

Galena Park Independent School District

Normandy Crossing Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: August 13, 2018

Public Presentation Date: September 20, 2018

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.

COMPREHENSIVE NEEDS ASSESSMENT

Needs Assessment Overview

Where We Have Been:

Normandy Crossing Elementary was named in honor of all those who served and who contributed to the victory in World War II. On June 6, 1944, the largest invasion force in history prepared to land on the beaches of Normandy, France. Over 4,000 ships carrying 100,000 men crossed 100 miles of the English Channel to face the armies fighting along the Atlantic Wall.

When Normandy Crossing Elementary opened in the 2003-2004 school year, the school had an initial enrollment of 541 students. Normandy Crossing Elementary services students from Pre-Kindergarten through Fifth Grade. Special programs offered at Normandy Crossing Elementary included Life Skills, a PASS program and a Structured Learning classroom that was added in the 2005-2006 school year. Students are afforded the opportunities to experience science laboratory activities, physical education, computer literacy, music, art, and library.

For the 2016-2017 school year, Normandy Crossing Elementary accountability rating was "Met Standard".

A. Attendance Rate according to 2016-2017 TEA Texas Academic Performance Report (TAPR):

2017-2018: 96.5%

2016-2017: 96.8%

2015-2016: 97.2%

2014-2015: 96.9%

B. Retention Rates according to 2016-2017 TAPR report:

Kindergarten	0.0%
Grade 1	0.0%
Grade 2	2.2%
Grade 3	5.5%

Grade 4	0.0%
Grade 5	1.3%

C. STAAR Demographic Data for Campus

STAAR	Reading	Math	Writing	Science
Student Group	2017-2018	2017-2018	2017-2018	2017-2018
All Students	74%	85%	71%	75%
African Am.	77%	84%	73%	71%
Hispanic	73%	85%	69%	77%
White	60%	90%	100%	71%
Econ. Disadv.	74%	84%	69%	76%
ELL	63%	80%	58%	75%
Special Ed.	38%	60%	33%	27%

***2017-2018 Official Scores Pending TAPR Report**

STAAR	Reading	Math	Writing	Science
Student Group	2016-2017	2016-2017	2016-2017	2016-2017
All Students	74%	82%	63%	82%
African Am.	73%	82%	63%	77%
Hispanic	73%	83%	62%	86%
White	90%	80%	57%	100%
Econ. Disadv.	73%	84%	65%	80%
ELL	74%	82%	62%	90%
Special Ed.	37%	63%	28%	53%

Where We Are Now:

School Profile

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.

The student population is 38% African-American, 3% White, 1% Asian, 57% Hispanic, Two or More Races 1%, 49% male and 50% female with a low socioeconomic status of 77.56%. 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 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 18.5%. The average daily attendance rate for students is 96.9%. The average daily attendance rate based on the Galena Park ISD Report for staff is 97%.

Discipline Referral History according to SKYWARD:

Grade	Number of Referrals for 2016-2017	Number of Referrals for 2017-2018	Decrease or Increase (last 2 years)
Pk/Kindergarten	7	0	-7
Grade 1	13	11	-2
Grade 2	21	6	-15
Grade 3	11	19	+8
Grade 4	19	9	-10
Grade 5	32	30	-2
Total	103	75	-28

There were a total of 75 office discipline referrals in 2017-2018. This is a decrease of 37% from 2016-2017.

Survey Data & Where We Are Going:

Throughout the year we survey our parents, students, and staff to acquire input in regards to the needs of the campus.
Based on the surveys, the following areas are a concern for staff:

- School-wide Discipline Plan
- Increase Parental Involvement
- Effective Teaching Strategies
- Early Interventions
- Increase the use of Higher Order Questioning Strategies

Based on the surveys, the following areas are a concern for parents and students:

- Campus safety
- Parent Involvement

As a campus our 2018-2019 goals will be to apply effective teaching strategies, increase literacy, early interventions, and increase rigor using higher order thinking strategies for increased student achievement. The foundations team will look at our campus discipline plan and revise to meet the needs of the campus. We will increase parental involvement by increasing opportunities for parents to be involved and increase parent/teacher communication. Normandy Crossing will ensure campus safety by continuing to use the raptor visitor check-in system, ensuring all employees wear their district issued badges, and conducting required emergency drills in the fall and spring semesters.

Special Programs

Normandy Crossing Elementary is a Title school and we focus our Title money on tutorials for math, reading, writing and science, improving reading through increased time for independent reading and guided reading, classroom supplies, and campus instructional coaches. Our State Compensatory Program (SCE) consists of four campus instructional coaches training teachers in best practices for assisting at-risk students, a technology instructional specialist who trains teachers on incorporating technology into the curriculum. Our Bilingual/ESL program consists of a Dual Language-One Way Bilingual program assisting our Spanish speaking students in becoming bilingual and biliterate in English and Spanish. Bilingual and ESL teachers are across the grade levels (PK-5th grade) that help serve our English Language Learners. There is at least one bilingual and one ESL teacher per grade level. Bilingual funds are assigned for classroom supplies and tutorials for math, reading, writing, and science. Normandy Crossing serves 220 English Language Learner students, 36 students in the Gifted and Talented program, 20 students identified for 504 services, 24 RtI Tier I students, 69 Tier II students, 61 Tier III students, and 63 students served through special education services. Technology is used throughout the school via classroom computers, Ipads, and Ipods. We have three computer labs as well as classroom computers with the latest in current school web-sites for the students and teachers. Ipads have been purchased for classroom use and to increase Istation results and usage.

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Comprehensive Needs Assessment

Revised/Approved: June 01, 2018

Demographics

Demographics Summary

Normandy Crossing Elementary is 57% Hispanic, 38% African-American, 3% White, 1% Asian, and 1% Two or More Races. There are 663 students. 77.5% of our student population is economically disadvantaged and 55.27% are At-Risk. English Language Learners (ELLs) are 30.5% of our student population and 9.5% of total students are served by special education programs. The overall mobility rate is 18.5% and 7.68% are homeless. The daily average student attendance was 96.8% in 2016-2017 and decreased to 96.5% in 2017-2018. Discipline has decreased 33.3% from the previous school year.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: NCE students are below district average in attendance percentages. **Root Cause:** Lack of motivation to learn, parental support, illnesses

Problem Statement 2: Overall mobility rate is 18.5%, causing instructional gaps/barriers for NCE students. Teachers must provide immediate interventions to close the gaps. **Root Cause:** Student mobility, instructional gaps, expectations

Student Achievement

Student Achievement Summary

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, 71% met "Approaches Grade Level Standard" or above. In science, 74% met "Approaches Grade Level Standard" or above. Normandy Crossing received 4 Distinctions in the areas of Academic Achievement in Science, Top 25 Percent in Student Growth, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: NCE's white, special education, and EL sub-populations decreased in STAAR. **Root Cause:** New special education teachers, large numbers of special education students in 3rd, 4th, and 5th grades, new dual language program, new ELA balance literacy focus, lack of student motivation

Problem Statement 2: NCE students are scoring below the district and state "Meets" and "Masters" expectations in reading. **Root Cause:** Implement an effective early intervention program, increase use of decodable readers in kinder and 1st grades, the need for additional professional development in rigor, motivation

School Culture and Climate

School Culture and Climate Summary

Based on surveys, students describe NCE as a safe and friendly school. Parents feel welcomed and trust the adults on campus. Teachers have requested additional training on behavior management strategies and schoolwide Foundations/CHAMPS discipline training. NCE teachers have an average of 6.9 years of experience and there were 6 teachers new to NCE during the 2017-2018 school year.

