Galena Park Independent School District

Normandy Crossing Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: August 26, 2019
Public Presentation Date: September 17, 2019

Mission Statement

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

Vision

Every Student, Every Day!

Motto: Building Life Long Learners

Value Statement

Students recite the following value statement daily:

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

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Comprehensive Needs Assessment

Revised/Approved: May 20, 2019

Demographics

Demographics Summary

Normandy Crossing Elementary is one of fifteen elementary campuses in Galena Park Independent School District. Normandy Crossing Elementary opened its doors in 2003 and serves predominantly economically disadvantaged families. Normandy Crossing Elementary serves 663 students in grades pre-kindergarten to grade five. Ten years ago, 560 students were served by the campus, an increase of over 18%. Normandy Crossing Elementary is made up of a combination of self-contained and team teaching classrooms. Normandy Crossing hosts Structured Learning and PASS Student Behavior Program for GPISD.

Our student population is approximately 57% Hispanic and 38% African-American. We serve 88.1% Economically Disadvantaged students. The staff population is 41.5% African-American, 19.5% White, 2.4% American Indian, 36.6% Hispanic, 9.8% male and 90.2% female with an average of 6.9 years of experience. 100% of Highly Qualified teachers and paraprofessionals. The overall mobility rate for the campus is approximately 18.5%. The average daily attendance rate for students is approximately at 96.47% for 2018-2019. Discipline in 2018-2019 decreased 4% from 2017-2018 school year's discipline.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

Problem Statement 3: NCE students who are "Placed" in the next grade level and may have some deficits, but not enough to be retained are not offered a summer school opportunity. **Root Cause**: Summer school opportunities are limited to Title III or SSI programs, funding

Student Academic Achievement

Student Academic Achievement Summary

Preliminary 2018-2019 STAAR results show that Normandy Crossing Elementary achieved **"Met Standard"** on state assessments. 74% of our students met "Approaches Grade Level Standard" or above in reading. For mathematics, 85% of students met "Approaches Grade Level Standard" or above. In writing, 65% met "Approaches Grade Level Standard"or above. In science, 73% met "Approaches Grade Level Standard" or above. Normandy Crossing received 3 Distinctions in the areas of Academic Achievement in Reading, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.

Student Academic Achievement Strengths

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

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: NCE's reading scores are currently lower than district scores according to DRA/Istation results. **Root Cause**: Lack of motivation, reading difficulties decrease interest, absences, books/resources, implementation an effective early intervention program, increase use of decodable readers in kinder and 1st grades

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

Problem Statement 3: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing. **Root Cause**: Increase instructional rigor, lack of student motivation, increase reading interest by providing incentives

School Processes & Programs

School Processes & Programs Summary

All teachers and paraprofessionals at Normandy Crossing Elementary are highly qualified. All new teachers are assigned a mentor and a teacher on their grade level serves as their "buddy". Staff attendance maintained the district's expectation at 97.25%. Classroom schedules were created to maximize instructional time according to each grade level and their needs as learning time is vital to the educational success of all students. Campus goals are aligned to district goals for continuity. Our campus PLCs (content planning teams) work together to ensure continuity between the grade levels. We provide campus staff development, lesson planning with teams, and modeling lessons as needed. Professional development is planned using student achievement data, implementation of new TEKS, and campus needs. Professional development plan has been approved by NCE's CPAC. Teachers utilize the district curriculum located in Curriculum Corner and is aligned with the state standards. Teachers align instruction to match the rigor of state assessments with the assistance of campus instructional coaches and district specialists. District 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 instructional levels. Intervention groups are identified using assessment data, teacher observations, and classwork samples. Struggling students are identified and tracked by classroom teachers and the RTI committee. Students who struggle with content are provided with reteach opportunities during small group interventions and tutorials. Normandy Crossing Elementary has three computer labs available with up-to-date technology for students. All three labs are utilized on a rotating teacher schedule. All classes Pk-5th have access to iPads and/or Chromebooks to use during centers. Teachers are trained on how to integrate technology into the curriculum using these devices. All classrooms have mounted ceiling projectors, document cameras, and 10 classrooms have access to ClearTouch Panels. Each year, teachers create technology goals and work with the campus technology specialist to meet these individualized goals.

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: NCE students do not consistently follow school rules, procedures, policies and lack appropriate social and decision making skills. **Root Cause**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Problem Statement 2: 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, emergencies, or behavior concerns, procrastination, lack of communication, lack of organization/planning

Problem Statement 3: There is a need for headphones for regular classroom/computer lab usage and for STAAR/TELPAS testing. **Root Cause**: NCE students biting/chewing headphone cords, broken headphones

Problem Statement 4: Technology is constantly evolving which causes devices to become outdated (i.e. computers, ipads, chromebooks) **Root Cause**: Outdated technology devices, budget to update devices/licenses

Perceptions

Perceptions Summary

Based on surveys, students describe NCE as a safe and friendly school. Parents feel welcomed and trust the adults on campus. At Normandy Crossing Elementary, we've had an increase in parental participation in events such as Muffins for Moms, Donuts for Dads, Grandparents' day luncheon, and many PTA meetings that highlight various student groups. However, we have a limited group of parent volunteers. The campus communicates with parents via 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. All teachers and paraprofessionals at Normandy Crossing Elementary are highly qualified. Staff attendance continues to meet the district's attendance expectation at 97.25%. A leadership team is in place to support and coach teachers, as well as provide learning experiences for future leaders and mentors. This group also assists in providing campus staff development, lesson planning with teams, and modeling lessons as needed. The average years of experience for NCE teachers is 6.9 years. Student attendance in 2018-2019 was 96.47%, which did not meet the district's expectation of 96.5% and was a slight decrease from the year before.

Perceptions Strengths

- Kid-friendly school atmosphere
- High Expectations and a Clear Vision
- Family and Academic Nights (STEAM, Literacy, GT)
- PTA Programs highlighting various grade levels
- Semester Award Ceremonies
- Community in Schools (ACE) parent programs
- Utilizing Parent Friendly Communication Apps (Remind, Class Dojo, SchoolStatus)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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

Problem Statement 2: In the Fall of 2018, there was an increase of discipline violations to the student code of conduct in comparison to the Fall of 2017 discipline report. **Root Cause**: Lack of appropriate social skills, additional staff training needed for mental health, building and maintaining rapport, being proactive rather than reactive towards student behaviors

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

Priority Problem Statements

Problem Statement 1: NCE students met district average in attendance percentages at 96.6%, but Pre-K, Kinder, and 1st grade had the lowest attendance percentages.

