

Weslaco Independent School District
North Bridge Elementary
2023-2024 Campus Improvement Plan



Mission Statement

North Bridge Elementary will unite with all stakeholders in setting goals, implementing state curriculum, monitoring student progress and providing a safe environment for all students.

Vision

North Bridge empowers and inspires leaders to change the world!

North Bridge Pledge

Being a Leader is my most important job.

Today I will do the right thing.

I will work first and then play.

By listening to each other and working together we all win.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Bridge Elementary is located in Weslaco, Texas. It is one of ten elementary schools in Weslaco ISD. The campus is surrounded by government housing assistance apartments where some of our students reside. The student population at North Bridge Elementary is approximately 755 and serves students in grades PK through 5th. According to the 2022-2023 PEIMS Data Review, our campus profile consists of: 98% Hispanic population, 85.89% At-Risk, 93% Economically Disadvantaged, 14% Special Education, 3% Gifted and Talented, 3% Migrant and 24% Bilingual.

North Bridge Elementary involves our community leaders during special events such as Career Day, Mercado, Attendance Celebrations, Literacy Night, Leadership Day, Fall Festival, Community Helpers Day, and SBDM committee meetings and other different school events.

The current staff at North Bridge Elementary is composed of 43 teachers, 3 campus administrators, 1 counselor, 4 professional support personnel, 4 non-classroom staff, and 18 educational aides.

Our student population is made up of 3 year olds to 11 year olds. Students are encouraged to participate in school functions to promote a positive school environment and become successful academically.

Demographics Strengths

For the 2022 Target Support and Improvement, North Bridge Elementary was not identified for comprehensive support, targeted support or additional targeted support.

Hispanic students have met the target for Reading two years in a row for 2019 and 2022.

Hispanic students exceeded the target for Reading by 26 points and for Math by 21 points.

Economically Disadvantaged students exceeded the target for Reading in Academic Achievement and in Growth.

Economically Disadvantaged students exceeded the target for Reading and Math for Academic Growth.

Domain 1 - Details

2022 - 2023 Student Achievement for (108913112) NORTH BRIDGE EL
Details Behind the Score

District Assessments Growth Comparison	Raw Score	Scaled Score	Weight % of Score	Weighted Points
STAAR Performance (100%) As your Score	42	71	100%	71
Student Achievement Domain Rating				C

District Assessments Growth Comparison for 2022 - 2023

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
All														
Percent of Tests														
% at Approaches GL Standard or Above	76%	0%	76%	67%		100%			74%	79%	74%	49%	82%	76%
% at Meets GL Standard or Above	39%	0%	39%	33%		100%			38%	44%	38%	29%	27%	41%
% at Masters GL Standard	11%	0%	11%	0%		67%			11%	13%	11%	3%	0%	12%
Number of Tests														
# at Approaches GL Standard or Above	507	0	502	2	0	3	0	0	466	180	439	54	9	403
# at Meets GL Standard or Above	260	0	260	1	0	3	0	0	240	100	238	32	3	235
# at Masters GL Standard	77	0	75	0	0	2	0	0	68	29	66	3	0	63
Total Tests	671	2	663	3	0	3	0	0	627	229	619	110	11	529
Reading														
Percent of Tests														
% at Approaches GL Standard or Above	76%	0%	76%	100%		100%			74%	79%	74%	42%	83%	76%
% at Meets GL Standard or Above	42%	0%	42%	100%		100%			41%	45%	41%	31%	17%	43%
% at Masters GL Standard	13%	0%	13%	0%		100%			13%	14%	13%	4%	0%	13%
Number of Tests														
# at Approaches GL Standard or Above	219	0	217	1	0	1	0	0	200	77	198	20	5	172
# at Meets GL Standard or Above	121	0	119	1	0	1	0	0	110	44	109	15	1	97
# at Masters GL Standard	39	0	38	0	0	1	0	0	35	14	34	2	0	30
Total Tests	289	1	286	1	0	1	0	0	269	97	266	48	6	227
Mathematics														
Percent of Tests														
% at Approaches GL Standard or Above	77%	0%	78%	0%		100%			76%	81%	76%	60%	80%	78%
% at Meets GL Standard or Above	39%	0%	39%	0%		100%			38%	49%	38%	29%	40%	41%
% at Masters GL Standard	11%	0%	11%	0%		100%			10%	14%	10%	2%	0%	12%
Number of Tests														
# at Approaches GL Standard or Above	222	0	221	0	0	1	0	0	204	79	201	29	4	176
# at Meets GL Standard or Above	113	0	112	0	0	1	0	0	103	48	101	14	2	94
# at Masters GL Standard	31	0	30	0	0	1	0	0	27	14	26	1	0	27
Total Tests	288	1	285	1	0	1	0	0	268	97	265	48	5	227
Science														
Percent of Tests														
% at Approaches GL Standard or Above	70%		70%	100%		100%			68%	69%	68%	36%		73%

Texas Education Agency
2022 Identification of Schools for Improvement
NORTH BRIDGE EL (108913112) - WESLACO ISD - HIDALGO COUNTY

**This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
The targeted support and improvement data table is provided for informational purposes.**

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)*	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*										
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	-	0	-	-	-	-	-	0	0	0
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	31%	-	-	-	-	-	29%	23%	8%
2019	-	39%	-	-	-	-	-	38%	28%	19%
2022	-	44%	-	-	-	-	-	44%	38%	34%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	46%	-	-	-	-	-	45%	38%	15%
2019	-	50%	-	-	-	-	-	49%	44%	30%
2022	-	33%	-	-	-	-	-	32%	29%	26%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	71	-	-	-	-	-	70	65	-
2019	-	81	-	-	-	-	-	81	80	-
2022	-	91	-	-	-	-	-	91	94	-
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	78	-	-	-	-	-	78	74	-
2019	-	75	-	-	-	-	-	76	76	-
2022	-	90	-	-	-	-	-	90	88	-
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	39	-	-	-	-	-	39	33	12
2019	-	48	-	-	-	-	-	48	43	26
2022	-	42	-	-	-	-	-	42	38	25

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 42% of 3rd-5th grade students received a "Meets" STAAR for 2023 Spring **Root Cause:** Identified students lack foundational reading skills such as phonics, phonological awareness, phonemic awareness, fluency, vocabulary, and comprehension.

Problem Statement 2 (Prioritized): Only 39% of 3rd-5th grade students received a "Meets" STAAR for 2023 Spring. **Root Cause:** Identified students lack foundational math skills such as number recognition, place value, computation, math vocabulary, and problem solving.

Problem Statement 3 (Prioritized): 50% of our 1st-5th At-Risk and English Learners are reading below level at the end of the 2022-2023 school year. **Root Cause:** Due to students lacking the foundational reading skills.