School Culture and Climate Strengths

- Kid-friendly school atmosphere
- Diverse
- High Expectations and a Clear Vision
- Teachers and parent communication

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause:** Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Problem Statement 2: NCE students in grades 3-5 have a need for additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success. **Root Cause:** Lack of positive relationships outside of the classroom, lack of teamwork, lack of teacher support, student camaraderie

Problem Statement 3: NCE's safety and security audit indicated a need for staff safety re-training on district procedures to ensure everyone checks-in through the office, obtains a visitor pass, has full understanding of all emergency procedures, reports items, locks, lights, or furniture that needs to be repaired or replaced in a timely manner for safety and security. **Root Cause:** During audit "intruder" was never asked by any staff member to view personal or district ID, entered through exterior door that had a lock malfunction, ensure everyone signs-in through the office, unlocked classroom doors, lights out, replace broken furniture

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention 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%. A leadership team is in place to support and coach teachers, as well as, provide learning experiences for future leaders. 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.

Staff Quality, Recruitment, and Retention Strengths

- 100% Highly Qualified Teachers and Paraprofessionals
- Average 6+ years of experience
- Campus Instructional Coaches & Interventionist
- New Teacher Mentor/Support

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: NCE teacher strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. **Root Cause:** Systems need to be in place to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers utilize the district curriculum located on 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 made assessments, released tests from the state, Istation, and DRA 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 levels of instruction. 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.

Curriculum, Instruction, and Assessment Strengths

- Campus Instructional Coaches
 - Meet with grade levels for data disaggregation, planning, and training
 - Pullouts and Push-ins
- Tutorial Programs, including Communities in Schools program (ACE).
- RTI

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: NCE students are reading below district average in STAAR and Istation. **Root Cause:** Early intervention, students not independently reading enough, comprehension, need more readers, professional development

Parent and Community Engagement

Parent and Community Engagement Summary

At Normandy Crossing Elementary, a large number of parents, guardians, and family members attend events such as Muffins for Moms, Donuts for Dads, Grandparents' day luncheon, and many PTA meetings that highlight various student groups. However, we have a limited group of parent volunteers. The school does a good job of communicating with parents through the website, school letters/calendar of events, the marquee, and the call out system. Parents and community members participate on NCE's CPAC committee and are welcomed to voice concerns, opinions, and input into the campus planning and improvement process.

Parent and Community Engagement Strengths

- Family and Academic Nights (STEAM, Literacy, GT)
- PTA Programs highlighting various grade levels
- Semester Award Ceremonies
- Community in Schools (ACE) parent programs
- Utilizing Parent Friendly Communication Apps (Remind, Class Dojo)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. **Root Cause:** lack of knowledge/interest, timing/scheduling, reminders/communication, transportation

Problem Statement 2: Seek community involvement to provide resources and/or incentives for individual students and/or classroom use. **Root Cause:** lack of time to search or apply for grants, professional development on grant writing needed

School Context and Organization

School Context and Organization Summary

At Normandy Crossing Elementary, classroom schedules were created to maximize instructional time according to each grade level and their needs. 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.

School Context and Organization Strengths

- Maximize instruction time
- Tracking student progress
- Perfect attendance incentives
- Safety patrol and Student Council

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause:** unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

Technology

Technology Summary

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 four or five iPads to use during centers. Teachers are trained on how to integrate technology into the curriculum using these devices. All classrooms have mounted ceiling projectors, document cameras, and most have Eno boards. Each year, teachers create technology goals and work with the campus technology specialist to meet these individualized goals.

Technology Strengths

- iPads available
- 3 computer labs
- Technology professional developments

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. **Root Cause:** outdated ipads/devices, budget for update devices/apps/licenses

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

Problem Statement 3: Instructional technology integration is essential to developing 21st century learners. Teachers will continue to develop their technology skills to integrate various programs in their lessons for increased student achievement. **Root Cause:** Fear of technology, lack of time to learn and implement, funds for apps/licenses

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Response to Intervention (RTI) student achievement 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
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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 Source(s) 1: Increase parental involvement and student/staff morale.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Maintain communication by providing parents with graded assignments in order to keep them abreast of their child's academic status once a week.	3.1	All teachers	Increased parental awareness of student academic progress				
	Problem Statements: School Context and Organization 1						
2) Staff accomplishments will be recognized.		Administrators & Counselor	Increased morale				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 - Local - 200.00						
3) Campus-wide student recognition and incentive events (All A Honor Roll, A/B Honor Roll, and Perfect Attendance) will be implemented.	2.4, 3.2	Teachers, Administrators, and Principal Secretary	Academic achievement with good grades and good behavior				
	Problem Statements: Student Achievement 2 Funding Sources: 199 - Local - 200.00						
4) Students will be given prize tickets for positive behavior/actions to be redeemed	2.5	Administrators and staff	Decrease in office referrals				
	Problem Statements: School Culture and Climate 1 Funding Sources: 199 - Local - 200.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: NCE students are scoring below the district and state "Meets" and "Masters" expectations in reading. Root Cause 2: Implement an effective early intervention program, increase use of decodable readers in kinder and 1st grades, the need for additional professional development in rigor, motivation
School Culture and Climate
Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. Root Cause 1: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
Staff Quality, Recruitment, and Retention
Problem Statement 1: NCE teacher strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. Root Cause 1: Systems need to be in place to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers
School Context and Organization
Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. Root Cause 1: unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

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

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

Evaluation Data Source(s) 2: 100% compliance with all safety drills.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) School Visitor Policy: Provide an effective and consistent system for managing visitors on campus.		Administrators and Office staff	Campus security				
	Problem Statements: School Culture and Climate 3 Funding Sources: 199 - Local - 500.00						
2) Emergency Procedure Drills: Provide monthly practice/review of emergency response procedures.		Assistant Principal	Awareness of safety, decreased preparedness time				
	Problem Statements: School Culture and Climate 3						
3) Students will participate in safety activities.		Teachers, administrators, counselor	Student safety awareness				
	Problem Statements: School Culture and Climate 3 Funding Sources: 199 - Local - 100.00						
4) Educate students and parents on bullying, motivation, interpersonal skills, goal setting and cross cultures.		Counselor, Administrators	Increased student and parent awareness				
	Problem Statements: School Culture and Climate 1 Funding Sources: 199 - Local - 100.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1:** Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Problem Statement 3: NCE's safety and security audit indicated a need for staff safety re-training on district procedures to ensure everyone checks-in through the office, obtains a visitor pass, has full understanding of all emergency procedures, reports items, locks, lights, or furniture that needs to be repair or replaced in a timely manner for safety and security. **Root Cause 3:** During audit "intruder" was never asked by any staff member to view personal or district ID, entered through exterior door that had a lock malfunction, ensure everyone signs-in through the office , unlocked classroom doors, lights out, replace broken furniture

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

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

Evaluation Data Source(s) 3: Decreased office referrals and increased student success

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Educate students on preventing unwanted physical or verbal aggression, sexual harassment and bullying.		Administrators and Counselors	Decreased office referrals				
	Problem Statements: School Culture and Climate 1						
2) Educate students on how to handle and identify bullies.		Counselor and Administrators	Decreased office referrals				
	Problem Statements: School Culture and Climate 1						
3) Teacher training on speaking with parents regarding bullying prevention information provided by counselor.		Counselor & Administrators	Decreased office referrals				
	Problem Statements: Parent and Community Engagement 1						
4) Provide 2nd-5th grade students with the opportunity to participate in ACE after school program for increased social interactions.		ACE Site Coordinator	Student attendance and participation in ACE				
	Problem Statements: School Culture and Climate 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. Root Cause 1: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
Parent and Community Engagement

Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. **Root Cause 1:** lack of knowledge/interest, timing/scheduling, reminders/communication, transportation

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

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

Evaluation Data Source(s) 4: Increased utilization of technology

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Provide training to employees on appropriate use of digital tools.	2.5	TIS	Staff members will use digital tools appropriately on and off campus				
	Problem Statements: Technology 3 Funding Sources: 199 - Local - 100.00						
2) Provide learning opportunities for students to focus on proper technology usage.		TIS and Classroom teachers	Decrease of students using technology inappropriately				
	Problem Statements: Technology 2						
3) Provide headphones for computer labs and classrooms to use technology programs with fidelity.		TIS and Principal	Students will be able to use programs such as Istation, Think Throug Math, and Stemscoptes with fidelity to ensure student achievement results are increased.				
	Problem Statements: Technology 2 Funding Sources: 199 - Local - 1116.00						
4) Replace outdated ipads with new Chromebooks for 5th grade.		Administrators, Teachers, TIS	Increase technology usage and integration of content with student engagement				
	Problem Statements: Technology 1 Funding Sources: 199 - Local - 1500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Technology