Root Cause 1: Illnesses due to new to school, lack of motivation, and/or lack of parents' knowledge of how attendance affects learning in the lower grades

Problem Statement 1 Areas: Demographics

Problem Statement 2: NCE's reading scores are currently lower than district scores according to DRA/Istation results.

Root Cause 2: Lack of motivation, reading difficulties decrease interest, absences, books/resources, implementation an effective early intervention program, increase use of decodable readers in kinder and 1st grades

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing.

Root Cause 3: Increase instructional rigor, lack of student motivation, increase reading interest by providing incentives

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: NCE's 5th grade science scores have decreased in the last three years.

Root Cause 4: New science TEKS, resources, teacher training

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: NCE students do not consistently follow school rules, procedures, policies and lack appropriate social and decision making skills.

Root Cause 5: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 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 6: Unexpected situations, emergencies, or behavior concerns, procrastination, lack of communication, lack of organization/planning

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: In the Fall of 2018, there was an increase of discipline violations to the student code of conduct in comparison to the Fall of 2017 discipline report.

Root Cause 7: Lack of appropriate social skills, additional staff training needed for mental health, building and maintaining rapport, being proactive rather than reactive towards student behaviors

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Due to a high mobility rate, as compared to other GPISD elementary campuses, newly enrolled students would benefit from interventions that familiarize them with academic and behavior expectations.

Root Cause 8: Student mobility, instructional gaps, behavior

Problem Statement 8 Areas: Demographics

Problem Statement 9: NCE students who are "Placed" in the next grade level and may have some deficits, but not enough to be retained are not offered a summer school opportunity.

Root Cause 9: Summer school opportunities are limited to Title III or SSI programs, funding

Problem Statement 9 Areas: Demographics

Problem Statement 10: There is a need for headphones for regular classroom/computer lab usage and for STAAR/TELPAS testing.

Root Cause 10: NCE students biting/chewing headphone cords, broken headphones

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Technology is constantly evolving which causes devices to become outdated (i.e. computers, ipads, chromebooks)

Root Cause 11: Outdated technology devices, budget to update devices/licenses

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Seek community involvement to provide resources and/or incentives for individual students and/or classroom use.

Root Cause 12: Lack of time to search or apply for grants, professional development on grant writing needed

Problem Statement 12 Areas: Perceptions

Problem Statement 13: NCE students in grades 2-5 need additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success

Root Cause 13: Lack of positive relationship building outside of the classroom, lack of teamwork opportunities, lack of student camaraderie

Problem Statement 13 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- 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

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: September 23, 2019

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	25%	50%	80%	100%
2) Staff accomplishments will be recognized through "Classroom Hightlights".		Administrators & Counselor	Increased morale	15%	50%	80%	100%
	Funding Sources: 199 - Local - 200.00						
3) Campus-wide student recognition and incentive events (All A Honor Roll, A/B Honor Roll, Perfect Attendance, E's in conduct) will continue.	3.2	Teachers, Administrators, and Principal Secretary	Academic achievement with good grades and good behavior	0%	50%	80%	100%
	Funding Sources: 199 - Local - 200.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
4) Positive reinforcements will be provided to encourage increased positive behavior choices in the form of shout-outs, prize tickets to be redeemed, awards, etc.	2.5	Administrators and staff	Decrease in office referrals and increase positive character traits	20%	50%	80%	100%
	Problem Statements: School Processes & Programs 1 **Funding Sources**: 199 - Local - 200.00						

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: NCE students do not consistently follow school rules, procedures, policies and lack appropriate social and decision making skills. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) School Visitor Policy: Provide an effective and consistent system for managing visitors on campus.		Administrators and Office staff	Campus security	25%	50%	85%	100%
	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	25%	55%	80%	100%
3) Students will participate in safety activities.		Teachers, administrators, counselor	Student safety awareness	25%	50%	80%	100%
	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	25%	50%	80%	100%
	Funding Sources: 199 - Local - 100.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Educate students on preventing unwanted physical or verbal aggression, sexual harassment and bullying.		Administrators and Counselors	Decreased office referrals	20%	50%	85%	100%
	Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 2						
2) Educate students on how to handle and identify bullies.		Counselor and Administrators	Decreased office referrals	20%	50%	85%	100%
	Problem Statements: School Processes & Programs 1 - Perceptions 2						
3) Teacher training on speaking with parents regarding bullying prevention information provided by counselor.		Counselor & Administrators	Decreased office referrals	25%	55%	85%	100%
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	50%	70%	100%	100%
	Problem Statements: Perceptions 2						

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

Performance Objective 3 Problem Statements:

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

School Processes & Programs

Problem Statement 1: NCE students do not consistently follow school rules, procedures, policies and lack appropriate social and decision making skills. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Perceptions

Problem Statement 2: In the Fall of 2018, there was an increase of discipline violations to the student code of conduct in comparison to the Fall of 2017 discipline report. **Root Cause 2**: Lack of appropriate social skills, additional staff training needed for mental health, building and maintaining rapport, being proactive rather than reactive towards student behaviors

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	50%	75%	90%	100%
	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	35%	75%	90%	100%
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 Stemscopes with fidelity to ensure student achievement results are increased.	25%	75%	100%	100%
	Problem Statements: School Processes & Programs 3 **Funding Sources**: 199 - Local - 1116.00						
4) Replace outdated technology with new devices/programs to assist student engagement and academic achievement.		Administrators, Teachers, TIS	Increase technology usage and integration of content with student engagement	30%	100%	100%	100%
	Problem Statements: School Processes & Programs 4 **Funding Sources**: 199 - Local - 1500.00						

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

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need for headphones for regular classroom/computer lab usage and for STAAR/TELPAS testing. **Root Cause 3**: NCE students biting/chewing headphone cords, broken headphones
Problem Statement 4: Technology is constantly evolving which causes devices to become outdated (i.e. computers, ipads, chromebooks) **Root Cause 4**: Outdated technology devices, budget to update devices/licenses