Problem Statement 4: Only 15% of 5th grade student received a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment. **Root Cause:** Students lack the foundational Science process skills and knowledge of science concepts with deep understanding through hands-on/application through rigor applied in an assessment format.

Problem Statement 5: For the 2022-2023 school year, no Emergent Bilingual students were reclassified by meeting Advanced High in all the four language domains. **Root Cause:** Students were not allowed to exit/reclassify due to being provided accommodations or not meeting Advanced High in all four language domains.

Student Learning

Student Learning Summary

North Bridge is a TEA A rated campus with the Comparative Academic Growth Distinction.

For the 2022 STAAR Math data, North Bridge we had 66.67% of our 3rd graders, 60% of our 4th Graders, and 69.81% of our 5th graders scores approaches in the math STAAR Assessment.

	May 2022 STAAR Mathematics, Grade 3				May 2022 STAAR Mathematics, Grade 4				May 2022 STAAR Mathematics, Grade 5		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets
North Bridge Elementary	78	66.67%	29.49%	11.54%	90	60%	20%	7.78%	106	69.81%	39.62%
Black/African American	1	0%	0%	0%	1	100%	0%	0%	105	70.48%	40.95%
Hispanic	76	68.42%	30.26%	11.84%	88	60.23%	20.45%	7.95%	1	0%	0%
White	1	0%	0%	0%	1	0%	0%	0%	18	38.89%	11.11%
Currently Emergent Bilingual	27	59.26%	25.93%	7.41%	33	60.61%	15.15%	6.06%	2	100%	100%
Second Year of Monitoring	2	100%	50%	50%	2	100%	100%	50%	3	100%	100%
Special Ed Indicator	7	28.57%	14.29%	0%	12	25%	0%	0%	9	22.22%	11.11%

For the 2021-2022 school year, we had 67.95% of our 3rd graders (current 4th graders) and 63.44% of our 4th graders (current 4th graders) score approaches in the Reading STAAR Assessment.

For the 2022 STAAR Science, we had 106 student participate in the STAAR 5th grade assessment.

	May 2022 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
North Bridge Elementary	106	24	3787	65.71%	66.98%	40.57%	13.21%
Hispanic	105	24	3793	65.93%	67.62%	40.95%	13.33%
White	1	15	3251	42%	0%	0%	0%
Currently Emergent Bilingual	18	18	3387	49.06%	22.22%	5.56%	0%
Second Year of Monitoring	2	34	4624	93%	100%	100%	100%
Third Year of Monitoring	3	30	4229	84.33%	100%	100%	33.33%
Special Ed Indicator	9	15	3251	43%	22.22%	11.11%	0%

At the EOY for the 2021-2022 school year, 42% of students were reading below.

Student Learning Strengths

Based on the NWEA MAP assessment results for Fall 2021-2022:

- 44% of all of our 3rd-5th grade students scored at approaches or higher in the Reading Assessment
- 32% of all of our 3rd-5th grade students scored at approaches or higher in the Math Assessment

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 13% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Reading in the NWEA MAP assessment. **Root Cause:** Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Problem Statement 2: Only 9% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Math in the NWEA MAP assessment. **Root Cause:** Identified students lack foundational math skills such as number recognition, place value, computation, math vocabulary, and problem solving.

Problem Statement 3: 42% of our 1st-5th At-Risk and English Learners are reading below level at the end of the 1st six weeks of the 2021-2022 school year. **Root Cause:** Due to students lacking the foundational skills.

Problem Statement 4 (Prioritized): Only 39% of 3rd-5th grade students received a "Meets" STAAR for 2023 Spring. **Root Cause:** Identified students lack foundational math skills such as number recognition, place value, computation, math vocabulary, and problem solving.

Problem Statement 5: Only 42% of 3rd-5th grade students received a "Meets" STAAR for 2023 Spring **Root Cause:** Identified students lack foundational reading skills such as

phonics, phonological awareness, phonemic awareness, fluency, vocabulary, and comprehension.

Problem Statement 6 (Prioritized): 50% of our 1st-5th At-Risk and English Learners are reading below level at the end of the 2022-2023 school year. **Root Cause:** Due to students lacking the foundational reading skills.

Problem Statement 7: Only 15% of 5th grade student received a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment. **Root Cause:** Students lack the foundational Science process skills and knowledge of science concepts with deep understanding through hands-on/application through rigor applied in an assessment format.

Problem Statement 8: For the 2022-2023 school year, no Emergent Bilingual students were reclassified by meeting Advanced High in all the four language domains. **Root Cause:** Students were not allowed to exit/reclassify due to being provided accommodations or not meeting Advanced High in all four language domains.

School Processes & Programs

School Processes & Programs Summary

North Bridge Based Decision Making Committee. Prior to every school year, all staff meets to discuss our campus programs and its structure. During this Campus Needs Assessment Meeting, we discuss ways to improve our systems and make recommendations to address changes. We use historical and current data. Staff analyzes this data and provides constructive feedback with recommendations to our Site-Based Decision Making Committee.

Strategies: Our school follows varied reform strategies. Every six weeks, teachers and staff develop strategies to ensure all our students achieve Meets Grade Level Performance or Masters Grade Level Performance. These strategies are based on analyzed data into quintiles and disaggregated by subgroup. Strategies are first identified, implemented, and changed when needed to address each specific student's needs.

Highly Qualified Staff: North Bridge Elementary has a low teacher turnover rate. Teachers work together to build capacity in all content areas through the participation in Professional Learning Communities and Instructional Rounds. When new teachers are hired, a Teacher mentor works with novice teacher to ensure transition, teacher effectiveness and student success. Teachers are also given opportunities to attend staff development. Administration monitors effectiveness of teacher delivery of instruction through the use of walkthroughs, observations, and coaching with constructive feedback.

Recruitment: When hiring professional and para-professional staff, the hiring committee which consists of administrators, teachers, and para-professionals interview highly qualified staff as determined by our Human Resources department.

Parental Involvement: All parents are invited to become part of our parent center. Each parent has opportunities to be part of our different community events. Parent meeting every Six Weeks on areas of need.

Positive Learning Environments: As students transition from grade level to grade level, or have never attended school such as with Pre-Kindergarten students, North Bridge staff works closely with parents to ensure a positive transition and the most effective school-home partnerships. This ensures students' affective filters are working together with their academic aspect to ensure success.

Closing the Gap: Students who are consistently having difficulty in approaching or mastering grade level content are monitored through Response to Intervention, LPAC committee recommendations, teacher intervention and assistance provided through extended day and tutoring.