Problem Statement 1: Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. **Root Cause 1:** outdated ipads/devices, budget for update devices/apps/licenses

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

Problem Statement 3: Instructional technology integration is essential to developing 21st century learners. Teachers will continue to develop their technology skills to integrate various programs in their lessons for increased student achievement. **Root Cause 3:** Fear of technology, lack of time to learn and implement, funds for apps/licenses

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

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

Evaluation Data Source(s) 1: Increased knowledge about college and career opportunities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Prepare a career day to expose students to different career opportunities.	2.5	Counselor	Awareness of career choices				
	Problem Statements: School Culture and Climate 1 Funding Sources: 199 - Local - 200.00						
2) Highlight various Texas colleges and universities over announcements and spotlight the "college zone" area during college awareness month.	2.5	Counselor	Increased exposure to a variety of colleges				
	Problem Statements: School Culture and Climate 1						
3) Invite students and parents to a district college night to expose students and parents to a variety of college opportunities.	3.2	Counselor	Awareness of college choices				
	Problem Statements: Parent and Community Engagement 1						
4) Host a College Spirit Day once a month allowing students and staff to wear college shirts and participate in college activities.	2.5	Counselor	Awareness of college choices				
	Problem Statements: School Culture and Climate 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1:** Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Parent and Community Engagement

Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. **Root Cause 1:** lack of knowledge/interest, timing/scheduling, reminders/communication, transportation

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

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

Evaluation Data Source(s) 2: Increased number of students reaching Masters Level on STAAR.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Increase teachers knowledge and connection between the rigor of the TEKS and STAAR.	2.4, 2.5	Administrators and CICs	Increased results on STAAR				
	Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1						
2) Implement a Robotics Team to enrich, enhance and extend the school curriculum	2.4, 2.5	Science Lab Teacher, CIC Math/Science	Participation in Ecobot Challenge				
	Problem Statements: Student Achievement 2 - School Culture and Climate 2 Funding Sources: 199 - Local - 100.00						
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.	2.5	GT and Encounters Teachers	Participation in GT Project Presentation Night				
	Problem Statements: Student Achievement 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: NCE's white, special education, and EL sub-populations decreased in STAAR. Root Cause 1: New special education teachers, large numbers of special education students in 3rd, 4th, and 5th grades, new dual language program, new ELA balance literacy focus, lack of student motivation
Problem Statement 2: NCE students are scoring below the district and state "Meets" and "Masters" expectations in reading. Root Cause 2: Implement an effective early intervention program, increase use of decodable readers in kinder and 1st grades, the need for additional professional development in rigor, motivation
School Culture and Climate

Problem Statement 2: NCE students in grades 3-5 have a need for additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success. **Root Cause 2:** Lack of positive relationships outside of the classroom, lack of teamwork, lack of teacher support, student camaraderie

Staff Quality, Recruitment, and Retention


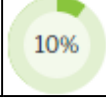

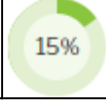
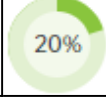




Problem Statement 1: NCE teacher strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. **Root Cause 1:** Systems need to be in place to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers

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

Performance Objective 3: Provide comprehensive counseling to students

Evaluation Data Source(s) 3: Guidance lessons and counseling services will continue to be available to 100% of students in need and will be documented.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Educate students on bullying, motivation, interpersonal skills, goal setting, cross cultures and career awareness.	2.5	Counselor	Increased student awareness				
Problem Statements: School Culture and Climate 1							
2) Provide educational programs such as Red Ribbon Week and bully prevention programs that increase drug awareness and promote safety to all students.	2.5	Counselor	Participation in Red Ribbon Week. Decreased number of bully incidents.				
Problem Statements: School Culture and Climate 1 Funding Sources: 199 - Local - 100.00							
3) 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.	2.5	Counselor	Lesson plans and improved awareness				
Problem Statements: School Culture and Climate 1							
4) The Counselor will be available for students and parents to discuss problems/issues both academically and personally.	3.1, 3.2	Counselor	Counselor Report				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1							
5) Promote student's positive self image through Community in Schools-ACE program.	2.5	ACE Site Coordinator	Increase in student self esteem				
Problem Statements: School Culture and Climate 1, 2							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1:** Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Problem Statement 2: NCE students in grades 3-5 have a need for additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success. **Root Cause 2:** Lack of positive relationships outside of the classroom, lack of teamwork, lack of teacher support, student camaraderie

Parent and Community Engagement



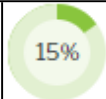
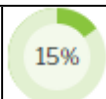
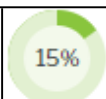
Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. **Root Cause 1:** lack of knowledge/interest, timing/scheduling, reminders/communication, transportation

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 Source(s) 1: Meet or exceed the state accountability standards.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Ensure correct placement and programming for all students to ensure appropriate supports are in place.	2.4	Administrators and Counselor	Correct placement and services provided				
	Problem Statements: Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
2) Assess students and monitor progress in each subject with district and campus assessments.	2.4	Teachers and CICs	Increased student performance that meets or exceeds the state performance rate.				
	Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1						
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.	2.4, 2.6	K-2 teachers , CICs, and Administrators	Increased student performance between BOY DRA/ESTAR/Istation to EOY DRA/ESTAR/Istation.				
	Problem Statements: Demographics 2 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - ESEA Title I, Part A - 1000.00						
4) At-Risk students will be provided with before/after school and Saturday tutorial opportunities.		Principal, Teachers, & CICs	Increased student performance				
	Problem Statements: Demographics 2 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - Bilingual - 4000.00, 199-23 - Special Education - 1000.00, 211 - ESEA Title I, Part A - 4000.00, 199-30 - SCE - 6000.00, 199 - Local - 1000.00						
5) Provide small group instruction for students who are struggling.	2.4, 2.6	Teachers & CICs	Increased student performance				
	Problem Statements: Demographics 2 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1						

6) STAAR buddies will be provided for students in 3rd-5th grades.	2.6	PK-2 Teachers	Meet/exceed STAAR standard				
	Problem Statements: Demographics 2 - Student Achievement 2 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 461 - Campus Activity Funds - 100.00						
7) STAAR Pep Rally will be provided for student motivation.	2.5	Counselor and Teachers	Meet/exceed STAAR standards				
	Problem Statements: Student Achievement 2 - School Culture and Climate 2						
8) 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.	2.4, 2.6	Principal, teachers, CICs, Resource Teachers	Increased STAAR Index 2 "Meet and Exceeds" progress under "All Students" by 5% on STAAR 2018 results going from 65% in 2017 to 70% in 2018				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - ESEA Title I, Part A - 1000.00, 199 - Local - 500.00						
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Overall mobility rate is 18.5%, causing instructional gaps/barriers for NCE students. Teachers must provide immediate interventions to close the gaps. Root Cause 2: Student mobility, instructional gaps, expectations
Student Achievement
Problem Statement 1: NCE's white, special education, and EL sub-populations decreased in STAAR. Root Cause 1: New special education teachers, large numbers of special education students in 3rd, 4th, and 5th grades, new dual language program, new ELA balance literacy focus, lack of student motivation
Problem Statement 2: NCE students are scoring below the district and state "Meets" and "Masters" expectations in reading. Root Cause 2: Implement an effective early intervention program, increase use of decodable readers in kinder and 1st grades, the need for additional professional development in rigor, motivation
School Culture and Climate
Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. Root Cause 1: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
Problem Statement 2: NCE students in grades 3-5 have a need for additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success. Root Cause 2: Lack of positive relationships outside of the classroom, lack of teamwork, lack of teacher support, student camaraderie
Staff Quality, Recruitment, and Retention
Problem Statement 1: NCE teacher strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. Root Cause 1: Systems need to be in place to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers

Curriculum, Instruction, and Assessment

Problem Statement 1: NCE students are reading below district average in STAAR and Istation. **Root Cause 1:** Early intervention, students not independently reading enough, comprehension, need more readers, professional development

School Context and Organization




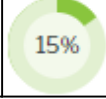

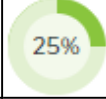
Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1:** unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

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

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

Evaluation Data Source(s) 2: Increased scores on district and state assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Reading teachers will provide direct instruction utilizing the reading model (Balanced Literacy) to help students comprehend both fiction and non-fiction texts.	2.5, 2.6	Teachers and CICs	Increased student performance that meets or exceeds the state performance.				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - Local - 100.00						
2) Math/science teachers will provide direct instruction and model a variety of problem solving skills to help students master readiness standards.	2.4, 2.6	Teachers and CICs	Increased student performance				
	Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1						
3) Teachers will use Istation to assist with Tier 1 and Tier 2 RtI Interventions.	2.4, 2.6	Teachers & CICs	Increased student performance that meets or exceeds the state performance.				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
4) Provide resources for Dual Language Classrooms to supplement instruction.	2.6	Principal	Increased student performance				
	Problem Statements: Student Achievement 1, 2 Funding Sources: 199 - Bilingual - 750.00						
5) ELL students will be supported by ESL certified teachers utilizing best practices (SIOP strategies).	2.6	Teachers, CICs and Administrators	Increased student performance				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
6) Provide modified instructional services using district curriculum for all Gift/Talent identified students.	2.5	GT Teachers, GT Cadre and Administrators	Increased student performance				
	Problem Statements: Student Achievement 2						

7) Science teachers will utilize the STEMScopes program to provide connections between the TEKS and the rigor of STAAR.	2.5, 2.6	Teachers and CICs	Increased student performance				
	Problem Statements: Student Achievement 2						
8) 2nd -4th grade teachers will implement a writing program to supplement grammar and writing instruction.		Teachers and Interventionist	Increased student performance				
	Problem Statements: Student Achievement 1 Funding Sources: 199-30 - SCE - 1000.00						
9) Provide increased academic and social opportunities for 2nd-5th grade students in the ACE after school program.	2.5, 2.6	ACE Site Coordinator and Administrators	Student attendance and increase student performance results				
	Problem Statements: Student Achievement 1 - School Culture and Climate 1						
10) Provide accelerated instruction for students on Tier 3 Reading RTI using LLI and/or Istation.	2.4, 2.6	CIC and Administrators	Increased student performance and achievement				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 211 - ESEA Title I, Part A - 250.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: NCE's white, special education, and EL sub-populations decreased in STAAR. Root Cause 1: New special education teachers, large numbers of special education students in 3rd, 4th, and 5th grades, new dual language program, new ELA balance literacy focus , lack of student motivation
Problem Statement 2: NCE students are scoring below the district and state "Meets" and "Masters" expectations in reading. Root Cause 2: Implement an effective early intervention program, increase use of decodable readers in kinder and 1st grades, the need for additional professional development in rigor, motivation
School Culture and Climate
Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. Root Cause 1: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
Staff Quality, Recruitment, and Retention
Problem Statement 1: NCE teacher strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. Root Cause 1: Systems need to be in place to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers
Curriculum, Instruction, and Assessment

Problem Statement 1: NCE students are reading below district average in STAAR and Istation. **Root Cause 1:** Early intervention, students not independently reading enough, comprehension, need more readers, professional development

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

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

Evaluation Data Source(s) 3: Improved teaching methods and increased student success

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Provide classroom coaching support to teachers utilizing the 60/40 district model.		Principal & CICs	Improved classroom instruction resulting in improved student performance				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1						
2) Attend academies offered by district Curriculum & Instruction department		Principal, CICs, & classroom teachers	Improved teaching methods				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
3) Provide extended grade level planning days to disaggregate data and plan for interventions after district assessments for 3rd-5th grades.		Administrators, Teachers & CICs	Increased student performance				
	Problem Statements: Demographics 2 - Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 1						
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.		Administrators, Teachers & CICs	Increased performance that meets or exceeds the state performance				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Overall mobility rate is 18.5%, causing instructional gaps/barriers for NCE students. Teachers must provide immediate interventions to close the gaps. Root Cause 2: Student mobility, instructional gaps, expectations
Student Achievement

<p>Problem Statement 1: NCE's white, special education, and EL sub-populations decreased in STAAR. Root Cause 1: New special education teachers, large numbers of special education students in 3rd, 4th, and 5th grades, new dual language program, new ELA balance literacy focus , lack of student motivation</p>
<p>Problem Statement 2: NCE students are scoring below the district and state "Meets" and "Masters" expectations in reading. Root Cause 2: Implement an effective early intervention program, increase use of decodable readers in kinder and 1st grades, the need for additional professional development in rigor, motivation</p>
<p>Staff Quality, Recruitment, and Retention</p>
<p>Problem Statement 1: NCE teacher strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. Root Cause 1: Systems need to be in place to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers</p>
<p>School Context and Organization</p>
<p>Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. Root Cause 1: unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning</p>

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

Performance Objective 4: Provide technology support to all tested areas

Evaluation Data Source(s) 4: Teacher integration and increased student achievement

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Students will complete technology proficiencies.	2.5	Teachers and TIS	Completed proficiencies				
	Problem Statements: Technology 3						
2) Students will participate in the District Multimedia Festival.	2.5	Teachers and TIS	Participation and number of campus/district winners				
	Problem Statements: Technology 3						
3) Provide Chromebooks for SPED online testing and practice the use of online features for STAAR	2.4, 2.6	Principal & SPED teachers	Increased student performance				
	Problem Statements: Student Achievement 1 - Technology 1, 3 Funding Sources: 199-23 - Special Education - 1000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: NCE's white, special education, and EL sub-populations decreased in STAAR. Root Cause 1: New special education teachers, large numbers of special education students in 3rd, 4th, and 5th grades, new dual language program, new ELA balance literacy focus, lack of student motivation
Technology
Problem Statement 1: Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. Root Cause 1: outdated ipads/devices, budget for update devices/apps/licenses

Problem Statement 3: Instructional technology integration is essential to developing 21st century learners. Teachers will continue to develop their technology skills to integrate various programs in their lessons for increased student achievement. **Root Cause 3:** Fear of technology, lack of time to learn and implement, funds for apps/licenses

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 Source(s) 1: Increased student participation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Students will attend cultural activities such as the symphony, art museum, multi-cultural festival and talent show.	2.5	Music and Art Teachers	Student participation				
	Problem Statements: School Culture and Climate 2 Funding Sources: 199 - Local - 1000.00						
2) Students will participate in a play/program at PTA meetings.	2.5	Music Teacher	Student participation				
	Problem Statements: School Culture and Climate 2 - Parent and Community Engagement 1						
3) Students will have the opportunity to participate in the Art Club, Honor Choir, and Orff Ensemble.	2.5	Music and Art teacher					
	Problem Statements: School Culture and Climate 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 2: NCE students in grades 3-5 have a need for additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success. Root Cause 2: Lack of positive relationships outside of the classroom, lack of teamwork, lack of teacher support, student camaraderie
Parent and Community Engagement
Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. Root Cause 1: lack of knowledge/interest, timing/scheduling, reminders/communication, transportation

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

Performance Objective 2: Offer multiple enrichment and extra-curricular opportunities available for students

Evaluation Data Source(s) 2: Increased student participation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) 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, and fast on facts.	2.5	Sponsors	Student participation, strengthened academic skills				
	Problem Statements: School Culture and Climate 2 - School Context and Organization 1 Funding Sources: 199 - Local - 350.00						
2) Students in 4th and 5th grades will be given the opportunity to participate in UIL Academic Meet.	2.5	UIL Academic Coaches, GT Cadre, & Administrators					
	Problem Statements: Student Achievement 2 - School Culture and Climate 2 Funding Sources: 461 - Campus Activity Funds - 1200.00						
3) Students will recognize and understand diverse perspectives by participating in multicultural activities.		Chairperson	Multicultural Week				
	Problem Statements: School Culture and Climate 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: NCE students are scoring below the district and state "Meets" and "Masters" expectations in reading. Root Cause 2: Implement an effective early intervention program, increase use of decodable readers in kinder and 1st grades, the need for additional professional development in rigor, motivation
School Culture and Climate
Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. Root Cause 1: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Problem Statement 2: NCE students in grades 3-5 have a need for additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success. **Root Cause 2:** Lack of positive relationships outside of the classroom, lack of teamwork, lack of teacher support, student camaraderie