Goal 2: Normandy Crossing Elementary will provide information and opportunities to assist students in preparing for college 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Prepare a career day to expose students to different career opportunities.	2.5	Counselor	Awareness of career choices	10%	40%	65%	
	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	20%	50%	75%	100%
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	15%	100%	100%	100%
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	15%	50%	85%	100%

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Increase teachers knowledge and connection between the rigor of the TEKS and STAAR to assist all students.	2.4, 2.5	Administrators and CICs	Increased results on STAAR	25%	60%	85%	100%
	Problem Statements: Student Academic Achievement 2, 3						
2) Implement a Robotics Team to enrich, enhance and extend the school curriculum	2.5	Science Lab Teacher, CIC Math/Science	Participation in Ecobot Challenge	25%	60%	90%	✗
	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	20%	75%	100%	100%
	Problem Statements: Student Academic Achievement 3						

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

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: NCE's 5th grade science scores have decreased in the last three years. **Root Cause 2**: New science TEKS, resources, teacher training
Problem Statement 3: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing. **Root Cause 3**: Increase instructional rigor, lack of student motivation, increase reading interest by providing incentives

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Educate students on bullying, motivation, interpersonal skills, goal setting, cross cultures and career awareness.	2.5	Counselor	Increased student awareness	25%	60%	85%	100%
	Problem Statements: School Processes & Programs 1 - Perceptions 2						
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.	20%	100%	100%	100%
	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	20%	65%	90%	100%
	Problem Statements: School Processes & Programs 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	25%	55%	90%	100%
5) Promote student's positive self image through Community in Schools-ACE program.	2.5	ACE Site Coordinator	Increase in student self esteem	30%	60%	100%	100%
	Problem Statements: Perceptions 3						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: NCE students do not consistently follow school rules, procedures, policies and lack appropriate social and decision making skills. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Perceptions

Problem Statement 2: In the Fall of 2018, there was an increase of discipline violations to the student code of conduct in comparison to the Fall of 2017 discipline report. **Root Cause 2**: Lack of appropriate social skills, additional staff training needed for mental health, building and maintaining rapport, being proactive rather than reactive towards student behaviors

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

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

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

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

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	25%	50%	90%	100%
	Problem Statements: Demographics 2 - School Processes & Programs 2						
2) Assess ALL 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.	20%	50%	80%	100%
	Problem Statements: Student Academic Achievement 2, 3						
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.	25%	55%	85%	100%
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 1 **Funding Sources**: 285 - Title IV - 1000.00						
4) At-Risk students will be provided with before/after school and Saturday tutorial opportunities.		Principal, Teachers, & CICs	Increased student performance	25%	50%	90%	100%
	Problem Statements: Student Academic Achievement 1, 2, 3 **Funding Sources**: 199 - Bilingual - 4000.00, 199-23 - Special Education - 1000.00, 285 - Title IV - 4000.00, 199-30 - SCE - 6000.00, 199 - Local - 1000.00						
5) Provide small group instruction for ALL students who are at-risk, RTI Tier 2 & 3, or struggling with content.	2.4, 2.6	Teachers & CICs	Increased student performance	25%	55%	80%	100%
	Problem Statements: Student Academic Achievement 1, 2, 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
6) STAAR buddies will be provided for students in 3rd-5th grades.	2.6	PK-2 Teachers	Meet/exceed STAAR standard	10%	60%	80%	
	Problem Statements: Student Academic Achievement 1, 3 **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	15%	40%	100%	100%
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	20%	50%	80%	100%
	Problem Statements: School Processes & Programs 2 **Funding Sources**: 285 - Title IV - 1000.00, 199 - Local - 500.00						

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: NCE students met district average in attendance percentages at 96.6%, but Pre-K, Kinder, and 1st grade had the lowest attendance percentages. **Root Cause 1**: Illnesses due to new to school, lack of motivation, and/or lack of parents' knowledge of how attendance affects learning in the lower grades
Problem Statement 2: Due to a high mobility rate, as compared to other GPISD elementary campuses, newly enrolled students would benefit from interventions that familiarize them with academic and behavior expectations. **Root Cause 2**: Student mobility, instructional gaps, behavior
Problem Statement 3: NCE students who are "Placed" in the next grade level and may have some deficits, but not enough to be retained are not offered a summer school opportunity. **Root Cause 3**: Summer school opportunities are limited to Title III or SSI programs, funding

Student Academic Achievement
Problem Statement 1: NCE's reading scores are currently lower than district scores according to DRA/Istation results. **Root Cause 1**: Lack of motivation, reading difficulties decrease interest, absences, books/resources, implementation an effective early intervention program, increase use of decodable readers in kinder and 1st grades
Problem Statement 2: NCE's 5th grade science scores have decreased in the last three years. **Root Cause 2**: New science TEKS, resources, teacher training
Problem Statement 3: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing. **Root Cause 3**: Increase instructional rigor, lack of student motivation, increase reading interest by providing incentives

School Processes & Programs

Problem Statement 2: 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 2: Unexpected situations, emergencies, 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
				Oct	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.	20%	50%	80%	100%
	Problem Statements: Student Academic Achievement 1, 3 **Funding Sources**: 199 - Local - 100.00						
2) Math/science teachers will provide direct instruction and model a variety of problem solving skills to help ALL students master readiness standards.	2.4, 2.6	Teachers and CICs	Increased student performance	20%	50%	80%	100%
	Problem Statements: Student Academic Achievement 2						
3) Teachers will use Istation to assist with Tier 1 and Tier 2 RtI Interventions for at-risk students.	2.4, 2.6	Teachers & CICs	Increased student performance that meets or exceeds the state performance.	20%	50%	85%	100%
	Problem Statements: Student Academic Achievement 1, 3						
4) Provide resources for Dual Language Classrooms to supplement instruction.	2.6	Principal	Increased student performance	20%	65%	85%	100%
	Funding Sources: 199 - Bilingual - 750.00						
5) ELL students will be supported by ESL certified teachers utilizing best practices (Sheltered instruction strategies).	2.6	Teachers, CICs and Administrators	Increased student performance	35%	55%	85%	100%
	Problem Statements: Student Academic Achievement 3						
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	30%	60%	80%	100%
	Problem Statements: Student Academic Achievement 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
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	20%	60%	85%	100%
	Problem Statements: Student Academic Achievement 2						
8) 2nd -4th grade teachers will implement a writing program to supplement grammar and writing instruction.		Teachers and Interventionist	Increased student performance	25%	60%	85%	100%
	Problem Statements: Student Academic Achievement 3 - School Processes & Programs 2 **Funding Sources**: 199-30 - SCE - 1000.00						
9) Provide increased academic and social opportunities for 2nd-5th grade at-risk students in the ACE after school program.	2.5, 2.6	ACE Site Coordinator and Administrators	Student attendance and increase student performance results	20%	55%	80%	100%
	Problem Statements: Perceptions 3						
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	25%	50%	85%	100%
	Problem Statements: Student Academic Achievement 1, 3 **Funding Sources**: 285 - Title IV - 250.00						

