

White Settlement Independent School District
North Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Mission

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

Vision

Vision

Developing passion to learn ... discovering purpose for tomorrow.

Value Statement

Beliefs

We believe:

- All students are our top priority.
- Every student has value and purpose.
- Our students deserve a passionate teacher in every classroom every day.
 - A safe, secure and enriched environment enhances learning.
- Learning is a shared responsibility that requires active involvement by students, staff, families and the community.
- Continuous professional growth is essential for student success.

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Comprehensive Needs Assessment

Revised/Approved: September 4, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:

- (1) the date(s) that the CNA was reviewed and revised for the current school year,
- (2) list of stakeholders involved that includes the individuals by name and roles
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
- (3) areas examined, and
- (4) list of multiple data sources analyzed.

Demographics

Demographics Summary

Student Achievement

Student Achievement Strengths

District Culture and Climate

District Culture and Climate Summary

Technology

Technology Summary

Demographics

Demographics Summary

We currently have an enrollment figure of 792 at North Elementary STEAM Academy. This number is projected to continue to grow as surrounding neighborhoods are developed and more families move in. Our current numbers in each grade level are as follows: 1st grade: 132; 2nd grade: 159; 3rd grade: 172; 4th grade: 161, 5th Grade 169. Student group data will be posted after snapshot data day in October.

Demographics Strengths

North Elementary has a diverse population. We provide several programs to differentiate and meet the needs of all learners on our campus. Our children come from wonderful families that want the best education and future for their children.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have an increased number of economically disadvantaged students with an increase of ALL needs-Social/Emotional/Behavior/Academics
Root Cause: An increase in community growth is affecting the percentage of economically disadvantage students.

Student Learning

Student Learning Summary

Although the primary instrument for determining student achievement is the STAAR, WSISD utilizes other instruments, including the Diagnostic Reading Assessment (DRA), Curriculum Based Assessments (CBAs), Common Formative Assessments (CFA) and TELPAS. In addition, special education students are evaluated using a variety of assessment instructions based on individual needs (IEP). North Elementary has not received a rating yet using TEA's 2024 Accountability System.

2024 STAAR Results

Subject	Approaches GL	Meets GL	Masters GL
3rd Grade Reading	73%	54%	26%
3rd Grade Math	62%	37%	14%
3rd Grade Reading Spanish	57%	26%	5%
3rd Grade Math Spanish	68%	31%	5%
4th Grade Reading	87%	59%	29%
4th Grade Math	84%	66%	34%
4th Grade Reading Spanish	76%	47%	23%
4th Grade Math Spanish	81%	37%	18%

Student Learning Strengths

North Elementary had several areas of improvement from our 2023 STAAR scores. Our PLCs focused on ensuring teachers understood the depth of the standard and developing tiered formative assessments in each grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR data shows our 3rd grade Spanish meets/masters percentages are significantly lower than English.

Root Cause: Teachers need to plan to the depth of the standards in Tier 1.

Problem Statement 2 (Prioritized): Assessment data shows students are low performing with informational text standards.

Root Cause: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.

Problem Statement 3 (Prioritized): STAAR data shows 3rd and 4th graders are not making expected growth in math instruction

Root Cause: Students are lacking foundational math skills and number sense.

Problem Statement 4 (Prioritized): STAAR data and DRA data show a large percentage of students are not performing on grade level in the areas of math and reading.

Root Cause: Students are lacking foundational skills in reading and math.

School Processes & Programs

School Processes & Programs Summary

All teachers at North are highly qualified and ESL Certified.

We are a PLC (Professional Learning Community) Campus that focuses on PLCs 3 Big Ideas. These ideas include a Focus on Collaboration, a Focus on Results and a Focus on Learning. These big ideas guide our instructional conversations and grow teacher's instructional knowledge base. Our school will continue many of the reorganized structures from last year this year for continued improvement. We have implemented a parallel teaching model for our students being served through special programs to keep students in Tier 1 classroom instruction. Students have access to other educators through flex grouping and MTSS interventions to ensure we reach all students.

Our rotation teachers build lessons that focus on STEAM learning utilize standards (TEKS) being taught in the classroom.

We incorporate the GRIT house system, 7 mindsets curriculum and Rhithm check ins to increase positivity and morale on campus.

We restructured and re-implemented our campus PBIS program this year to include clear and defined discipline matrices. The matrices serve as behavior standards that all children are expected to follow and be held accountable for. Monthly meetings are held to discuss campus trends/patterns in discipline and plan appropriate interventions. Students work for PBIS points to shop in our Bear Mart. This has greatly increased student and staff morale and the daily functioning of our campus. We have also improved our house system for staff and students to enhance relationships and mindset for success and accomplishment.