School Processes & Programs Strengths

- Low teacher turn-over rate
- Teachers' years of service
- Teachers with graduate degrees
- ELPS LIAG trained teachers
- Bilingual Certified Teachers
- GT Core Trained Teachers
- Common Sense School
- SIPPS trained teachers
- Curriculum Writing Teachers-5th grade Math

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Only 13% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Reading in the NWEA MAP assessment. **Root Cause:** Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension due to distance learning and COVID learning loss.

Problem Statement 2: Only 9% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Math in the NWEA MAP assessment. **Root Cause:** Identified students lack foundational math skills such as number recognition, place value, computation, math vocabulary, and problem solving due to distance learning and COVID learning loss.

Problem Statement 3: 68% of our 1st-5th At-Risk and English Learners are reading below level at the end of the 1st six weeks of the 2021-2022 school year. **Root Cause:** Due to COVID learning loss.

Problem Statement 4 (Prioritized): Only 39% of 3rd-5th grade students received a "Meets" STAAR for 2023 Spring. **Root Cause:** Identified students lack foundational math skills such as number recognition, place value, computation, math vocabulary, and problem solving.

Problem Statement 5: Only 42% of 3rd-5th grade students received a "Meets" STAAR for 2023 Spring **Root Cause:** Identified students lack foundational reading skills such as phonics, phonological awareness, phonemic awareness, fluency, vocabulary, and comprehension.

Problem Statement 6 (Prioritized): 50% of our 1st-5th At-Risk and English Learners are reading below level at the end of the 2022-2023 school year. **Root Cause:** Due to students lacking the foundational reading skills.

Problem Statement 7: Only 15% of 5th grade student received a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment. **Root Cause:** Students lack the foundational Science process skills and knowledge of science concepts with deep understanding through hands-on/application through rigor applied in an assessment format.

Problem Statement 8: For the 2022-2023 school year, no Emergent Bilingual students were reclassified by meeting Advanced High in all the four language domains. **Root Cause:** Students were not allowed to exit/reclassify due to being provided accommodations or not meeting Advanced High in all four language domains.

Perceptions

Perceptions Summary

Staff is using Leader in Me language with students to ensure a positive learning environment.

This year, to improve our campus school climate, we will have various school events to showcase our students, staff, and parents. During our Campus Needs Assessment meeting, staff included various ideas and initiatives we could implement to make our school great.

The initiatives are:

- establish warm, welcoming relationships between students, parents, staff, and administration.
- continue with building beautification projects
- supplying good quality furniture for all classrooms
- allocate money for sound curriculum resources such as Sharon Wells and iReady resources
- Literacy Night
- Career Day
- Attendance, AR, IStation, Imagine Math & Reflex Math celebrations/recognitions
- Student success through literacy focus
- Team-Building Activities (Booster Meetings)
- Including staff members in leadership development

Perceptions Strengths

- North Star Awards
- Meet the Teacher Nights
- Fall Festival
- Winter Festival
- Report Card Nights
- Week of Appreciation for Teachers
- Active Parental Involvement
- Close partnerships with community organizations and business such as HEB and Chick Fil-A

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 16% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Reading in the NWEA MAP assessment. **Root Cause:** Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension due to distance learning and COVID learning loss.

Problem Statement 2: Only 13% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Math in the NWEA MAP assessment. **Root Cause:** Identified students lack foundational math skills such as number recognition, place value, computation, math vocabulary, and problem solving due to distance learning and COVID learning loss.

Problem Statement 3: 42% of our 1st-5th At-Risk and English Learners are reading below level at the end of the 2021-2022 school year. **Root Cause:** Students lack the 5 essential elements of Reading that encompass reading fluency and comprehension.

Problem Statement 4 (Prioritized): 50% of our 1st-5th At-Risk and English Learners are reading below level at the end of the 2022-2023 school year. **Root Cause:** Due to students lacking the foundational reading skills.

Priority Problem Statements

Problem Statement 1: Only 16% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Reading in the NWEA MAP assessment.

Root Cause 1: Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension due to distance learning and COVID learning loss.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Only 39% of 3rd-5th grade students received a "Meets" STAAR for 2023 Spring.

Root Cause 2: Identified students lack foundational math skills such as number recognition, place value, computation, math vocabulary, and problem solving.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: 50% of our 1st-5th At-Risk and English Learners are reading below level at the end of the 2022-2023 school year.

Root Cause 3: Due to students lacking the foundational reading skills.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

- Enrollment trends

Employee Data

- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 1: 90% of the students will demonstrate "Approaches", 60% "Meets" and 30% "Masters" on the Science STAAR .

Evaluation Data Sources: MAP Assessment, District Benchmarks, Monitor Weekly Lessons & Assessments, 2022 Science STAAR results.

Strategy 1 Details	Reviews			
Strategy 1: 1)Coaching and development of teachers and leaders through PLCs, as well as in-house and out-of-district trainings. * Create Benchmarks and curriculum documents so that true backward planning can take place * Provide PD on backward planning and collaboration among district teachers * Provide mastery machine materials for highly aligned practice leading up to STAAR & train teachers on it. * Follow up on PD through instructional rounds and one-on-one feedback for high priority teachers * Kagan training *Region One Training Strategy's Expected Result/Impact: Performance on Science Assessment: *MAP Assessments *District Benchmarks *STAAR Assessments Staff Responsible for Monitoring: Science Coordinator Campus Administration Instructional Coach Science Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Incorporate lab material and equipment with the use of General Supplies and Great Minds to deliver effective instruction in understanding Science concepts such as but not limited to: Solar beads, radiometer, circuit material, laser, prisms, mirrors, magnets, droppers, magnifying glasses, goggles, microscopes, balance, scales, beakers, test tubes Strategy's Expected Result/Impact: Performance on Science Assessment: *MAP Assessment *District Benchmarks *STAAR Assessments Staff Responsible for Monitoring: Science Coordinator Campus Administration Campus Instructional Coach		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Extended Day and Saturday School will be provided for students in 5th grade Science. Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks and STAAR. Staff Responsible for Monitoring: Administration Classroom Teachers Instructional Coach		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 2)Integrate the application of technology to promote a blended learning environment in science classrooms through various online programs: *StemScopes *EduSmart *Gizmos *Science4Us *Scientific Minds *TRS *Think UP on iReady *Generation Genius *Legends of Learning *Summit K-12 Science Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, Benchmarks, and STAAR. Staff Responsible for Monitoring: Science Coordinator Campus Admin Science Teacher Instructional Coach Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Students in 5th grade will increase their science comprehension through the use of STAAR Resources such as: Think Up! (Science) Mentoring Minds. Further, students in 3rd and 4th grade will also increase their science comprehension through the use of Think Up! (Science) Mentoring Minds. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Staff Responsible for Monitoring: Campus Admin Instructional Coach Science Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-12. *Updated IFDs *Long-Term Plan *Updated YAG *CBAs and Benchmarks *Shared District Backward Planning Documents Strategy's Expected Result/Impact: Increased performance of students on assessments *District CBA's/ Benchmarks *STAAR Staff Responsible for Monitoring: Science Coordinator Campus Administration Instructional Coach Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 2: In grades 3rd-5th, 90% of the students will demonstrate "Approaches", 60% "Meets" and 30% "Masters" on the Math STAAR.