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

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: NCE's reading scores are currently lower than district scores according to DRA/Istation results. **Root Cause 1**: Lack of motivation, reading difficulties decrease interest, absences, books/resources, implementation an effective early intervention program, increase use of decodable readers in kinder and 1st grades
Problem Statement 2: NCE's 5th grade science scores have decreased in the last three years. **Root Cause 2**: New science TEKS, resources, teacher training
Problem Statement 3: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing. **Root Cause 3**: Increase instructional rigor, lack of student motivation, increase reading interest by providing incentives

School Processes & Programs

Problem Statement 2: 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 2**: Unexpected situations, emergencies, or behavior concerns, procrastination, lack of communication, lack of organization/planning

Perceptions

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

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

Performance Objective 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	20%	55%	80%	100%
2) Attend academies offered by district Curriculum & Instruction deptartment		Principal, CICs, & classroom teachers	Improved teaching methods	100%	100%	100%	100%
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	25%	75%	90%	100%
	Problem Statements: Student Academic Achievement 3 - School Processes & Programs 2						
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 perfomance	25%	60%	90%	100%
	Problem Statements: School Processes & Programs 2						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 3: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing. **Root Cause 3**: Increase instructional rigor, lack of student motivation, increase reading interest by providing incentives

School Processes & Programs

Problem Statement 2: 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 2: Unexpected situations, emergencies, or behavior concerns, procrastination, lack of communication, lack of organization/planning

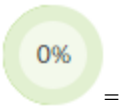
Goal 3: Normandy Crossing Elementary will ensure student growth in the tested areas.

Performance Objective 4: Provide technology support to all tested areas

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

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will complete technology proficiencies.	2.5	Teachers and TIS	Completed proficiencies	20%	60%	85%	100%
2) Students will participate in the District Multimedia Festival.	2.5	Teachers and TIS	Participation and number of campus/district winners	20%	60%	85%	100%
3) Provide access to computers or Chromebooks for all SPED online testing and practice the use of online features for STAAR	2.4, 2.6	Principal & SPED teachers	Increased student performance	15%	40%	100%	100%
	Problem Statements: School Processes & Programs 3, 4 **Funding Sources**: 199-23 - Special Education - 1000.00						

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need for headphones for regular classroom/computer lab usage and for STAAR/TELPAS testing. **Root Cause 3**: NCE students biting/chewing headphone cords, broken headphones
Problem Statement 4: Technology is constantly evolving which causes devices to become outdated (i.e. computers, ipads, chromebooks) **Root Cause 4**: Outdated technology devices, budget to update devices/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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will attend cultural activities such as the symphony, art museum, multi-cultural festival, etc.	2.5	Music and Art Teachers	Student participation	25%	65%	85%	100%
	Funding Sources: 199 - Local - 1000.00						
2) Students will participate in a play/program at PTA meetings.	2.5	Music Teacher	Student participation	20%	50%	90%	100%
3) Students will have the opportunity to participate in the Art Club, Honor Choir, and Orff Ensemble.	2.5	Music and Art teacher		25%	55%	85%	100%
	Problem Statements: Perceptions 3						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

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

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	30%	50%	85%	100%
	Problem Statements: Perceptions 3 **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		15%	40%	75%	
	Problem Statements: Perceptions 3 **Funding Sources**: 461 - Campus Activity Funds - 1200.00						
3) Students will recognize and understand diverse perspectives by participating in multicultural activities.		Chairperson	Multicultural Week	15%	70%	90%	100%

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

Performance Objective 2 Problem Statements:

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

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
				Oct	Dec	Feb	May
1) Maintain a student council with 4th and 5th grade students.		Sponsor	Active participation in student council projects	15%	50%	80%	100%
	Problem Statements: Perceptions 3 **Funding Sources**: 461 - Campus Activity Funds - 350.00						
2) Continue to implement 5th grade Safety Patrol Team.		Sponsor	A safe and orderly morning arrival	15%	55%	90%	100%
	Problem Statements: Perceptions 3 **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	25%	55%	85%	100%
	Problem Statements: Perceptions 3 **Funding Sources**: 461 - Campus Activity Funds - 500.00						
4) Implement an effective Boys Club and begin a Girls Club		Sponsor	Increase student participation, self-esteem, and build positive relationships	15%	50%	90%	100%
	Problem Statements: School Processes & Programs 1 - Perceptions 3 **Funding Sources**: 199 - Local - 250.00						

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

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: NCE students do not consistently follow school rules, procedures, policies and lack appropriate social and decision making skills. **Root Cause 1**: Lack of student knowledge or awareness, not consistently modeled, make poor decisions or react impulsively.