We strive to recognize our students for the great things that they accomplish. There are awards and acknowledgements for student of the month, GRIT awards, perfect attendance, good citizenship, and A-B honor roll, as well as many great behavior awards

North Elementary has a wonderful family and community feel for a large campus. The staff is close and participates in many activities to bring us together. We have weekly staff meetings, monthly luncheons, a staff shout-out board, staff parties, and several incentives programs for teachers. Some of our incentives this year include staff perfect attendance incentives, weekly staff treats, staff members of the month, notes of appreciation, holiday theme weeks, etc. Everyone works hard to take care of each other and pitch in where needed. We have many different committees on campus. Allowing staff input from every area is valued at all times.

Parent are welcomed on our campus. They are invited to several activities throughout the year and eat lunch with their students often. We also have a PTO and VIP parent involvement program on our campus.

Our strengths include improved campus communication by utilizing our marquee, SchoolStatus, Remind 101 (for staff), Facebook, emails, and newsletters. Our staff, parents, and students are much more aware of what is going on on our campus this year. We also ensure that secretaries, teaching assistants, cafeteria workers, and custodians are involved in our programs on campus.

All staff members have a voice on our campus. Most staff members serve on a committee or have access to input through frequent campus ballots/surveys. We communicate with our staff through weekly "Peek at the Week" emails from Mrs. Berry, as well as through staff meetings and PLC meetings. Our administrators have an open door policy where all staff members are encouraged to speak up about any concerns they have on campus. Communication systems were implemented on a more frequent basis to ensure all parties are informed of all activities.

Our PTO has areas in which it is trying to improve upon. Our school will continue to have PTO programs that involve students and bring in families.

Our staff is very comfortable using technology. Our district provides numerous sessions of technology staff development. All WSISD employees have a district issued device. All employees that require the use of a computer for their daily job duties, have access to their own district laptop computer. All campus are equipped with iPad's and/or computers for student use. 100% of our certified homeroom staff have SMART boards in their classrooms. All 2nd- 5th grade students have laptops and 1st grade students have iPads. Our technology instructional coach is on campus 1-2 days each week to provide support on integrating technology into Tier 1 instruction.

School Processes & Programs Strengths

Our district has many strengths in staff quality, recruitment, and retention. We have a central office staff in place for instructional improvement. This includes an Assistant Superintendent of Instruction, three directors of instruction, several instructional coaches, and an instructional technology staff that has implemented a strategic, systematic, ongoing program of professional development for all WSISD employees. We receive support in research based best instructional practices and also in instructional technology programs. The immediate support and training we have access to is phenomenal. We also have a highly qualified staff and a mentoring program for new teachers.

Being able to take teachers to the PLC, TCEA, TIA, MTSS, LEP, Dyslexia, and guided reading trainings have built the capacity of our teachers to be instructional leaders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data from PBIS Rewards Referral program shows an increase in behavior. Thus, there is a need to implement MTSS support for students with behavioral needs.

Root Cause: Behavior expectations have not been consistently implemented/taught/modeled across the campus.

Perceptions

Perceptions Summary

In everything we do, we foster and communicate the importance of our school/parent partnerships. We reach out to families by improving our communication systems. Our marquee, newsletters, Remind, Facebook, memos, Skylert, fliers, parent contact, etc. have more more frequent and detailed information.

More parent involvement activities have been planned through our Family STEAM Night, Fall Festival, Academic Parent Nights and/or conferences, Multicultural Festival, and our monthly PTO meetings that include student and family centered activities.

Perceptions Strengths

Our strengths include our multiple forms of communication, increased parent involvement, and community outreach we do with our GRIT House charity events.

Back to School Night, Open House, PTO meetings and grade level programs, Open house, Family STEAM Night, Fall Festival, Book Fairs, Parent Academic Nights, Multi-cultural Day, etc. are used to invite families into our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities.

Root Cause: Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.

Problem Statement 2 (Prioritized): Students are not attending school on-time, all-day, every day. There is a need to increase our ADA percentage to at least 95%.

Root Cause: Parents do not understand the value of their child being in school all day, every day. They do not realize how minutes can add up with tardies and absences, thus losing that time in Tier 1 instruction.

Priority Problem Statements

Problem Statement 1: STAAR data shows our 3rd grade Spanish meets/masters percentages are significantly lower than English.

Root Cause 1: Teachers need to plan to the depth of the standards in Tier 1.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Data from PBIS Rewards Referral program shows an increase in behavior. Thus, there is a need to implement MTSS support for students with behavioral needs.

Root Cause 2: Behavior expectations have not been consistently implemented/taught/modeled across the campus.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities.