HB3 Goal

Evaluation Data Sources: MAP Assessment, District Math Test Benchmarks, Monitor Weekly Lessons & Assessments, 2022 STAAR results.





Strategy 1 Details	Reviews			
Strategy 1: Incorporate the use of manipulatives to deliver effective instruction in understanding math concepts such as, but not limited to: Counters, base ten blocks, pattern blocks, fraction pieces, clocks, geo-boards, scales, calendars, thermometer,etc. Strategy's Expected Result/Impact: Lesson Plans Walk-Throughs Benchmark Tests MAP Assessments Staff Responsible for Monitoring: Math Coordinator Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Reward and recognize the students throughout the school year for their academic accomplishments and hard work in Math with items, such as: Incentive Prizes Healthy Snacks Awards/ Certificates Strategy's Expected Result/Impact: Formative Walk-throughs, classwork, quizzes, Benchmarks Summative STAAR Scores Staff Responsible for Monitoring: Administration Teachers Math Coordinator	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize the Sharon Wells Math Curriculum and resources with 2nd-5th grade students Strategy's Expected Result/Impact: Increased performance of students on assessments: *MAP Assessments *District benchmarks *STAAR Staff Responsible for Monitoring: Math Coordinator Campus Administration Instructional Coach Math Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: Sharon Wells/ Math Curriculum Associates - General Fund - \$5,885	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Extended Day will be provided for students in Math grades 1st-5th. Strategy's Expected Result/Impact: Decrease the number of students failing math. Staff Responsible for Monitoring: Administration Classroom Teachers Instructional Coach ESSER Campus Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Allocate supplemental resources (digital and/or print) to support effective math instruction and assessment reviews. *TRS *Mentoring Minds *TEKS Bank *STAAR Test Maker *Sirius Education *Measuring Up *STAAR Guides *Math Intervention Kits *Study Island *Education Galaxy *Sharon Wells *STAAR Master *Math Warm-Ups (Countdown to STAAR & Fast Focus) *Mini Voice Amplifier Headset IReady Math Strategy's Expected Result/Impact: Math Strategist Formative Benchmarks and CBAs Summative STAAR Scores Staff Responsible for Monitoring: Administration Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs:</p> <ul style="list-style-type: none"> *Reflex Math Grades 2-5 *Imagine Math Grades K-5th *Envision Math-SAVVAS *Texas Home Learning 3.0 *Education Galaxy *Edmentum *TEKS Resource System *Boom Cards *Braining Camp *Kami *Teachers Pay Teachers <p>Strategy's Expected Result/Impact: Increased performance of students on assessments:</p> <p>District Benchmarks CBA's STAAR NWEA MAP</p> <p>Staff Responsible for Monitoring: Math Coordinator Campus Administration Instructional Coach Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Monitor student performance including subgroups through the disaggregation of assessment data during PLCs and utilize the curriculum to identify areas of need *Curriculum Based Assessments *Benchmarks *NWEA MAP *Online Program-Imagine Math (Quantile Growth) PK - 5th *Colorbands Strategy's Expected Result/Impact: Increased performance of students on Curriculum Based Assessments, District Benchmarks and STAAR. Staff Responsible for Monitoring: Math Coordinator Campus Administration Instructional Coach Math Teachers Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics *TRS Differentiating Performance Assessments *Math Tasks *Number/Math Talks *Workstations *Math Running Records *TFAR- Open-ended questions and multi-select *Nearpod *Flipgrid *Guided Math K-2 Strategy's Expected Result/Impact: Increased performance of students on assessments Curriculum Based Assessments, District Benchmarks and STAAR. Staff Responsible for Monitoring: Campus Administration Instructional Coach Teachers Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: Use visual aids and anchor charts to support math instruction. *Poster Making Machine *Ink Cartridges *Bond Paper *Glossy Paper *Colored Chart Tablets *Colored 11X17 Cardstock Strategy's Expected Result/Impact: Increased performance of students on Curriculum Based Assessments, District Benchmarks and STAAR Staff Responsible for Monitoring: Campus Administration Instructional Coach Teachers		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 3: In grades 3rd-5th, 90% of the students will demonstrate "Approaches", 60% "Meets" and 30% "Masters" on the Reading STAAR .