School Context and Organization

Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1:** unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

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

Performance Objective 3: Offer a wide variety of extracurricular student clubs

Evaluation Data Source(s) 3: Increased student participation

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Maintain a student council with 4th and 5th grade students.		Sponsor	Active participation in student council projects				
	Problem Statements: School Culture and Climate 1, 2 Funding Sources: 461 - Campus Activity Funds - 350.00						
2) Continue to implement 5th grade Safety Patrol Team.		Sponsor	A safe and orderly morning arrival				
	Problem Statements: School Culture and Climate 1, 2 Funding Sources: 461 - Campus Activity Funds - 350.00						
3) Maintain current Academic clubs/teams (UIL Academic Teams, Book Club, Art Club, Honor Choir, Orff Ensemble, Communities in school-ACE program clubs)		Sponsor	Student Participation				
	Problem Statements: School Culture and Climate 1, 2 Funding Sources: 461 - Campus Activity Funds - 500.00						
4) Implement Boys Club		Sponsor	Increase student participation, self-esteem, and build positive relationships				
	Problem Statements: School Culture and Climate 1, 2 Funding Sources: 199 - Local - 250.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. **Root Cause 1:** Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Problem Statement 2: NCE students in grades 3-5 have a need for additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success. **Root Cause 2:** Lack of positive relationships outside of the classroom, lack of teamwork, lack of teacher support, student camaraderie

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

Performance Objective 4: Introduce students to fitness and life activities through physical education courses and programs

Evaluation Data Source(s) 4: Student participation

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Participate in First Tee Golf Tournament		PE Teacher	Student participation				
Problem Statements: School Culture and Climate 1, 2							
2) Provide "Get Fit" or "Stay Healthy" opportunities for students and teachers		Principal & PTA	Parent and student attendance				
Problem Statements: Parent and Community Engagement 1							
3) Participation in 5th Grade Olympiad		PE Teacher and 5th Grade Teachers	Student participation				
Problem Statements: School Culture and Climate 1, 2 Funding Sources: 461 - Campus Activity Funds - 600.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. Root Cause 1: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
Problem Statement 2: NCE students in grades 3-5 have a need for additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success. Root Cause 2: Lack of positive relationships outside of the classroom, lack of teamwork, lack of teacher support, student camaraderie
Parent and Community Engagement

Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. **Root Cause 1:** lack of knowledge/interest, timing/scheduling, reminders/communication, transportation

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

Performance Objective 5: Continue to produce, support and recognize high quality athletic achievements by teams and individuals

Evaluation Data Source(s) 5: Student participation

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Students will participate in the 5th Grade Olympiad		PE and 5th Grade Teachers	Student participation				
	Problem Statements: School Culture and Climate 2						
2) Students in 3rd-5th grades will be recognized for achievement in the FitnessGram.		PE Teacher	Positive student test results				
	Problem Statements: School Culture and Climate 2 Funding Sources: 199 - Local - 50.00						
3) 1st-5th grade will participate in field day activities and compete for their grade level trophy.		Specials Team, Teachers and administrators	Ribbons and grade-level class trophy will be awarded				
	Problem Statements: School Culture and Climate 2 Funding Sources: 461 - Campus Activity Funds - 2500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

School Culture and Climate
<p>Problem Statement 2: NCE students in grades 3-5 have a need for additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success. Root Cause 2: Lack of positive relationships outside of the classroom, lack of teamwork, lack of teacher support, student camaraderie</p>

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: Ensure students and parents understand the importance of attending school regularly and completing high school

Evaluation Data Source(s) 1: Maintain GPISD's goal of 96.5% or higher for students attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Provide parents with NCE's Campus Parent and Student Handbook during Meet the Teacher Night or upon enrollment thereafter.		Teachers and Office Staff	Parents and students are aware of the campus expectations				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 - Local - 250.00						
2) Provide an informational meeting to inform Pre-kindergarten parents of the academic expectations in kindergarten		Administrators and Teachers	Students and parents have an easy transition				
	Problem Statements: Parent and Community Engagement 1						
3) Acknowledge perfect attendance on front office and library TV monitors each nine weeks.		Principal and Principal Secretary	Increase student attendance				
	Problem Statements: Demographics 1						
4) Provide parents with information about student attendance and achievement		Principal & Counselor	Letters and emails sent				
	Problem Statements: Demographics 1 - Student Achievement 1, 2						
5) Provide students with strategies for learning successfully, staying in school, and preparing for life through Community in Schools-ACE program.		ACE Site Coordinator and Administrators	Student participation				
	Problem Statements: Demographics 1 - Student Achievement 2 - School Culture and Climate 1, 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: NCE students are below district average in attendance percentages. Root Cause 1: Lack of motivation to learn, parental support, illnesses
Student Achievement
Problem Statement 1: NCE's white, special education, and EL sub-populations decreased in STAAR. Root Cause 1: New special education teachers, large numbers of special education students in 3rd, 4th, and 5th grades, new dual language program, new ELA balance literacy focus , lack of student motivation
Problem Statement 2: NCE students are scoring below the district and state "Meets" and "Masters" expectations in reading. Root Cause 2: Implement an effective early intervention program, increase use of decodable readers in kinder and 1st grades, the need for additional professional development in rigor, motivation
School Culture and Climate
Problem Statement 1: NCE students will learn and implement appropriate social and decision making skills to be productive citizens. Root Cause 1: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.
Problem Statement 2: NCE students in grades 3-5 have a need for additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success. Root Cause 2: Lack of positive relationships outside of the classroom, lack of teamwork, lack of teacher support, student camaraderie
Parent and Community Engagement
Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. Root Cause 1: lack of knowledge/interest, timing/scheduling, reminders/communication, transportation

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 2: Develop intervention strategies and provide support to campuses to improve attendance, graduation, retention and drop-out rates

Evaluation Data Source(s) 2: Maintain GPISD's goal of 96.5% or higher for student attendance.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Incorporate routine reminders to parents regarding students attendance through call, letters/notes, newsletters, and consistent communication.	3.1	Administrators	Improved student attendance				
	Problem Statements: Demographics 1, 2 - Parent and Community Engagement 1						
2) Notify parents daily about student absences using Blackboard Connect		PEIMS	Decrease student absences				
	Problem Statements: Demographics 1 - Parent and Community Engagement 1						
3) Contact parents of students with excessive tardies and absences	3.1, 3.2	Teachers, PEIMS, & Counselor	Decrease absences and tardies				
	Problem Statements: Demographics 1 - Parent and Community Engagement 1						
4) Utilize Raa Wee and Stay in School Program	3.1	PEIMS, Counselor, Administrators	Increase student attendance				
	Problem Statements: Demographics 1 - Parent and Community Engagement 1						
5) An attendance field trip will be provided to the grade level with the highest attendance percentage for each 9 weeks.		PEIMS, Teachers, Administrators	Increase student attendance				
	Problem Statements: Demographics 1 Funding Sources: 461 - Campus Activity Funds - 2000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: NCE students are below district average in attendance percentages. **Root Cause 1:** Lack of motivation to learn, parental support, illnesses

Problem Statement 2: Overall mobility rate is 18.5%, causing instructional gaps/barriers for NCE students. Teachers must provide immediate interventions to close the gaps. **Root Cause 2:** Student mobility, instructional gaps, expectations

Parent and Community Engagement

Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. **Root Cause 1:** lack of knowledge/interest, timing/scheduling, reminders/communication, transportation

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 3: Implement strategies to monitor and increase staff attendance

Evaluation Data Source(s) 3: Reach GPISD's goal of 97% or higher for staff attendance

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Continue to implement staff absence reporting procedures and ensure lesson plans are available to subs		Administrators and staff	Increased attendance				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1						
2) Monitor staff attendance daily and report weekly attendance.		Principal	Maintain 97% or higher staff attendance rate				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1						
3) Incentives will be provided each nine weeks to employees with perfect attendance		Principal & Office staff	Increase employee attendance rate				
	Problem Statements: School Context and Organization 1 Funding Sources: 199 - Local - 750.00						
4) Perfect Attendance plaques will be given at the end of the year.		Principal & Principal Secretary	97% or higher staff attendance rate				
	Problem Statements: School Context and Organization 1 Funding Sources: 199 - Local - 250.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: NCE teacher strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. **Root Cause 1:** Systems need to be in place to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers

School Context and Organization








Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1:** unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

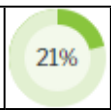


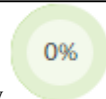

Goal 6: Normandy Crossing Elementary will provide opportunities for parental/community involvement and business partnership.