Root Cause 3: Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Assessment data shows students are low performing with informational text standards.

Root Cause 4: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: STAAR data and DRA data show a large percentage of students are not performing on grade level in the areas of math and reading.

Root Cause 5: Students are lacking foundational skills in reading and math.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: STAAR data shows 3rd and 4th graders are not making expected growth in math instruction

Root Cause 6: Students are lacking foundational math skills and number sense.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: We have an increased number of economically disadvantaged students with an increase of ALL needs-Social/Emotional/Behavior/Academics

Root Cause 7: An increase in community growth is affecting the percentage of economically disadvantage students.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Students are not attending school on-time, all-day, every day. There is a need to increase our ADA percentage to at least 95%.

Root Cause 8: Parents do not understand the value of their child being in school all day, every day. They do not realize how minutes can add up with tardies and absences, thus losing that time in Tier 1 instruction.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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




Goals


Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, rigor and relevance, creativity, collaboration, high quality instructional strategies and innovative teaching.


Performance Objective 1: Reading and Math STAAR scores will increase by 10% across all student groups and scoring categories by using 100% of Tier 1, 2 and 3 instructional strategies.


High Priority


Evaluation Data Sources: CBA, Benchmarks, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide additional resources and training for Tier 1, Tier 2, and Tier 3 instruction and intervention by utilizing federal funds to facilitate academic improvement for students and accelerated instruction. Interventions will be focused on filling in learning gaps in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores by 5% in all student groups.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Digital Scholastic News - Title I Funds - \$3,918.48, Heggerty Bridging the Gap Kit - Intervention Bundle - Title I Funds - \$2,653, Numeracy Problem Strings by Pam Harris - Title I Funds - \$858.17</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning








Problem Statement 4: STAAR data and DRA data show a large percentage of students are not performing on grade level in the areas of math and reading. **Root Cause:** Students are lacking foundational skills in reading and math.

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, rigor and relevance, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 2: Maintain at least one year's growth for students who are meeting and mastering grade level concepts

High Priority

Evaluation Data Sources: CBA, Benchmark, STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Intentional planning and interventions will be planned during weekly PLC meetings to ensure that students who are at or above expected grade level continue to grow academically.</p> <p>Strategy's Expected Result/Impact: Analysis and tracking of individual students by standards Utilize data to drive Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:








Student Learning
<p>Problem Statement 2: Assessment data shows students are low performing with informational text standards. Root Cause: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.</p>

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, rigor and relevance, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 3: DRA Assessments will be given in K-4 to all students reading below a DRA 28. Teachers will collaborate with administrators, the Instructional Coach and interventionists to design appropriate data driven instruction to ensure at least one years growth in reading. All K-2 students reading below grade level will receive additional reading instruction in a small group setting. 100% of students reading below grade level will show adequate progress in DRA level by the end of the school year.

High Priority

Evaluation Data Sources: DRA

Strategy 1 Details	Reviews			
<p>Strategy 1: DRA Assessments will be given to K-4 students with a DRA level of 28 or below from EOY 2023. Strategy's Expected Result/Impact: 100% of students will show 1 years growth from their BOY DRA level. Staff Responsible for Monitoring: Classroom teacher, administrators</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:




Student Learning
<p>Problem Statement 4: STAAR data and DRA data show a large percentage of students are not performing on grade level in the areas of math and reading. Root Cause: Students are lacking foundational skills in reading and math.</p>

Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.


Performance Objective 1: The North Elementary staff will foster a safe, nurturing, and collaborative environment 100% of the time.


High Priority

Evaluation Data Sources: Parent and Staff surveys, PBIS Rewards Referral data, Skyward Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement new discipline matrices that focus on behavior expectations in common areas around the school. The expectations will be taught/modeled consistently by all staff members.</p> <p>Strategy's Expected Result/Impact: Decrease in negative behaviors in the common areas around the school.</p> <p>Staff Responsible for Monitoring: Principal, administrative staff, and teachers.</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Subscription to PBIS Rewards - Campus General Fund - \$2,000</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 40%	 60%	 90%	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue




Performance Objective 1 Problem Statements:


School Processes & Programs
<p>Problem Statement 1: Data from PBIS Rewards Referral program shows an increase in behavior. Thus, there is a need to implement MTSS support for students with behavioral needs. Root Cause: Behavior expectations have not been consistently implemented/taught/modeled across the campus.</p>


Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.