Perceptions

Problem Statement 3: NCE students in grades 2-5 need additional extracurricular activities to build relationships, establish teamwork, foster a positive school culture, recognize and celebrate success **Root Cause 3**: Lack of positive relationship building outside of the classroom, lack of teamwork opportunities, lack of 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
				Oct	Dec	Feb	May
1) Participate in First Tee Golf Tournament		PE Teacher	Student participation	20%			
2) Provide "Get Fit"or "Stay Healthy" opportunities for students and teachers		Principal & PTA	Parent and student attendance	50%	70%	85%	100%
3) Participation in 5th Grade Olympiad		PE Teacher and 5th Grade Teachers	Student participation	20%	50%	75%	
	Funding Sources: 461 - Campus Activity Funds - 600.00						

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

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Students will participate in the 5th Grade Olympiad		PE and 5th Grade Teachers	Student particpation	20%	50%	75%	
2) Students in 3rd-5th grades will be recognized for achievement in the FitnessGram.		PE Teacher	Positive student test results	20%	55%	85%	100%
	Funding Sources: 199 - Local - 50.00						
3) Kinder-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	25%	55%	80%	
	Funding Sources: 461 - Campus Activity Funds - 2500.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

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

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

Evaluation Data Source(s) 1: Reach GPISD's goal of 97% or higher for staff attendance

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue to implement staff absence reporting procedures and ensure lesson plans are available to subs		Administrators and staff	Increased attendance	20%	55%	80%	100%
2) Monitor staff attendance daily and report weekly attendance.		Principal	Maintain 97% or higher staff attendance rate	25%	55%	85%	100%
3) Incentives will be provided each nine weeks to employees with perfect attendance		Principal & Office staff	Increase employee attendance rate	20%	50%	80%	100%
	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	10%	60%	85%	100%
	Funding Sources: 199 - Local - 250.00						

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

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Offer Open House and Meet-the-Teacher events to share information about classroom expectations.	3.2	Teachers, Administrators, Counselor and Office staff	Parent Attendance	100%	100%	100%	100%
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	100%	100%	100%	100%
3) Offer a parent meeting to inform parents about the Bilingual and ESL Programs.	3.1, 3.2	Administrator and Campus Personnel	Parent attendance	10%	100%	100%	100%
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	15%	75%	100%	100%
	Problem Statements: Perceptions 1 **Funding Sources**: 199 - Local - 500.00						

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Seek community involvement to provide resources and/or incentives for individual students and/or classroom use. **Root Cause 1**: Lack of time to search or apply for grants, professional development on grant writing needed

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Recruit parent volunteers through PTA, classroom teachers, and counselor to participate in campus committees such as CPAC, PTA Board, and LPAC.		Administrators, Counselor, and teachers	Number of hours volunteered and returning volunteers	25%	65%	85%	100%
2) Host a family night to promote family literacy for all students.	2.4, 3.2	Administrators and Librarian	Increased support with student success	25%	55%	100%	100%
3) Recruit parent volunteers to work campus events such as Polar Express Day, Santa Picture Day, Field Day/Fun Day, Brighter Bites, etc.	3.1	Counselor	Students participate in a safe and organized events	25%	60%	85%	100%
	Problem Statements: Perceptions 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	25%	50%	80%	100%
	Problem Statements: Perceptions 1						
5) Provide "Coffee with the Principal" to discuss campus activities and provide learning experiences for parents.	3.2	Administrators and Counselor	Increased parental and family involvement	50%	75%	100%	100%
	Funding Sources: 199 - Local - 200.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Seek community involvement to provide resources and/or incentives for individual students and/or classroom use. **Root Cause 1**: Lack of time to search or apply for grants, professional development on grant writing needed

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) School-wide parent communication will be provided in English and Spanish.	3.1	Administrators and Office staff	Increased parental involvement	35%	75%	85%	100%
	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	30%	70%	85%	100%
3) Post Parental involvement opportunities on the campus website, marquee, and monthly campus newsletter	3.2	Administrators, Principal Secretary, and Counselor	Increased involvemetn	20%	65%	80%	100%
4) Maintain relationships with business partners in the community in order to continue meeting student needs.		Counselor and Administrators	Business partner support and involvement	20%	60%	80%	100%
	Problem Statements: Perceptions 1						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Seek community involvement to provide resources and/or incentives for individual students and/or classroom use. **Root Cause 1**: Lack of time to search or apply for grants, professional development on grant writing needed

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Conduct annual Title I meeting to inform parents of rights.	3.1, 3.2	Counselor, Teachers, Administrators	Parent Attendance	100%	100%	100%	100%
2) Distribute school and federal report cards according to TEA timeline.	3.1, 3.2	Principal	All parents receive information	0%	100%	100%	100%
3) Teachers will conduct a minimum of one parent conference for all students.		Administrators and Teachers	Parent attendance	45%	70%	85%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	30%	60%	85%	100%
	Problem Statements: Perceptions 1						
2) Provide public recognition to all business partners.		Principal	Increased relationships with business partners	25%	60%	75%	100%
	Problem Statements: Perceptions 1						

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

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: Seek community involvement to provide resources and/or incentives for individual students and/or classroom use. **Root Cause 1**: 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	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	25%	70%	90%	100%
	Problem Statements: School Processes & Programs 2						
2) Teachers will participate in required trainings provided by the district.	2.5	Administrators, CICs & Teachers	Increased teacher knowledge and expertise	30%	80%	90%	100%
3) Off campus staff development opportunities will be provided.		Principal	Increased teacher knowledge	25%	70%	90%	100%
	Problem Statements: Student Academic Achievement 1, 2, 3 **Funding Sources**: 199 - Local - 500.00						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: NCE's reading scores are currently lower than district scores according to DRA/Istation results. **Root Cause 1**: Lack of motivation, reading difficulties decrease interest, absences, books/resources, implementation an effective early intervention program, increase use of decodable readers in kinder and 1st grades
Problem Statement 2: NCE's 5th grade science scores have decreased in the last three years. **Root Cause 2**: New science TEKS, resources, teacher training

Student Academic Achievement

Problem Statement 3: NCE students are scoring below the district and state in "Meets" and "Masters" expectations in reading and writing. **Root Cause 3**: Increase instructional rigor, lack of student motivation, increase reading interest by providing incentives

School Processes & Programs

Problem Statement 2: 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 2**: Unexpected situations, emergencies, 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide opportunities for teachers to take on leadership responsibilities.		Administrators	Team members exhibiting leadership	20%	70%	85%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide training to support mentors.		Administrators	Increased support for new teachers	30%	75%	90%	100%
2) 1st and 2nd year teachers will be provided with a campus mentor.		Principal and CICs	Support provided for new teachers	25%	75%	85%	100%
3) Weekly grade level planning meetings		CICs & Grade Chairs	Meetings conducted	15%	70%	95%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

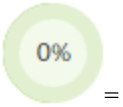
Goal 7: Normandy Crossing Elementary will ensure high quality staff is employed.