Performance Objective 1: Enhance the relationship between the campus and its partners

Evaluation Data Source(s) 1: Increase support from partners compared to previous year

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Offer Open House Night to share information about classroom expectations.	3.2	Teachers, Administrators, Counselor and Office staff	Parent Attendance				
Problem Statements: Parent and Community Engagement 1							
2) Conduct SSI meeting with 5th grade parents to provide them with STAAR testing requirements.		Administrators and 5th Grade teachers	Increased support with student success				
Problem Statements: Student Achievement 2 - Parent and Community Engagement 1							
3) Offer a parent meeting to inform parents about the Bilingual and ESL Programs.	3.1, 3.2	Administrator and Campus Personnel	Parent attendance				
Problem Statements: Student Achievement 1 - Parent and Community Engagement 1							
4) Academic Nights will be available for parents and students to work together on planned activities.	3.1, 3.2	Administrators, Teachers, and CICs	Student and parent attendance				
Problem Statements: Student Achievement 2 - Parent and Community Engagement 1							
Funding Sources: 199 - Local - 500.00							
5) Parents will be invited to Donuts for Dads and Muffins for Mom.		Counselor and office staff	Parent attendance and participation				
Problem Statements: Parent and Community Engagement 1							
Funding Sources: 211 - ESEA Title I, Part A - 600.00							

6) Continue sending all school notices, letters and call outs in English and Spanish	3.1	Administrators, teachers, and office staff	Increased parental support				
Problem Statements: Parent and Community Engagement 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement	
Problem Statement 1: NCE's white, special education, and EL sub-populations decreased in STAAR.	Root Cause 1: New special education teachers, large numbers of special education students in 3rd, 4th, and 5th grades, new dual language program, new ELA balance literacy focus , lack of student motivation
Problem Statement 2: NCE students are scoring below the district and state "Meets" and "Masters" expectations in reading.	Root Cause 2: Implement an effective early intervention program, increase use of decodable readers in kinder and 1st grades, the need for additional professional development in rigor, motivation
Parent and Community Engagement	
Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. Root Cause 1: lack of knowledge/interest, timing/scheduling, reminders/communication, transportation	

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

Performance Objective 2: Ensure parental and family engagement opportunities are provided

Evaluation Data Source(s) 2: Increased parental involvement compared to previous year

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Recruit parent volunteers through PTA, classroom teachers, and counselor		Administrators, Counselor, and teachers	Number of hours volunteered and returning volunteers				
	Problem Statements: Parent and Community Engagement 1						
2) Host a family night during book fair to promote family literacy.	2.4, 3.2	Administrators and Librarian	Increased support with student success				
	Problem Statements: Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1						
3) Recruit parent volunteers to work campus events such as Polar Express Day, Santa Picture Day, Field Day/Fun Day, etc.	3.1	Counselor	Students participate in a safe and organized events				
	Problem Statements: Parent and Community Engagement 1						
4) 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.	3.2	ACE Site Coordinator and Administrators	Increased parent involvement				
	Problem Statements: Parent and Community Engagement 1						
5) Provide "Coffee with the Principal" and "Coffee with the Counselor" to discuss campus activities and provide learning experiences for parents.	3.2	Administrators and Counselor	Increased parental and family involvement				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 - Local - 200.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: NCE students are reading below district average in STAAR and Istation. **Root Cause 1:** Early intervention, students not independently reading enough, comprehension, need more readers, professional development

Parent and Community Engagement

Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. **Root Cause 1:** lack of knowledge/interest, timing/scheduling, reminders/communication, transportation

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

Performance Objective 3: Provide multiple communication channels with parents, students and the community

Evaluation Data Source(s) 3: Communication with all stake-holders will increase when compared to previous year.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) School-wide parent communication will be provided in English and Spanish.	3.1	Administrators and Office staff	Increased parental involvement				
	Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 Funding Sources: 199 - Bilingual - 250.00						
2) Send home monthly calendar/newsletter that highlights important events happening on campus.	3.1	Administrators and School Secretary	Increased involvement				
	Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1						
3) Post Parental involvement opportunities on the campus website, marquee, and monthly campus newsletter	3.2	Administrators, Principal Secretary, and Counselor	Increased involvement				
	Problem Statements: Parent and Community Engagement 1						
4) Maintain relationships with business partners in the community in order to continue meeting student needs.		Counselor and Administrators	Business partner support and involvement				
	Problem Statements: Parent and Community Engagement 2						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. Root Cause 1: lack of knowledge/interest, timing/scheduling, reminders/communication, transportation

Problem Statement 2: Seek community involvement to provide resources and/or incentives for individual students and/or classroom use. **Root Cause 2:** lack of time to search or apply for grants, professional development on grant writing needed

School Context and Organization







Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1:** unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

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

Performance Objective 4: Maintain compliance with all Title I Parent Involvement requirements

Evaluation Data Source(s) 4: NCE will continue to maintain 100% compliance

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Conduct annual Title I meeting to inform parents of rights.	3.1, 3.2	Counselor, Teachers, Administrators	Parent Attendance				
	Problem Statements: Parent and Community Engagement 1						
2) Distribute school and federal report cards according to TEA timeline.	3.1, 3.2	Principal	All parents receive information				
	Problem Statements: Parent and Community Engagement 1						
3) Teachers will conduct a minimum of one parent conference for all students.		Administrators and Teachers	Parent attendance				
	Problem Statements: Student Achievement 1, 2 - Parent and Community Engagement 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

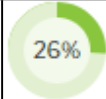






Student Achievement
Problem Statement 1: NCE's white, special education, and EL sub-populations decreased in STAAR. Root Cause 1: New special education teachers, large numbers of special education students in 3rd, 4th, and 5th grades, new dual language program, new ELA balance literacy focus, lack of student motivation
Problem Statement 2: NCE students are scoring below the district and state "Meets" and "Masters" expectations in reading. Root Cause 2: Implement an effective early intervention program, increase use of decodable readers in kinder and 1st grades, the need for additional professional development in rigor, motivation
Parent and Community Engagement
Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. Root Cause 1: lack of knowledge/interest, timing/scheduling, reminders/communication, transportation

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

Performance Objective 5: Create a system to monitor our business partners.

Evaluation Data Source(s) 5: Increased support from business partners

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Maintain relationships with business partners in the community in order to continue meeting student needs.		Administrators and Counselor	Business partner support and involvement				
	Problem Statements: Parent and Community Engagement 2						
2) Create and maintain a spreadsheet on all business partnerships.		Principal and Counselor	Increased relationships with business partners				
	Problem Statements: Parent and Community Engagement 2						
3) Provide public recognition to all business partners.		Principal	Increased relationships with business partners				
	Problem Statements: Parent and Community Engagement 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 5 Problem Statements:

Parent and Community Engagement
Problem Statement 2: Seek community involvement to provide resources and/or incentives for individual students and/or classroom use. Root Cause 2: lack of time to search or apply for grants, professional development on grant writing needed

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 Source(s) 1: NCE's teachers will continue to attend professional development and maintain their professional development hours.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
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.	2.5, 2.6	Administrators, CICs & Teachers	Increased teacher knowledge and expertise				
	Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1						
2) Teachers will participate in required trainings provided by the district.	2.5	Administrators, CICs & Teachers	Increased teacher knowledge and expertise				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1						
3) Off campus staff development opportunities will be provided.		Principal	Increased teacher knowledge				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1 Funding Sources: 199 - Local - 500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: NCE's white, special education, and EL sub-populations decreased in STAAR. Root Cause 1: New special education teachers, large numbers of special education students in 3rd, 4th, and 5th grades, new dual language program, new ELA balance literacy focus, lack of student motivation
Staff Quality, Recruitment, and Retention

Problem Statement 1: NCE teacher strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. **Root Cause 1:** Systems need to be in place to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers

School Context and Organization






Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1:** unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

Goal 7: Normandy Crossing Elementary will ensure high quality staff is employed.