Performance Objective 2: Plan opportunities for parent involvement by using Title 1 Parent Engagement funds


High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan various before/during/after school activities for parents to attend in order to support their child both academically and socially.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and parent involvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - Title I Funds - \$912.70</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 <p>20%</p>	 <p>50%</p>	 <p>80%</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:








Perceptions
<p>Problem Statement 1: According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities. Root Cause: Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.</p>

Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

Performance Objective 1: Establish clear lines of communication and feedback by utilizing technology to create a safe environment.

High Priority

Evaluation Data Sources: Monthly safety drills documented and feedback given.

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan monthly safety drills for students and staff to practice emergency procedures. Use Centegix Technology to account for all staff and students. Feedback will be provided to staff on how drills were executed and any changes that need to be made for future drills. Communication will be sent to parents to let them know that their student practiced the drill procedures when we have a drill.</p> <p>Strategy's Expected Result/Impact: Increased awareness of what to do in case of an emergency</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:








Perceptions
<p>Problem Statement 1: According to End of Year parent surveys, parents report a lack of communication about school events and volunteer opportunities. Therefore, there is a need for increased communication to families in regards to school events and volunteer opportunities. Root Cause: Communication on school events was not sent out in a timely manner. We will send out weekly parent newsletters via email, SchoolStatus and social media to ensure communication is available for all parents.</p>

Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.

Performance Objective 1: Develop a sustained professional development community by utilizing the skill set of administrators, teachers, and teacher leaders. This will be evaluated by a 5% increase in teachers presenting during PLCs, faculty meetings and district PD sessions.

High Priority

Evaluation Data Sources: Increased performance of student assessment data.
Teacher Satisfaction Surveys at the end of the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet weekly with grade levels in PLC meetings to discuss new strategies, resources, ideas. Teachers will attend professional development sessions/conferences and present their new learning to staff members.</p> <p>Strategy's Expected Result/Impact: Building capacity among teachers.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
	 <p>30%</p>	 <p>55%</p>	 <p>85%</p>	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:








Student Learning
<p>Problem Statement 2: Assessment data shows students are low performing with informational text standards. Root Cause: Teachers need additional resources with grade level informational texts that will engage students while addressing the standard.</p>

Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Recruit and hire 100% highly qualified teachers for North Elementary as the need arises. The goal will be to hire teachers with experience, a passion for education and excellent recommendations.

High Priority

Evaluation Data Sources: Teacher effectiveness evaluated through the TTESS system.


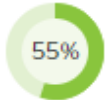





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize social media and teacher networking to recruit new, experienced teachers</p> <p>Strategy's Expected Result/Impact: Through networking and engagement, teachers will want to join the North team</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: North Elementary will work to meet our monthly attendance goal , 7 out of 9 months.

High Priority

Evaluation Data Sources: Absence Portal

Strategy 1 Details	Reviews			
<p>Strategy 1: The administration will acknowledge staff and students with perfect attendance monthly</p> <p>Strategy's Expected Result/Impact: Staff incentives promote positive conversations about attendance</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: Students are not attending school on-time, all-day, every day. There is a need to increase our ADA percentage to at least 95%. Root Cause: Parents do not understand the value of their child being in school all day, every day. They do not realize how minutes can add up with tardies and absences, thus losing that time in Tier 1 instruction.</p>

State Compensatory

Budget for North Elementary

Total SCE Funds: \$822,917.00

Total FTEs Funded by SCE: 12.33

Brief Description of SCE Services and/or Programs

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Personnel for North Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aleah Fenwick	Teacher	0.88
Alexis Williams	Teacher	0.78
Amanda Harding	Teaching Assistant	0.5
Carrise Reyes	Teacher	0.79
Dulce Lujan	Teacher	0.93
Heather Luse	Teaching Assistant	0.5
Kasha Fowler	Teaching Assistant	0.5
Leutisha Mergerson-Hill	Teaching Assistant	1
Lizbeth Garcia	Teaching Assistant	0.5
Maria De Jesus Aguirre	Teacher	0.71
Mireya Rabago	Teacher	0.74
Ryne Lofton	Teacher	1
Sue Wellspeak	Teaching Assistant	0.5
Susan Hammonds	Teacher	1
Tevia Mosley	Teaching Assistant	0.5
Vanessa Hargrove	Teaching Assistant	0.5
Winnie Eldridge	Instructional Coach	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Ferguson	Teacher	Title I	1
Maria Hannah	Instructional Coach	Title I	0.5

Campus Funding Summary

Campus General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Subscription to PBIS Rewards		\$2,000.00
Sub-Total					\$2,000.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Digital Scholastic News		\$3,918.48
1	1	1	Numeracy Problem Strings by Pam Harris		\$858.17
1	1	1	Heggerty Bridging the Gap Kit - Intervention Bundle		\$2,653.00
2	2	1			\$912.70
Sub-Total					\$8,342.35