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Attend job fairs to recruit highly qualified teachers		Administrators	Attendance at job fairs; recruitment of highly qualified staff members.	10%	75%	80%	100%
2) Maintain 100% highly qualified teachers and staff for the school year.		Administrators	100% Highly Qualified	100%	80%	100%	100%
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.	25%	55%	80%	100%
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.	25%	55%	85%	100%
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.	25%	60%	75%	100%
	Funding Sources: 199 - Local - 2000.00						

= Accomplished = Continue/Modify 

= No Progress = Discontinue

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

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

Evaluation Data Source(s) 1: Safe and Secure campus

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Replace furniture as needed to ensure student and staff safely.		Principal	Student and Staff safety	15%	50%	85%	100%
	Funding Sources: 199 - Local - 3000.00						
2) Replace outdated laptops and/or non-instructional computers.		Principal	Increased time efficiency and effectiveness of technology usuage	20%	100%	100%	100%
	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	20%	65%	85%	100%

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

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Train office staff on exceptional customer services.		Administrators	Higher level of customer service in the front office	100%	100%	100%	100%
2) Train on how to deal with difficult or aggressive parents.		Administrators	Increased rate of effectively dealing with aggressive parents	65%	85%	90%	100%
3) Train teachers and staff on how to communicate effectively with parents.	3.1	Administrators	Higher customer service satisfaction by parents and community members	15%	75%	85%	100%

= Accomplished = Continue/Modify

= No Progress = Discontinue

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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) All funds will be verified by the financial clerk or administrator, secured, and deposited.		Principal	No fiscal procedure irregularities	15%	80%	90%	100%
2) Review budget at CPAC meeting with all stakeholders to ensure alignment to campus improvement plan.		Principal	Minutes from CPAC meetings	30%	75%	85%	100%
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	100%	100%	100%	100%
4) Provide materials, update instructional resources and technology.		Administrators, Teachers, CICs, TIs	Staff and students will be able to use updated resources and technology	25%	70%	85%	100%
	Problem Statements: School Processes & Programs 3, 4						

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need for headphones for regular classroom/computer lab usage and for STAAR/TELPAS testing. **Root Cause 3**: NCE students biting/chewing headphone cords, broken headphones
Problem Statement 4: Technology is constantly evolving which causes devices to become outdated (i.e. computers, ipads, chromebooks) **Root Cause 4**: Outdated technology devices, budget to update devices/licenses

Goal 9: Normandy Crossing Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2617 Attendance Incentive Plan allotment.

Performance Objective 1: Increase student attendance percentage to 97.5% or higher for the 2nd 6 Weeks Period.

Evaluation Data Source(s) 1: Increased student attendance on PEIMS Report.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) After the 1st 6 weeks, students will be placed on an Attendance TIER system after the kick-off announcement rally: Tier 1: 97% or Above Tier 2: 94% - 96% Tier 3: Below 94% For Tier 1: *Create a Wall of Fame *Fun Game Activities in October/November For Tier 2 & 3: *Contact parents via phone call and/or letter (Use RaaWee for unexcused list of parents to contact)		Administrators, Teachers	Increase student attendance from 2018-2019 2nd 9 weeks percentage from 97.1% to 97.5%	100%	100%	100%	100%
*Parent/Administrator Conference to determine root cause for absences *RaaWee Attendance Contract and Attendance Plan of Action will be created with Parent and student as needed *Administrators will meet with students at least once a month to check-in, provide individual incentives as student meets individual attendance goal. *ASAP officer will be sent out for Chronic absences or when unable to reach a parent after multiple attempts	**Problem Statements**: Demographics 1 **Funding Sources**: 199 - Attendance Incentive Allocation - 400.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
2) 1) Teachers will communicate the importance of attendance during parent conferences, newsletters, and via phone calls. All classrooms will spell out ATTENDANCE by adding a letter each time they have 100% in attendance and receive a special treats from the Principals. Create a door hanger to quickly identify classes with 100% attendance daily		Administrators, Teachers	Increase 2nd 9 weeks attendance compared to 2018-2019 2nd 9 weeks percentage	100%	100%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 100.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

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

Goal 9: Normandy Crossing Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2617 Attendance Incentive Plan allotment.

Performance Objective 2: Increase student attendance percentage to 96.5% or higher for the 3rd 6 Weeks Period.

Evaluation Data Source(s) 2: Increased student attendance on PEIMS Report.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Continue TIER System: Tier 1: 97% or Above Tier 2: 94% - 96% Tier 3: Below 94% (Targeted for growth) Tier 1: Teachers will continue to communicate the importance of attendance during parent conferences, newsletters, and via phone calls. Campus-wide parent newsletter with attendance information (Attendance Works ideas/resources and/or GPISD PR videos and packet		Administrators, Teachers	Increase 3rd 6 weeks student attendance compared to 2018-2019 3rd 6 weeks attendance percentage (95.89%), according to Skyward data	25%	100%	100%	100%
All classrooms will spell out ATTENDANCE by adding a letter each time they have 100% in attendance and receive a special treats from the Principals. Tier 2 & 3: (Targeted Students) Parent conferences and attendance contracts will continue as needed using RaaWee Provide individual student incentives and recognition for attendance growth Use ASAP for continued absences	**Problem Statements**: Demographics 1 **Funding Sources**: 199 - Attendance Incentive Allocation - 100.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
2) Students in Tier 1 will be invited to a PTA sponsored Snow Day in January. Students in Tier 2 or 3 (targeted group) will "Spin the Wheel" to win a prize (treats, dollar store items, lunch/pizza with principals, etc.)		Administrators, Teachers	Increase 3rd 6 weeks student attendance compared to 2018-2019 3rd 6 weeks attendance percentage.	25%	100%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Attendance Incentive Allocation - 400.00						
3) Focus on PK, Kinder, and 1st grade attendance making daily calls for absences due to not meeting 1st 9 weeks attendance goal (96.5% or above) in each of these grade levels. PK, Kinder, and 1st will be provided with additional incentives to increase their attendance (highest class percent for the week will have lunch with principals, extra recess, flashlight reading, extra treats) Create a weekly spreadsheet for teachers to see growth from week to week		Administrators, Teachers	Increase attendance in these grade levels to 96.5% compared to 1st 9 weeks percentages (PK: 93.59%, 1st: 96.2%, 2nd: 96.48%)	25%	100%	100%	100%
	Funding Sources: 199 - Attendance Incentive Allocation - 100.00						

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

Performance Objective 2 Problem Statements:

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

Goal 9: Normandy Crossing Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2617 Attendance Incentive Plan allotment.