Performance Objective 2: Provide enhanced leadership development for employees

Evaluation Data Source(s) 2: Teachers will assume leadership roles.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Provide opportunities for teachers to take on leadership responsibilities.		Administrators	Team members exhibiting leadership				
Problem Statements: Staff Quality, Recruitment, and Retention I							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: NCE teacher strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. Root Cause 1: Systems need to be in place to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers

Goal 7: Normandy Crossing Elementary will ensure high quality staff is employed.

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

Evaluation Data Source(s) 3: Increased knowledge of campus and district and campus culture, goals, and programs.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Provide training to support mentors.		Administrators	Increased support for new teachers				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1							
2) 1st and 2nd year teachers will be provided with a campus mentor.		Principal and CICs	Support provided for new teachers				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1							
3) Weekly grade level planning meetings		CICs & Grade Chairs	Meetings conducted				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: NCE teacher strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. Root Cause 1: Systems need to be in place to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers
School Context and Organization
Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. Root Cause 1: unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

Goal 7: Normandy Crossing Elementary will ensure high quality staff is employed.

Performance Objective 4: Recruit and retain highly qualified staff

Evaluation Data Source(s) 4: 100% highly qualified staff with a staff retention above 85%

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Attend job fairs to recruit highly qualified teachers		Administrators	Attendance at job fairs; recruitment of highly qualified staff members.				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1							
2) Maintain 100% highly qualified teachers and staff for the school year.		Administrators	100% Highly Qualified				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
3) Encourage teachers to increase areas of certification to serve a variety of content and program areas.		Administrators	Increase in teacher certification in special programs, content areas, and grade levels.				
Problem Statements: Staff Quality, Recruitment, and Retention 1							
4) Provide opportunities for team building activities so that teachers build trust and camaraderie among teams.		Administrators	Teacher attendance will remain above 97% and teacher turnover rate will remain low.				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Context and Organization 1							
5) Provide incentives and recognition for staff so that they feel valued and appreciated.		Administrators	Teacher attendance will remain above 97% and teacher turnover rate will remain low.				
Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 - Local - 2000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: NCE teacher strengths of the most effective teachers should be spotlighted, shared, and used to mentor and retain teachers. **Root Cause 1:** Systems need to be in place to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teachers

School Context and Organization

Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1:** unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

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 Source(s) 1: Safe and Secure campus

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Replace furniture as needed to ensure student and staff safely.		Principal	Student and Staff safety				
	Problem Statements: School Culture and Climate 3 Funding Sources: 199 - Local - 3000.00						
2) Replace outdated laptops and/or non-instructional computers.		Principal	Increased time efficiency and effectiveness of technology usage				
	Problem Statements: Technology 1 Funding Sources: 199 - Local - 1000.00						
3) Report in a timely manner any equipment that is in need of repair.		Administrators and staff	Well-kept building that is safe and secure				
	Problem Statements: School Culture and Climate 3						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 3: NCE's safety and security audit indicated a need for staff safety re-training on district procedures to ensure everyone checks-in through the office, obtains a visitor pass, has full understanding of all emergency procedures, reports items, locks, lights, or furniture that needs to be repair or replaced in a timely manner for safety and security. Root Cause 3: During audit "intruder" was never asked by any staff member to view personal or district ID, entered through exterior door that had a lock malfunction, ensure everyone signs-in through the office , unlocked classroom doors, lights out, replace broken furniture
Technology








Problem Statement 1: Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. **Root Cause 1:** outdated ipads/devices, budget for update devices/apps/licenses

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

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

Evaluation Data Source(s) 2: Increased customer satisfaction

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) Train office staff on exceptional customer services.		Administrators	Higher level of customer service in the front office				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							
2) Train on how to deal with difficult or aggressive parents.		Administrators	Increased rate of effectively dealing with aggressive parents				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							
3) Train teachers and staff on how to communicate effectively with parents.	3.1	Administrators	Higher customer service satisfaction by parents and community members				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: NCE parental and family engagement is less than 10% of the total student population. Root Cause 1: lack of knowledge/interest, timing/scheduling, reminders/communication, transportation
School Context and Organization
Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. Root Cause 1: unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

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

Performance Objective 3: Ensure an efficient and effective use of District resources, in order to best support students and staff

Evaluation Data Source(s) 3: All budgets at NCE will be spent according to district, state, and federal standards.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	May
1) All funds will be verified by the financial clerk or administrator, secured, and deposited.		Principal	No fiscal procedure irregularities				
	Problem Statements: School Context and Organization 1						
2) Review budget at CPAC meeting with all stakeholders to ensure alignment to campus improvement plan.		Principal	Minutes from CPAC meetings				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1						
3) 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.		Principal and Principal Secretary	No procedural errors involving money handling				
	Problem Statements: School Context and Organization 1						
4) Provide materials, update instructional resources and technology.		Administrators, Teachers, CICs, TIS	Staff and students will be able to use updated resources and technology				
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: 199 - Local - 500.00, 199 - Bilingual - 500.00, 199-23 - Special Education - 500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: NCE's white, special education, and EL sub-populations decreased in STAAR. Root Cause 1: New special education teachers, large numbers of special education students in 3rd, 4th, and 5th grades, new dual language program, new ELA balance literacy focus, lack of student motivation

Problem Statement 2: NCE students are scoring below the district and state "Meets" and "Masters" expectations in reading. **Root Cause 2:** Implement an effective early intervention program, increase use of decodable readers in kinder and 1st grades, the need for additional professional development in rigor, motivation

Curriculum, Instruction, and Assessment

Problem Statement 1: NCE students are reading below district average in STAAR and Istation. **Root Cause 1:** Early intervention, students not independently reading enough, comprehension, need more readers, professional development

School Context and Organization

Problem Statement 1: Processes need to be in place to ensure that the daily demands of the campus do not overshadow our focus on instructional planning and student improvement. **Root Cause 1:** unexpected situations or behavior concerns, procrastination, lack of communication, lack of organization/planning

Technology

Problem Statement 1: Technology is constantly evolving which causes devices to become outdated, not allowing apps to update. **Root Cause 1:** outdated ipads/devices, budget for update devices/apps/licenses

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CPAC met on April 23, 2018 to gather data for each group and initiate the CNA conversations. Eight teams were established and met on June 1, 2018. Each team reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, schedules, etc.). Each team listed strengths and concerns/weaknesses. These were presented to the staff on June 1, 2018. 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 2018-2019. Each team then wrote a problem statement and identified root causes.

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

2.2: Regular monitoring and revision

CPAC will meet on September 24, 2018, December 10, 2018, February 11, 2019, and May 6, 2019 a year to review, monitor, and revise the CPI.

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

Hard copies of the CIP will be available to parents and community members in the front office. The CIP will also be posted on our campus website. It will be available in English and Spanish upon Board Approval.

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.

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. Teachers will ensure all lessons are planned and prepared to maximize instructional time. Students will attend Music, Art, PE, and Library to ensure a well-rounded education to hone and develop their other talents. Extra-curricular 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.

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 are above most elementary schools in Galena Park ISD.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our counselor presented a rough draft of the parent and family engagement policy that is aligned to the GPISD Parent and Family Engagement Policy to the NCE CPAC on April 23, 2018. CPAC reviewed, revised, and approved the brochure that will be distributed to parents during "Meet the Teacher" and/or during report card conferences.