HB3 Goal

Evaluation Data Sources: MAP Assessment, District Reading Benchmarks, Weekly lessons & Assessments, 2022 Reading STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Reinforce and improve vocabulary through: Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Guided Reading/ Next Step to Guided Reading Shared Reading/SAVVAS SIPPS SAVVAS Adopted Textbooks Scholastic Readers Scholastic News Vocabulary Spelling City Time 4 Kids Learning A-Z AR Articles IReady Newsela ReadWorks Strategy's Expected Result/Impact: Phonics Checklist TELPAS NWEA Map District Benchmark Reading Logs Lesson Plans Walkthroughs Staff Responsible for Monitoring: Teachers Administration Instructional Coach Campus Principal Librarian Funding Sources: Instructional Aide - State Comp Ed (SCE) - 164.11.6129.00.112.9.34	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Implement an AR Program for students 1st thru 5th grade. Field Trip Record Progress Biweekly AR celebrations and incentives Strategy's Expected Result/Impact: Student Product Lesson Plans TPRI TELPAS STAAR TEST Staff Responsible for Monitoring: Instructional Coach Classroom Teachers Campus CIF Librarian	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop hands on manipulatives and activities to enrich our writing program to include language practice. Purchase resources needed to make manipulatives and general supplies such as: Stock Paper General Supplies: paper, colored pencils, pencils, sharpeners, file folders, glue sticks, colored papers, post-its, writing paper, construction paper, journals, benchmark copies, etc. Strategy's Expected Result/Impact: Lesson Plan Walkthroughs STAAR Test Staff Responsible for Monitoring: Instructional Coach Classroom Teachers Campus Admin.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students in 3rd to 5th grade will increase their reading comprehension and writing ability through the use of STAAR resource materials such as but not limited to: Countdown to Reading, Education Galaxy, Fast Focus Reading, IReady Reading, STAAR Master, SIRIUS, Vocabulary A-Z, RAZ Kids and RAZ Plus. Strategy's Expected Result/Impact: Lesson Plans Walkthroughs STAAR Tests Staff Responsible for Monitoring: Instructional Coach Campus Admin Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Participate in Spelling Bee Purchase rewards and ribbons Strategy's Expected Result/Impact: Student Product Staff Responsible for Monitoring: Librarian Campus CIF Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Develop district assessments (CBAs; benchmarks) and monitor progress: *3rd-5th Reading & Grammar *K-3 and 5th Monitor BOY, MOY, and EOY progress on reading assessments: *Istation ISIP *Writing Portfolios Strategy's Expected Result/Impact: Improved performance and progress on reading/language arts assessments. Staff Responsible for Monitoring: Reading Strategist Campus Administration Instructional Coach Teachers Title I: 2.4, 2.5 Funding Sources: Instructional Aide Salary - Title 1, Part A - 211.11.6129.27.112.9.24	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide staff development, guidance, and support on new ELAR TEKS and state assessments to impact student achievement. Strategy's Expected Result/Impact: *Local and State Assessments *Region One coaching *TRS Planning for Mastery Staff Responsible for Monitoring: ELAR Strategist ELAR CIFS Instructional Coaches Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: Provide staff development, guidance and support in ELAR. Strategy's Expected Result/Impact: Performance and progress on: *Fountas and Pinnell Benchmark Assessment System BOY, MOY, EOY *Istation (Indicators of Student Progress) monthly assessments *SIPPS *Texas Reading Academies *SAVVAS Realize Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: CIF Salary - State Comp Ed (SCE) - 164.23.6146.97.112.1.30		Formative			Summative
		Nov	Jan	Mar	June
Strategy 9 Details		Reviews			
Strategy 9: Provide extended day for students in grades 3rd -5th in the area of Reading.. (Snacks will be provided) Strategy's Expected Result/Impact: Performance on the Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments Staff Responsible for Monitoring: Campus Administrators Teachers Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Students in 3rd to 5th grade will increase their Reading comprehension and Writing through the use of STAAR resources such as but not limited to: Countdown to Reading, iReady, Sirius STAAR Writing, STAAR Ready Reading and, Education , and STAAR Master. Strategy's Expected Result/Impact: Performance on the Reading assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments Staff Responsible for Monitoring: Campus Administration Teachers ELAR Reading Strategist Title I: 2.4, 2.6 Funding Sources: Reading Interventionist Salary - State Comp Ed (SCE) - 164.11.6119.00.112.9.30	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/ Mechanics, including fluency, comprehension, and vocabulary. Isation RAZ Kids & RAZ Plus Vocabulary A-Z Scholastic Story Works Education Galaxy Quill.org Being a Writer Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments Staff Responsible for Monitoring: ELAR Coordinator Instructional Coach Campus Administration Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June





Strategy 12 Details	Reviews			
Strategy 12: Implement an organizational framework for teaching writing and facilitate opportunities for staff development. *Writing Across the Curriculum through Write to Learn Strategies *TEKS Resource System *ABYDOS Literacy Learning *Region One Strategy's Expected Result/Impact: Performance on writing assessments: *Curriculum Based Assessments *District Benchmarks *STAAR Assessments *Writing Prompts Staff Responsible for Monitoring: ELAR Coordinator Instructional Coaches Campus Admin Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Provide staff development and support of online and digital platforms. Strategy's Expected Result/Impact: *Progress and Usage Reports Staff Responsible for Monitoring: ELAR Coordinator Campus Admin. Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Students in Kinder-3rd will increase letter recognition as part of Early Literacy development. * Osmo adapter and leveled kits Strategy's Expected Result/Impact: Mastery of letter recognition Staff Responsible for Monitoring: Instructional Coach Campus Admin. Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
Strategy 15: Use visual aids and anchor charts to support reading instruction. *Poster Making Machine *Ink Cartridges *Bond Paper *Glossy Paper *Colored Chart Tablets *Colored 11X17 Cardstock Strategy's Expected Result/Impact: Increased performance of students on Curriculum Based Assessments, District Benchmarks and STAAR Staff Responsible for Monitoring: Campus Administration Instructional Coach Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 4: 95% of all identified gifted and talented students will score at Masters Grade level in at least 2 content areas of STAAR.

Evaluation Data Sources: MAP Assessments, Benchmarks, 2022 STAAR Assessment in all Subject Areas

Strategy 1 Details	Reviews			
Strategy 1: Monitor to ensure that 100% of the classroom teachers have received 30 hours of G/T Training Days 1-5 and that counselors and campus administration, in charge of making decisions, have received training in Nature and Needs Assessment of gifted students. Strategy's Expected Result/Impact: Masters level in at least 2 areas. Improved STAAR, CCRS Staff Responsible for Monitoring: Administration Teachers GT Director	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 5: By the end of the 2023-2024 school year, the percentage of EB students who score at the Meets level on STAAR Reading and STAAR Math will be 40%.

HB3 Goal

Evaluation Data Sources: 2022-2023 Benchmarks, Math and Reading STAAR Scores, MAP Assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement Sheltered Instruction, LIAG and SIOP model strategies to help EL students. *Small group discussion *Peer tutoring *Use of graphic organizers & Visual Aids *Vocabulary instruction *Questioning techniques *Lab-based lessons *Scaffolding techniques *Use of Big books *Use of Multi-cultural literature * Scaffolding techniques Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for ELL success Staff Responsible for Monitoring: Administration Instructional Coach Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Meet with teachers to monitor EB placement, academic progress, grades and benchmark scores to recommend appropriate interventions. Strategy's Expected Result/Impact: Increase in English language proficiency level of all ELs and increase percentage in attainment of Advanced High TELPAS composite Staff Responsible for Monitoring: Campus Administration Classroom Teacher Instructional Coach Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Improve/Increase proficiency level for EB students through Staff Development and implementation of Summit K12. Strategy's Expected Result/Impact: Increase oral components of TELPAS scores. Staff Responsible for Monitoring: Teachers Instructional Coach Campus Admin	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 6: 30% or more of 3rd - 5th Grade Special Education students will demonstrate "Meets" or higher performance on the 2023 STAAR in Reading and Math.

