tutorials, and enrollment in ACE: our after school tutorials and homework help. The leadership team makes teacher recommendations as to who needs 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 at -risk; our interventionist provides 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 when needed. We have plans to increase our parent participation with nutrition (Brighter Bites) and academic sessions. Our Boys Club, Student Counsel, National Elementary Honor Society and counselor also offer great social and academic support to our students that participate in it.

2.5: Increased learning time and well-rounded education

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, 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 socio-economic means; we are a Title I school. Our students have a variety of needs which make them at-risk learners: Limited English proficient, learning challenges (special education), health concerns, single parent families, retainees and a student mobility rate of 18.5%. Our school counselor does a wonderful job in 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 try 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

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he 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 Princial
Mrs. Sanchez	Counselor
Mrs. Baena	CIS
Mrs. Laxen	Teacher

Name	Role
Shakia Rebollar	Parent

The Parent Engagement Policy will be distributed during parent/teacher conferences, electronically via email, will be included in our front office, monthly newsletter and on our website in both **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:

- Annual Title I Meeting: October 2020
- Parent Meetings: October 2020 (5:30 pm); December 2020 (5:30 pm); February 2021 (5:30 pm); May 2021 (5:30 pm)
- Coffee with the Principals: October 2020 (8:15am); January 2021 (8:15am)
- Volunteer Meeting (morning/afternoon)
- Parent conferences (teacher conference times, before or after school)
- ACE Monthly Parent Meetings (after school)

Campus Funding Summary

			199-23 - Special Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Behavior Incentives		$400.00
3	1	4	Tutorial/Extra Duty		$1,800.00
3	2	7	Instructional resources and materials		$1,180.00
				Sub-Total	$3,380.00
				Budgeted Fund Source Amount	$3,380.00
				+/- Difference	$0.00
			199-24 - SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	4	Tutorial/Extra Duty		$2,140.00
3	1	5	Tutorials (Face-to-face, Homework Hotline), Extra Help		$2,700.00
				Sub-Total	$4,840.00
				Budgeted Fund Source Amount	$4,840.00
				+/- Difference	$0.00
			199-30 - SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Extra Help for interventions		$2,000.00
3	2	2	math books		$2,000.00
3	2	4	Professional Development, sub, resources		$1,000.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$0.00

199 - Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Tutorial/Extra Duty		$2,847.00
3	2	5	Resources and materials		$1,250.00
6	2	1	translation extra duty		$250.00
7	1	3	Registration for conferences, workshops, or substitutes		$483.00
				Sub-Total	$4,830.00
				Budgeted Fund Source Amount	$4,830.00
				+/- Difference	$0.00

199 - Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Student prizes, treats		$200.00
1	2	1	Raptor visitor labels		$500.00
1	4	2	Headphones		$1,116.00
2	1	1	Snacks for presenters		$200.00
2	2	2	Application Fee		$100.00
2	3	2	Picture books, student materials		$500.00
3	1	4	Tutorial/Extra Duty		$1,000.00
3	1	6	Resources and materials		$500.00
3	3	4	Materials, resources, snacks		$1,000.00
4	1	1	Transportation		$784.00
4	2	3	supplies, materials, provide lunch after each competition for participants		$350.00
4	3	1	Certificates, ribbons		$250.00
5	1	2	Lunch, treats, certificates, trophies		$1,000.00
5	2	1	incentives, certificates, awards,		$2,000.00
6	1	2	snacks, lunch for volunteers		$300.00
6	1	4	Coffee, breakfast snacks		$200.00

199 - Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	6	Flyers, treats, supplies, materials		$500.00
7	1	3	Professional development		$500.00
8	1	1	furniture		$3,000.00
8	1	2	Computers		$1,000.00
				Sub-Total	$15,000.00
				Budgeted Fund Source Amount	$15,000.00
				+/- Difference	$0.00

461 - Campus Activity Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	EOY Student Council Field Trip		$350.00
4	2	2	Supplies, materials, resources		$500.00
4	3	2	Moonwalks, supplies, materials		$2,500.00
				Sub-Total	$3,350.00
				Budgeted Fund Source Amount	$3,350.00
				+/- Difference	$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Social Skills materials (i.e. picture books, brochures, pamphlets, teaching resources)		$200.00
1	4	1	Technology hardware and/or software		$1,155.00
1	4	3	New technology devices or programs		$2,401.00
2	2	1	Teaching resources, professional development, substitutes		$500.00
2	2	3	Student materials needed for projects		$200.00
3	1	2	Substitutes, professional development, data resources		$1,300.00
3	1	2	Tutorials, Extra Duty		$3,307.00
3	1	3	tutorials, resources, materials		$3,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Tutorial/Extra Duty		$2,300.00
3	1	6	Professional Development, Teacher Subs		$1,000.00
3	2	1	mentor texts, guided reading book sets, instructional materials		$1,000.00
3	2	3	Science lab materials, resources		$500.00
3	2	7	Resources, materials, extra help tutors		$1,250.00
				Sub-Total	$18,113.00
				Budgeted Fund Source Amount	$18,113.00
				+/- Difference	$0.00
				Grand Total	$54,513.00

Addendums