3.2: Offer flexible number of parent involvement meetings

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

- PTA Meetings (after school)
- Coffee with the Principals (mornings)
- Coffee with the Counselor (mornings)
- Volunteer Meeting (morning/afternoon)
- Parent conferences (teacher conference times)
- ACE Monthly Parent Meetings (after school)

2018-2019 CPAC Committee

Committee Role	Name	Position
Administrator	Irene Benzor	Principal
Administrator	Ashleigh Barrett	Assistant Principal
Campus Professional Staff	Nicole Boston	Counselor
Classroom Teacher	Loren Arceneaux	1st Grade Teacher
Classroom Teacher	Kimberly Romero	Kindergarten Teacher
Classroom Teacher	Paula Mena	PK Teacher
Classroom Teacher	Debra Morlock	2nd Grade Teacher
Classroom Teacher	Jacqueline Barnes	2nd Grade Teacher
Classroom Teacher	Ana Lopez	1st Grade Teacher
Classroom Teacher	Joann Sanchez	3rd Grade Teacher
Classroom Teacher	Nikole Cazares	3rd Grade Teacher
Classroom Teacher	Adriana Ramirez	4th Grade Teacher
Classroom Teacher	Porschua Davis	4th Grade Teacher
Classroom Teacher	Dominique Bennett	5th Grade Teacher
Classroom Teacher	Vilethea Clark	5th Grade Teacher
Classroom Teacher	Diana Martinez	Co-Teacher
Classroom Teacher	Thomas Rivera	Physical Education Teacher
Classroom Teacher	Diana Lee	Intervention Teacher
District-level Professional	Amy Cole	District Administrator
Paraprofessional	Sharon Weir	Secretary
Parent	Shakia Rebolgar	Parent
Parent	Cherise Ramirez	Parent
Community Representative	Gail Hall	Community Member
Business Representative	Ronald R & K Barbecue	Business
Community Representative	Nyla Mondesir	Community Member

Technology

Committee Role	Name	Position
Classroom Teacher	Dominique Bennett	teacher
Classroom Teacher	Paula Mena	Teacher
Classroom Teacher	Ashley Martinez	teacher
Classroom Teacher	Nikole Cazares	Teacher
Classroom Teacher	Angel Herring	teacher
Classroom Teacher	Kimberly Romero	teacher

School Context and Organization

Committee Role	Name	Position
Classroom Teacher	Dia Vasquez	Teacher
Campus Professional Staff	Eboni Santos	CIC
Classroom Teacher	Ruby Cleto	Teacher
Classroom Teacher	Brandy Laxen	Teacher
Classroom Teacher	Adriana Ramirez	Teacher

Family and Community Involvement

Committee Role	Name	Position
Classroom Teacher	Loren Arceneaux	Teacher
Campus Professional Staff	Terri Walding	CIC
Campus Professional Staff	Nicole Boston	Counselor
Classroom Teacher	Cynthia Bowie	Teacher
Classroom Teacher	Jacqueline Barnes	Teacher
Classroom Teacher	Shanton Gonzalez	Teacher

Curriculum, Instruction, and Assessment

Committee Role	Name	Position
Classroom Teacher	Cynthia Robertson	Teacher
Campus Professional Staff	Brittany Bohanon	Sp Ed Co Teach
Campus Professional Staff	Diwana Pinales	Science Teacher
Classroom Teacher	Theresa Garcia	Teacher
Classroom Teacher	Alejandro Garcia	Teacher
Campus Professional Staff	Sandra Rendon	Lead CIC

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Vilethea Clark	Teacher
Classroom Teacher	Alicia Thompson	Teacher
Campus Professional Staff	Anne Rountree	Encounter Teacher
Campus Professional Staff	Nelly Simms	Sp Ed Co Teacher
Classroom Teacher	Blanca Avila	Teacher
Classroom Teacher	Teesha Thompson	Teacher

Demographics

Committee Role	Name	Position
Campus Professional Staff	Tracey Kirchman	CIC
Classroom Teacher	Aidee Batarse	Teacher
Classroom Teacher	Ana Lopez	Teacher
Campus Professional Staff	Mary Cook	Librarian
Classroom Teacher	Maximum Alexander	Teacher
Classroom Teacher	Julia Esqueda	teacher
Classroom Teacher	Annedys Macias	Teacher

Culture and Climate

Committee Role	Name	Position
Classroom Teacher	Brittany Johnson	Teacher
Campus Professional Staff	Emily Robinson	Sp Ed Teacher
Classroom Teacher	LaTarsha Houston	Teacher
Campus Professional Staff	Ronnie Andrade	Music Teacher
Classroom Teacher	Chanelle Godfrey	Teacher
Campus Professional Staff	Diana Lee	CIC

Campus Funding Summary

199-23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Tutorial/Extra Duty		\$1,000.00
3	4	3	Chromebooks		\$1,000.00
8	3	4	Resources, materials, supplies		\$500.00
Sub-Total					\$2,500.00
199-30 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Tutorial/Extra Duty		\$6,000.00
3	2	8	Professional Development, sub, resources		\$1,000.00
Sub-Total					\$7,000.00
199 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Tutorial/Extra Duty		\$4,000.00
3	2	4	Resources and materials		\$750.00
6	3	1	translation extra duty		\$250.00
8	3	4	Resources, materials, supplies		\$500.00
Sub-Total					\$5,500.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	supplies, certificates, small treats		\$200.00
1	1	3	Certificates, certificate covers, pencils, small treats		\$200.00
1	1	4	Student prizes, treats		\$200.00
1	2	1	Raptor visitor labels		\$500.00
1	2	3	Safety vests, copies of emergency procedures		\$100.00
1	2	4	Brochures, informational and teaching materials, supplies		\$100.00

1	4	1	professional development, digital programs/Apps		\$100.00
1	4	3	Headphones		\$1,116.00
1	4	4	Chromebooks, Microsoft licenses		\$1,500.00
2	1	1	Snacks for presenters		\$200.00
2	2	2	Application Fee		\$100.00
2	3	2	Red Ribbons, supplies, bully parent information/brochures		\$100.00
3	1	4	Tutorial/Extra Duty		\$1,000.00
3	1	8	Resources and materials		\$500.00
3	2	1	mentor texts, books		\$100.00
4	1	1	Transportation		\$1,000.00
4	2	1	supplies, materials, provide lunch after each competition for participants		\$350.00
4	3	4	Supplies, materials, resources		\$250.00
4	5	2	Certificates		\$50.00
5	1	1	Copies of handbook		\$250.00
5	3	3	Lunch, treats, certificates		\$750.00
5	3	4	trophy/plaque		\$250.00
6	1	4	Flyers, treats, supplies, materials		\$500.00
6	2	5	Coffee, breakfast snacks		\$200.00
7	1	3	Professional development		\$500.00
7	4	5	Treats, supplies, materials, lunches, breakfast, decor		\$2,000.00
8	1	1	furniture		\$3,000.00
8	1	2	Computers		\$1,000.00
8	3	4	Resources, materials, supplies		\$500.00
Sub-Total					\$16,616.00
211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	tutorials, resources, materials		\$1,000.00

3	1	4	Tutorial/Extra Duty		\$4,000.00
3	1	8	Professional Development, Teacher Subs		\$1,000.00
3	2	10	Resources and books		\$250.00
6	1	5	Breakfast treats, drinks, supplies		\$600.00
Sub-Total					\$6,850.00
461 - Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Supplies, materials		\$100.00
4	2	2	Lunch and T-shirt for participants		\$1,200.00
4	3	1	EOY Field Trip		\$350.00
4	3	2	EOY Field Trip		\$350.00
4	3	3	Supplies, materials, resources		\$500.00
4	4	3	Student Tshirts		\$600.00
4	5	3	Moonwalks, supplies, materials		\$2,500.00
5	2	5	Field trip location, transportation		\$2,000.00
Sub-Total					\$7,600.00
Grand Total					\$46,066.00