HB3 Goal

Evaluation Data Sources: 2022-2023 Benchmarks, MAP Assessments, STAAR Data





Strategy 1 Details		Reviews			
Strategy 1: All special education teachers will receive staff development in all areas including, but not limited to; -MTA Dyslexia -Kurzweil -SIPPS - Learning Ally -Imagine Math -Reflex Math -Writing Academy -TEKS Resource System Strategy's Expected Result/Impact: Improvement in overall content area assessment Staff Responsible for Monitoring: Administration Teachers Additional Targeted Support Strategy Funding Sources: Special Ed. Aide Salary - Title 1, Part A - 211.11.6129.80.112.9.24		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Ensure coordination between general education teacher and special ed/ Resource teachers and teacher assistant.		Formative			Summative
		Nov	Jan	Mar	June

<p>Strategy's Expected Result/Impact: Improvement in overall content area assessment</p> <p>Staff Responsible for Monitoring: Sp Ed. Department/ Coordinator Campus Administration Teachers</p> <p>Additional Targeted Support Strategy</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 7: By Spring 2023-2024 school year, North Bridge Elementary Migrant students who score approaches level will increase on STAAR 3rd-5th grade by 20% in Math, Reading, and Science. PFS students will be provided with supplemental services and interventions by 50% increase utilizing the Migrant Instructional Assistants.

Evaluation Data Sources: PBMAS Report

Strategy 1 Details	Reviews			
Strategy 1: Provide individualized and data-driven reading & mathematics instructional support services to PFS Migrant elementary students. Small group & individualized tutoring designed specifically for students' needs, ie; homework assistance and tools at home, dictionary, hot spots, chromebooks, table of contents, glossary etc...(via-virtual instruction, pending approval of back to school in-person learning). Strategy's Expected Result/Impact: Improved assessment results Staff Responsible for Monitoring: Administration Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Migrant Department provides early intervention for migrant students with learning needs through the use of Migrant Instructional Assistant. Supplemental instructional support for Migrant PK-5th grade students who are PFS and performing below the expected level of instruction. Collaboration with parents, teacher and administrators to provide reading and math skills. Strategy's Expected Result/Impact: Increase the reading and math skills of low performing Migrant students. Staff Responsible for Monitoring: Migrant Director Administration Teacher	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 8: To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure the students prepare for the rigors of STAAR and all other academic curriculum.

Evaluation Data Sources: Istation (PreK-2nd) IReady (3rd-5th)
2023 Reading STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase collaboration with teachers while providing training on resources and activities that support classroom instruction at every grade level. The librarian will also provide teacher with:</p> <ul style="list-style-type: none"> *Teacher Resources * Kits * Classroom Sets * Manipulatives * Educational Games * Reference Books * Digital Resources *Scholastic leveled library sets *Resource Training Videos (AR, Destiny MackinVia, Britannica School) <p>Strategy's Expected Result/Impact: Performance on Reading Assessment:</p> <ul style="list-style-type: none"> *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation (PreK-2nd) *IReady (3rd-5th) *NWEA Map <p>Staff Responsible for Monitoring: Librarian Campus Administration Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide students and staff with electronic resources for reading. Accelerated Reader Destiny Ebooks(Brain Hive,Storyline Online) EPIC MackinVIA (ebooks,Audiobooks) Region One -Library Database Strategy's Expected Result/Impact: Increased usage of reading resources. Student growth in reading and phonics levels. Students are meeting six weeks and yearly reading goals. Students are provided with unlimited amount of reading resources to be used at home and after school hours. (AR Board) Improve STAAR Scores. Staff Responsible for Monitoring: Teachers Campus Library Staff District Library Staff Funding Sources: Library Aide - Title 1, Part A - 211.12.6129.36.112.9.24	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Student AR Word Counts will be showcased and announced at the campus level. Reward and recognize highest AR word counts for students in 1st - 5th grades for achievements in reading through: 4 AR Celebrations Bulletin Showcase of Students Certificates Medals Trophies Assemblies Field Trips AR Prizes Free Books Strategy's Expected Result/Impact: Performance on Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Staff Responsible for Monitoring: Librarian Campus Administration		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Librarian will promote Reading with the use of lessons on Library Skills/ Reading Lessons, such as: Destiny Search for Books Database Region One- LibraryE-Book- Resources Book Talk- Picture Walk, Parts of a Book AR and Goals On-Line Book Resources(StoryLine,Brainhive) Junior Library Guild Recording of Lessons posted on Website Strategy's Expected Result/Impact: Performance on Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Staff Responsible for Monitoring: Librarian Campus Administration		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Promote Reading with the use of events(in person or virtual), such as: Seasonal and National Literacy Celebrations Book Fair-Scholastic National Reading Event- National Library Week, Read Across America, Weslaco Children's Book Week and Author Visits Campus Literacy Night District Literacy Night Year Round Little Free Library National Read a Book Day World Read Aloud Day Strategy's Expected Result/Impact: Increased interest and motivation in reading, writing, and across all subjects. Provide students with opportunities to become life-long readers. Impact learning through opportunities promoting literacy. Better STAAR Scores Staff Responsible for Monitoring: Campus Librarian Campus Administration Classroom Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Librarians will provide learning experiences through literacy and research in both the physical and digital environments. Strategy's Expected Result/Impact: Through fixed or flexible scheduling as well as remotely, all students will use library resources for their assignments and/or to read for enjoyment. Staff Responsible for Monitoring: Librarians	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Library books will be purchased in various genres and reading levels to promote reading and to aide in closing the gap on learning loss for all students. Strategy's Expected Result/Impact: By making library books available for all students, students will have the necessary resources to excel in reading and close the gap on learning loss. Staff Responsible for Monitoring: Librarian Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 9: All students will be given the opportunity to participate in Fine Arts.

Evaluation Data Sources: Performances and Competitions.

Strategy 1 Details	Reviews			
Strategy 1: The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions. Strategy's Expected Result/Impact: Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year. Staff Responsible for Monitoring: Administration Fine Arts Teachers Fine Arts Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will compete and have high level of success in UIL. Strategy's Expected Result/Impact: Successful at competitions through individual and group performance. Staff Responsible for Monitoring: Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 10: By Spring 2024, student attendance will improve to 98%.