Performance Objective 3: Increase student attendance percentage to 96.5% or higher for the 4th 6 Weeks Period.

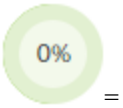
Evaluation Data Source(s) 3: Increased student attendance on PEIMS Report.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Tier 1 & Target Group with Attendance Contracts for improved attendance: Snow Day Participation Continue Parent communication resources using GPISD PR videos and packets and/or Attendance Works resources/ideas Update Perfect Attendance Wall of Fame for the 2nd 9 weeks		Administrators, Teachers	Increase 4th 6 weeks student attendance compared to 2018-2019 4th 6 weeks attendance percentage (96.31%).	0%	20%	100%	100%
Tier 2 & 3: Continue monthly administrator attendance checks with students Continue parent conferences and attendance contracts as needed using RaaWee ASAP visits as needed	**Problem Statements**: Demographics 1 **Funding Sources**: 199 - Attendance Incentive Allocation - 300.00						
2) Attendance Spirit Week: February 2020 Monday: Jeans and College Shirt Day Tuesday: Wear a Hat Day Wednesday: Wacky Wednesday Thursday: Team Attire Day (Team-up & Be Present!) Friday: Wear Shades (School is Cool!) *Popcorn for all who attended during the week.		Administrators, Teachers	Increase 4th 6 weeks student attendance compared to 2018-2019 4th 6 weeks attendance percentage.	0%	20%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Attendance Incentive Allocation - 200.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Performance Objective 3 Problem Statements:

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

Goal 9: Normandy Crossing Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2617 Attendance Incentive Plan allotment.

Performance Objective 4: Increase student attendance percentage to 96.5% or higher for the 5th 6 Weeks Period.

Evaluation Data Source(s) 4: Increased student attendance on PEIMS Report.

Summative Evaluation 4: No progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Tier 1: Continue to communicate with parents regarding attendance via newsletters, conferences, phone calls, etc. Make daily attendance announcements about attendance and announce weekly classes with highest attendance Update Perfect Attendance Wall after the 3rd 9 weeks Tier 2 & 3: Parent/Administrator Conference to determine root cause for absences for new students falling into this category *Attendance Contract and Attendance Plan of Action will be created with Parent and student *Administrators will continue meet with students at least once a month to check-in, provide individual incentives as student meets individual attendance goal.		Administrators, Teachers	Increase 5th 6 weeks student attendance compared to 2018-2019 5th 6 weeks attendance percentage (96.37%) based on Skyward Attendance Data	0%	10%	55%	
	Problem Statements: Demographics 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
2) For all students who meet their Attendance Goal (Tier 1, 2, or 3) using School Status: PK-2nd incentives: Pictures with Easter Bunny and special treat 3rd-5th incentive: Obstacle course or Skating Program		Administrators, Teachers	Increase 5th 6 weeks student attendance compared to 2018-2019 5th 6 weeks attendance percentage.	0%	10%	40%	
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Attendance Incentive Allocation - 400.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 4 Problem Statements:

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

Goal 9: Normandy Crossing Elementary will achieve a 96.5% or higher student attendance rate, utilizing the $2617 Attendance Incentive Plan allotment.

Performance Objective 5: Increase student attendance percentage to 96.5% or higher for the 6th 6 Weeks Period.

Evaluation Data Source(s) 5: Increased student attendance on PEIMS Report.

Summative Evaluation 5: No progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Tier 1: Continue to communicate with parents via newsletter, call, conference, etc. Continue to check-in with students in Tier 2 & 3 Field Trip Experience for Top Attendance Classroom in each grade level to a local park in May with Hot dog lunch		Administrators, Teachers	Increase 6th 6 weeks student attendance compared to 2018-2019 6th 6 weeks attendance percentage (95.83%).	0%	10%	40%	
	Problem Statements: Demographics 1 **Funding Sources**: 199 - Attendance Incentive Allocation - 400.00						
2) Every class in each grade level to have 98% or above in attendance each week from April 14-May 22 will receive a frozen treat on Friday afternoon for that week.				0%	10%	40%	
	Funding Sources: 199 - Attendance Incentive Allocation - 317.00						

100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue

Performance Objective 5 Problem Statements:

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CPAC met on **May 20, 2019** to review and approve campus needs assessment/goals/problem statements gathered by four teams created by campus staff who initiated the CNA conversations. Four teams were established and met on **March 4, 2019 & March 18, 2019**. Each team reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, schedules). Each team listed strengths and concerns/weaknesses. As a staff, we discussed each concern/weakness and deleted any items that were out of campus control and focused on one or two that we could make our goal for 2019-2020. Each team then wrote a problem statement and identified root causes. These were presented to CPAC on May 20, 2019. Based on our CNA, our 3 areas of focus will be:

1. Increase Attendance

2. Increase meets and masters in Reading and Writing

3. Focus on campus-wide discipline and mental health

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

NCE CPAC and staff developed the Campus Improvement Plan

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

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

2.2: Regular monitoring and revision

CPAC will meet on **September 23, 2019, December 16, 2019, February 10, 2020, and May 18, 2020** to review, monitor, and revise the CIP.

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

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

2.4: Opportunities for all children to meet State standards

All students will have the opportunity to meet state standards through whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS focused high-quality instruction. Various opportunities are provided for all students to be successful, including pull-out and push-in small groups, guided reading and guided math groups, after school tutorials.