Evaluation Data Sources: Attendance Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: The Attendance Clerk will follow a process of reporting to parents/ caregiver about their child's absences with the use of:</p> <p>Daily phone calls for absences Progress reports/Report Cards Warning letter of Truancy Tardy and Absences Slips Home Visits</p> <p>ATTENDANCE ACTION PLAN FOR 2022-2023</p> <p>Teachers will take first attendance at 8:15AM. Ms. Villalobos will run an attendance report of all students who are absent at 8:15AM.</p> <p>For any students who are not in class prior to 8:15AM, teachers need to contact parents through CLASSDOJO. TEACHER ARE FIRST LINE RESPONDERS FOR ATTENDANCE. Note to Teachers: Please build relationships with parents to get students to attend school. When communicating with parents, remember that words matter. Be kind. You want your encounters with parents to be positive, warm, and friendly. If parents respond with any of the following reasons, then inform them of the follow If parents give you the following reasons, then inform them of the following:</p> <p>If the student is out due to a doctor's appointment later in the day - ask parents if the appointment can be rescheduled to after school or after lunch. If not possible, then ask parents to bring the child to school and they can pick them up at a time closer to the appointment.</p> <p>If the student missed the bus, inform parents to please drop off the child before 10:00 AM; if they have no transportation, notify the parent that you will inform the front office so they can contact transportation to send a bus to pick up the child. Please notify either Ms. Villalobos, Mr. Herald Gonzalez, Mr. Juan Martinez, Mrs. Liz Cardenas in the front office so they can make arrangements with transportation to go pick up the student. Front office will call parents to inform them that a bus has been sent to pick up the student.</p> <p>If a child is sick, inform the parent that the nurse will follow up with them. Please email Clarissa Salinas and cc Sara Perez, so they can make contact with parents.</p> <p>Either way, if a student is not in class by 8:15AM, please mark the student absent. Attendance Mentors will begin calling at 8:15 all students who have been marked absent. If any Attendance Mentor is absent for that day, the other Attendance Mentors will be assigned by Ms. Villalobos to call those students who are out for that grade level. TO ENSURE OUR 98% ATTENDANCE GOAL EVERYONE NEEDS TO WORK COLLABORATIVELY.</p> <p>Strategy's Expected Result/Impact: Attendance District Report Daily Attendance Counts</p> <p>Staff Responsible for Monitoring: Campus Administration SASI Committee</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: The Attendance Clerk will have a Truancy Intervention Measures process in place for encouraging students' attendance to improve: See Attendance Action Plan on Strategy 1 Call home to parents(LVN) Send Letter Home Conference with teacher Conference with counselor Strategy's Expected Result/Impact: Attendance District Report Daily Attendance Counts Staff Responsible for Monitoring: Campus Attendance clerk LVN Campus Admin SASI Committee Funding Sources: LVN Salary - State Comp Ed (SCE) - 164.33.6129.00.112.9.30	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Reward and recognize Perfect Attendance students for their achievements through: Ribbons Certificates Assemblies EOY Party Celebration Game Room Weekly popcorn Strategy's Expected Result/Impact: Performance on Math and Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Staff Responsible for Monitoring: Attendance Clerk Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 11: During the 2023-2024 school year, 100% of all 3rd -5th-grade students will participate in the Fitness Gram.

Evaluation Data Sources: Fitness Gram

Strategy 1 Details	Reviews			
Strategy 1: Physical activity requirements State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly in a TEKS-based physical education class or a TEKS-based structured activity, including structured recess Strategy's Expected Result/Impact: Monthly activity calendar that provides a daily activity minutes log to include: brain breaks, nutrition messages, inclusion of health concepts, and making healthy choices Continuous monitoring of campus utilization of SPARK Curriculum Campus participation with SHAC, Fitnessgram Attend Health Class as part of their elective rotation Staff Responsible for Monitoring: Campus Admin Physical Education Teacher Health Teacher	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 1: North Bridge Elementary students and staff will incorporate technology in their classroom to enhance instruction, to promote student engagement and have inviting learning environments.

Evaluation Data Sources: Google Classroom Reports
Online programs purchased by district and/or campus
1:1 Devices
Edpuzzle user data
Reflex Math, Imagine Math Usage report





Strategy 1 Details	Reviews			
Strategy 1: All staff will complete internet safety training. Strategy's Expected Result/Impact: Staff awareness of internet safety procedures to model with students. Staff Responsible for Monitoring: Instructional Coach Teachers Funding Sources: Instructional Technology Coach - State Comp Ed (SCE) - 164.11.619.27.112.9.30	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All students will participate in internet safety lessons and activities. *Common Sense Education lessons *Cyberbullying activities coordinated with Anti-bullying week , November 14-18 Strategy's Expected Result/Impact: Improved digital citizenship behaviors evidenced by decreased negative behaviors. Staff Responsible for Monitoring: Teachers Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, personal teacher wireless microphones, printers, projectors, scanners, cameras, laptops, Ipads, Ipad covers, Ipad storage carts, chromebooks, light bulbs, HDMI/VGA adaptors, headphones, software, replacement chargers, ELMO/projectors and toner/drum kits for printers. Strategy's Expected Result/Impact: Improved student engagement and student achievement across all content areas. Staff Responsible for Monitoring: Administration Instructional Coach Teacher	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Students will use Chromebooks, mice, headphones to access lessons and instructional technology/curriculum. Strategy's Expected Result/Impact: Increase student participation and academic achievement Staff Responsible for Monitoring: Administration Teachers Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: In order to create a 21st Century future-ready library, the librarian will provide learning experiences through literacy and research in both the physical and digital environments. In addition, new furniture and technology equipment will be purchased to create a collaborative, safe, secure, technology-rich and an inviting environment which promotes high performance. Strategy's Expected Result/Impact: Through fixed or flexible scheduling as well as remotely, all students will use library resources for their assignments, reading, and collaborative learning. Staff Responsible for Monitoring: Administration Librarian	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 2: Nursing personnel at North Bridge will be trained in CPR/AED/First Aid.

Evaluation Data Sources: Sign-in rosters from training sessions





Strategy 1 Details	Reviews			
Strategy 1: Provide all staff and students with a safe and healthy environment, including training personnel at campuses in CPR/AED/First Aid. Providing materials and supplies for all nurses to use for students. Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid. Staff Responsible for Monitoring: Campus Administration Nurse Coordinator Funding Sources: LVN salary - Title 1, Part A - 211.33.6129.00.112.9.24	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: For Summer School, nursing staff will purchase general supplies and student items such as socks, kleenex tissues, wipes, undergarments, and gloves. Strategy's Expected Result/Impact: Healthy and safe environment. Staff Responsible for Monitoring: District Head Nurse, Campus Administration, Nursing Staff. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 3: North Bridge Elementary will have an Evacuation/ Lock Down Plan in place to ensure the safety of 100% of our students, staff, and visitors when crises arises. We will use the Standard Response Protocol.

Evaluation Data Sources: Google Calendar
District PD
Weslaco PD
District/Campus Communication/Calendar

Strategy 1 Details	Reviews			
Strategy 1: Entire campus will practice various drills in case of an emergency arises, such as: Fire Drill- Evacuation Drill Lock Down- Code Blue Lost students- Code Bridge Major Altercations- Code Yellow Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals Staff Responsible for Monitoring: Safety Department Sp. Education Strategies Campus Administration Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Safety Plans are placed at the entrance of each classroom and doors. All staff have the Standard Response Protocol flyer and steps on their ID badge. Evacuation Plan Map of the Entire Campus with Exit guide Crisis Drills Code Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals Staff Responsible for Monitoring: Safety Department Sp. Education Strategies Campus Administration Instructional Coach Funding Sources: - General Fund	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

Performance Objective 4: North Bridge will have a supportive environment that is safe, and drug free to maximize students' personal and academic achievement.