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. After school tutorials and Saturday tutorials will be offered to all students. Students will attend Music, Art, PE, and Library to ensure a well-rounded education to hone and develop their other talents. Extra-curricular enrichment activities will be available for students including, but not limited to: boys club, art club, honor choir, robotics, book club, safety patrol, student council, UIL Elementary Academic Meet, and national elementary honor society.

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 many elementary schools in Galena Park ISD.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was reviewed and revised on **September 23, 2019,** by the following members:

Joann Sanchez, Counselor Irene Benzor, Principal

Shakia Rebollar, parent Ana Ramirez, parent

Cherise Ramirez, parent Veronica Cisneros, parent

Lelia Wooton, parent Brandi Kuhrt, parent

The policy was distributed to parents during parent/teacher conferences during the week of **October 21 - 26, 2019.** The policy can be found in the front office and on the campus website in both **English and Spanish.**

3.2: Offer flexible number of parent involvement meetings

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

- Parent Meetings: Sept. 17 (5:00 pm); Dec. 3 (5:30 pm); February 25 (5:30 pm); May 19 (5:30 pm)

- Coffee with the Principals: Sept. 13 (8:15am); Nov. 8 (8:15am)
- Volunteer Meeting (morning/afternoon)
- Parent conferences (teacher conference times and Saturday, October 26, 2019 @ 8:00-10:00 a.m.)
- ACE Monthly Parent Meetings (after school)

Demographics

Committee Role	Name	Position
Classroom Teacher	Eboni Santos	CIC
Classroom Teacher	Cynthia Robertson	5th Teacher
Classroom Teacher	Teesha Thompson	3rd teacher
Classroom Teacher	Chanelle Godfrey	K Teacher
Classroom Teacher	Paula Mena	PK Teacher
Classroom Teacher	Nelly Simms	Sp Ed Teacher
Classroom Teacher	Jenny Loyd	1st Teacher
Classroom Teacher	Amanda Diaz	4th Teacher
Classroom Teacher	Amy Grant	Art Teacher
Classroom Teacher	Nikole Cazares	3rd Teacher
Classroom Teacher	Annedys Macias	2nd Teacher
Classroom Teacher	Celines Rivera	CIC

Campus Academic Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Diana Martinez	Spcl Ed Teacher
Classroom Teacher	Vilethea Clark	5th Teacher
Classroom Teacher	Brandy Laxen	3rd Teacher
Administrator	Irene Benzor	Principal
Administrator	Ashleigh Barrett	Asst. Principal
Business Representative	Ronald na	R & K BBQ owner
Campus Professional Staff	Patricia Gomez	Interventionist
Campus Professional Staff	Joann Sanchez	Counselor
Classroom Teacher	Cynthia Robertson	5th Teacher
Classroom Teacher	Adriana Ramirez	4th Teacher
Classroom Teacher	Jessica Jackson	4th Teacher
Classroom Teacher	Nikole Cazares	3rd Teacher
Classroom Teacher	Eddy Martinez	2nd Teacher
Classroom Teacher	Jacqueline Barnes	2nd Teacher
Classroom Teacher	Alyssa Ontiveros	1st Teacher
Classroom Teacher	Kimberly Romero	Kinder Teacher
Classroom Teacher	Paula Mena	PK Teacher
Campus Professional Staff	Thomas Rivera	Specials
Paraprofessional	Sharon Weir	Secretary
Community Representative	Nyla Mondesir	Comminity Member
Administrator	Amy Cole	Admin
Parent	Shakeia Rebollar	Parent

Committee Role	Name	Position
Parent	Cherise Ramirez	Parent

Processes & Programs

Committee Role	Name	Position
Classroom Teacher	Diana Lee	CIC
Classroom Teacher	Thomas Rivera	PE Teacher
Classroom Teacher	Loren Arceneaux	1st Teacher
Classroom Teacher	Brittany Bohanon	Spcl Ed Teacher
Classroom Teacher	Ashless Martinez	AU Teacher
Classroom Teacher	Jacqueline Barnes	2nd Teacher
Classroom Teacher	Ruby Cleto	5th Teacher
Classroom Teacher	Shanton Gonzalez	K Teacher
Classroom Teacher	Joann Sanchez	3rd Teacher
Classroom Teacher	Alicia Thompson	4th Teacher

2019-2020 CPAC Committee

Committee Role	Name	Position
Administrator	Ashleigh Barrett	Assistant Principal
Administrator	Irene Benzor	Principal
Paraprofessional	Sharon Weir	Secretary
Classroom Teacher	Diana Martinez	Spcl Ed Teacher
Classroom Teacher	Vilethea Clark	5th Teacher
Classroom Teacher	Brandy Laxen	3rd Teacher
Business Representative	Ronald NA	R&K BBQ owner
Campus Professional Staff	Particia Gomez	Interventionist
Campus Professional Staff	Joann Sanchez	Conselor
Classroom Teacher	Cynthia Robertston	5th Teacher
Classroom Teacher	Adriana Ramirez	4th Teacher
Classroom Teacher	Jessica Jackson	4th Teacher
Classroom Teacher	Niloke Cazares	3rd Teacher
Classroom Teacher	Eddy Martinez	2nd Teacher
Classroom Teacher	Jacqueline Barnes	2nd Teacher
Classroom Teacher	Alyssa Ontiveros	1st Teacher
Classroom Teacher	Kimberly Romero	Kinder Teacher
Classroom Teacher	Paula Mena	PK Teacher
Campus Professional Staff	Thomas Rivera	Specials
Community Representative	Nyla Mondesir	community Member
Administrator	Amy Cole	Admin
Parent	Shakeia Rebollar	Parent

Committee Role	Name	Position
Parent	Cheris Ramirez	Parent

Perceptions

Committee Role	Name	Position
Classroom Teacher	Jasmine Briones-Ramirez	PASS Teacher
Classroom Teacher	Kimberly Romero	K Teacher
Classroom Teacher	Blanca Avila	K Teacher
Classroom Teacher	Alejandro Garcia	3rd Teacher
Classroom Teacher	LaTarsha Houston	5th Teacher
Classroom Teacher	Meredith Randle	1st Teacher
Classroom Teacher	Cora Fowler	2nd Teacher
Campus Professional Staff	Nicole Boston	Counselor
Administrator	Ashleigh Barrett	AP