Evaluation Data Sources: Red Ribbon Week

Just Say No to Drugs

Counseling Classes





Anti-Bullying Week

Childhood Cancer Awareness Month

Military Connected Youth month

Veteran's Day Recognition

Strategy 1 Details	Reviews			
Strategy 1: Improve the students awareness of preventive measures against drugs and provide a safe and drug-free environment through the implementation of: Violence Prevention Guidance Curriculum Bullying/ Harassment Videos Drug Free Professional Services Red Ribbon Week Drop Out Prevention Attendance Clerk Dyslexia Program 504 Program RTI Career Day Clubs- Robotic, Spelling Bee, UIL Leader In Me Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals Staff Responsible for Monitoring: Safety Department Sp. Education Strategies Campus Administration Title I: 2.4, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: The students will have lessons about the negative effects of substance abuse/violence with the use of: Red Ribbon Week Just Say No To Week Strategy's Expected Result/Impact: Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals Staff Responsible for Monitoring: Safety Department Sp. Education Strategies Campus Administration Campus CIF	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Foster exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 1: North Bridge Elementary will establish a network of community partners that will enhance the parental involvement program

Evaluation Data Sources: Sign-In's Annual Health Fair and Volunteer Logs
Google Meet Meetings (attendance report)

Strategy 1 Details	Reviews			
Strategy 1: North Bridge Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair) Strategy's Expected Result/Impact: When parents are engaged and participates in campus activitie Staff Responsible for Monitoring: Administrators Counselors Teachers Funding Sources: Parent Specialist Salary - Title 1, Part A - 211.61.6119.28.112.9.24	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide parents training and resources on topics that will assist them on how to help their children at home with academics and social skills, such as:	Formative			Summative
	Nov	Jan	Mar	June

HEB Reading 3 Program
PASOS- Home Skills
Bullying and Drug Prevention
The Leader In Me
Mental Health Awareness

Strategy's Expected Result/Impact: Sign In Sheets
Volunteer List
Back Ground Check
Staff Responsible for Monitoring: Parental Involvement Department
Campus Administration
Campus CIF

Title I:
2.6, 4.1, 4.2



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Foster exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 2: Student celebrations will take place at the end of each semester. We will celebrate through "North STAR Awards", Attendance, Imagine Math, Growth Recognition, and End of the Year Ceremonies.

Evaluation Data Sources: Attendance records, grades, and teacher input

Strategy 1 Details	Reviews			
Strategy 1: North-STAR Award Ceremonies will be held at the end of each semester to honor those students that achieved Summa Cum Laude, Magna Cum Laude, Cum Laude, made the Most Academic Improvement, leader of the month, Distinguished Leadership Award, and Perfect Attendance. All students will be given the opportunity to participate including migrant, At Risk, Emergent Bilingual, and Special Education students. Strategy's Expected Result/Impact: Sign In Sheets Volunteer List Back Ground Check- Raptor System Staff Responsible for Monitoring: Teacher Campus Admin Secretary Media Aide Attendance Clerk Funding Sources: Media clerk Salary - State Comp Ed (SCE) - 164.12.6129.00.112.1.30	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks. An end of the year celebration will be scheduled for students who received perfect attendance for the entire year. Strategy's Expected Result/Impact: Sign In Sheets Volunteer List Back Ground Check-Raptor System Staff Responsible for Monitoring: Teacher Campus Admin Secretary Media Aide Attendance Clerk Funding Sources: At-Risk Attendance Clerk - State Comp Ed (SCE)	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-Implement high-quality researched -based professional development and continuous support for all employees.

Performance Objective 1: Improve instruction for all students including EB, special education, at-risk, migrant and economically disadvantaged.

HB3 Goal

Evaluation Data Sources: Eduphoria and sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TEKS Resource System, Sheltered Instruction, LIAG training, SIPPS, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction Strategy's Expected Result/Impact: Formative: Student Performance Review Lesson Plans Walk Through T-TESS Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings Staff Responsible for Monitoring: Central Office Coordinators Campus Admin	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully. Strategy's Expected Result/Impact: Formative: Student Performance Review Lesson Plans Walk Through T-Tess Student Learning Objective Summative: STAAR PLC Training Grade Level Meetings Staff Responsible for Monitoring: Administration Teachers District Content Coordinators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers in grades K-5th will attend blended learning trainings. Teachers will begin using blended learning in at least one of the content areas. Strategy's Expected Result/Impact: Teachers District Content Coordinators Formative: RtI/Progress Monitoring Sessions Lesson Plans Walkthroughs Calibration Walkthroughs T-TESS Student Learning Objective Summative: STAAR Grade Level Meetings TIA Staff Responsible for Monitoring: Administration Teachers Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: FINANCIAL STRENGTH-Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.

State Compensatory

Budget for North Bridge Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

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Personnel for North Bridge Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brenda Jaramillo	Teacher PK	0.5
Darla Green	Instructional Aide	0.5
James Diaz	Teacher PK	0.5
Mario Castillo	Teacher PK	0.5
Orlando Martinez	Instructional Aide	0.5
Vacancy	Instructional Aide	1
Yvette Perez	Instructional Coach	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma E. Martinez	Computer Lab Aide	Title I Part A	1
Amanda Lee Casanova	Library Aide	Title I Part A	1
Lizzet Cardenas	Parent Specialist	Title I Part A	1
Sara A. Perez	LVN	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Aide	164.11.6129.00.112.9.34	\$0.00
1	3	8	CIF Salary	164.23.6146.97.112.1.30	\$0.00
1	3	10	Reading Interventionist Salary	164.11.6119.00.112.9.30	\$0.00
1	10	2	LVN Salary	164.33.6129.00.112.9.30	\$0.00
2	1	1	Instructional Technology Coach	164.11.619.27.112.9.30	\$0.00
3	2	1	Media clerk Salary	164.12.6129.00.112.1.30	\$0.00
3	2	2	At-Risk Attendance Clerk		\$0.00
Sub-Total					\$0.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Instructional Aide Salary	211.11.6129.27.112.9.24	\$0.00
1	6	1	Special Ed. Aide Salary	211.11.6129.80.112.9.24	\$0.00
1	8	2	Library Aide	211.12.6129.36.112.9.24	\$0.00
2	2	1	LVN salary	211.33.6129.00.112.9.24	\$0.00
3	1	1	Parent Specialist Salary	211.61.6119.28.112.9.24	\$0.00
Sub-Total					\$0.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Sharon Wells/ Math Curriculum Associates		\$5,885.00
2	3	2			\$0.00
Sub-Total					\$5,885.00