

Weslaco Independent School District
North Bridge Elementary
2024-2025 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	16
School Processes & Programs	19
Perceptions	21
Priority Problem Statements	23
Comprehensive Needs Assessment Data Documentation	24
Goals	27
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.	27
Goal 2: ENGAGING LEARNING ENVIRONMENTS-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.	60

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-Foster exceptional community service, open communication, and positive collaboration for student success.	68
Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-Implement high-quality researched -based professional development and continuous support for all employees.	72
Goal 5: FINANCIAL STRENGTH-Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.	74
State Compensatory	75
Budget for North Bridge Elementary	75
Personnel for North Bridge Elementary	75
Title I Personnel	76
Campus Funding Summary	77

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. It is adjacent to the growing Weslaco community. The student population at North Bridge Elementary is approximately 770 and serves students in grades PK3 through 5th. According to the Fall 2023 PEIMS submission data review, our campus profile consists of: 98% Hispanic population, 89% At-Risk, 90.2% Economically Disadvantaged, 14% Special Education, 3% Gifted and Talented, 3% Migrant and 28% 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, Back to School Bash, Meet the Teacher, Open House, BOY/EOY Celebrations, and SBDM committee meetings and other different school events.

We currently have After School Centers for Education (ACE), a Cheer Squad, and a Choir.

The current staff at North Bridge Elementary is composed of 43 teachers, 3 campus administrators, 2 counselors, 1 instructional coach, 4 additional professional support personnel, 4 non-classroom staff, and 20 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 2023-2024 school year, North Bridge Elementary was not identified for comprehensive support, targeted support or additional targeted support for Domain 3.

Hispanic students have met the target for Reading three years in a row.

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

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

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

Attendance/ADA has steadily declined within the past 3 years, having our campus fall below the 96% district goal. The campus is working diligently to improve attendance.

Enrollment has increased steadily within the past 3 years.

Average class size is 17 students per teacher.

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 NORTH BRIDGE EL (108913112) - WESLACO ISD - HIDALGO COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	80%	69%	-	69%	-	-	-	-	-	35%	*	69%	70%	67%	77%
	2022	76%	78%	68%	*	69%	-	-	-	-	-	57%	*	72%	40%	68%	63%
At Meets Grade Level or Above	2023	50%	50%	40%	-	40%	-	-	-	-	-	15%	*	42%	35%	38%	52%
	2022	51%	49%	37%	*	37%	-	-	-	-	-	43%	*	39%	20%	37%	30%
At Masters Grade Level	2023	20%	20%	14%	-	14%	-	-	-	-	-	0%	*	13%	17%	13%	19%
	2022	30%	26%	12%	*	12%	-	-	-	-	-	7%	*	14%	0%	12%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	76%	69%	-	69%	-	-	-	-	-	50%	*	69%	68%	67%	81%
	2022	71%	70%	73%	*	74%	-	-	-	-	-	64%	*	75%	60%	73%	70%
At Meets Grade Level or Above	2023	45%	45%	34%	-	34%	-	-	-	-	-	15%	*	36%	27%	34%	52%
	2022	43%	42%	33%	*	33%	-	-	-	-	-	36%	*	35%	20%	33%	27%
At Masters Grade Level	2023	19%	18%	8%	-	8%	-	-	-	-	-	0%	*	11%	0%	7%	16%
	2022	21%	19%	11%	*	11%	-	-	-	-	-	0%	*	11%	10%	11%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	80%	80%	*	81%	-	-	-	-	-	54%	*	81%	78%	79%	83%
	2022	77%	76%	67%	-	67%	-	-	-	-	-	36%	-	68%	67%	67%	66%
At Meets Grade Level or Above	2023	48%	50%	36%	*	36%	-	-	-	-	-	54%	*	37%	33%	38%	30%
	2022	54%	51%	40%	-	40%	-	-	-	-	-	36%	-	42%	33%	40%	40%
At Masters Grade Level	2023	22%	22%	12%	*	12%	-	-	-	-	-	8%	*	12%	11%	12%	7%
	2022	28%	20%	10%	-	10%	-	-	-	-	-	7%	-	11%	7%	10%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	75%	77%	*	78%	-	-	-	-	-	62%	*	78%	72%	74%	73%
	2022	70%	66%	61%	-	61%	-	-	-	-	-	36%	-	64%	47%	61%	69%
At Meets Grade Level or Above	2023	48%	53%	44%	*	45%	-	-	-	-	-	46%	*	49%	28%	43%	40%
	2022	43%	36%	22%	-	22%	-	-	-	-	-	21%	-	24%	13%	22%	26%
At Masters Grade Level	2023	22%	24%	15%	*	15%	-	-	-	-	-	0%	*	16%	11%	14%	13%
	2022	23%	16%	10%	-	10%	-	-	-	-	-	7%	-	9%	13%	10%	11%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Econ Disadv	(Current & Monitored)
At Approaches Grade Level or Above	2023	81%	82%	80%	-	80%	*	-	*	-	-	40%	-	79%	85%	80%	80%
	2022	81%	83%	81%	-	81%	-	-	-	-	-	29%	*	82%	73%	81%	72%
At Meets Grade Level or Above	2023	57%	58%	49%	-	48%	*	-	*	-	-	33%	-	49%	50%	47%	54%
	2022	58%	59%	53%	-	53%	-	-	-	-	-	14%	*	56%	33%	53%	43%
At Masters Grade Level	2023	28%	26%	15%	-	14%	*	-	*	-	-	7%	-	15%	15%	13%	17%
	2022	36%	35%	36%	-	36%	-	-	-	-	-	0%	*	40%	13%	36%	26%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	84%	87%	-	88%	*	-	*	-	-	73%	-	87%	90%	88%	91%
	2022	77%	79%	73%	-	73%	-	-	-	-	-	29%	*	73%	73%	73%	70%
At Meets Grade Level or Above	2023	51%	53%	41%	-	41%	*	-	*	-	-	33%	-	41%	40%	39%	57%
	2022	48%	45%	41%	-	41%	-	-	-	-	-	14%	*	45%	20%	41%	32%
At Masters Grade Level	2023	21%	18%	9%	-	9%	*	-	*	-	-	7%	-	9%	10%	9%	14%
	2022	25%	20%	16%	-	16%	-	-	-	-	-	0%	*	18%	7%	16%	19%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	70%	70%	-	70%	*	-	*	-	-	36%	-	73%	58%	68%	69%
	2022	66%	72%	68%	-	68%	-	-	-	-	-	29%	*	73%	40%	68%	60%
At Meets Grade Level or Above	2023	36%	42%	32%	-	32%	*	-	*	-	-	21%	-	32%	32%	30%	23%
	2022	38%	43%	42%	-	42%	-	-	-	-	-	14%	*	45%	27%	42%	30%
At Masters Grade Level	2023	16%	19%	7%	-	8%	*	-	*	-	-	0%	-	8%	5%	7%	3%
	2022	18%	20%	14%	-	14%	-	-	-	-	-	0%	*	15%	7%	14%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	74%	76%	*	76%	*	-	*	-	-	49%	85%	76%	74%	74%	79%
	2022	74%	71%	70%	*	71%	-	-	-	-	-	43%	60%	73%	58%	70%	67%
At Meets Grade Level or Above	2023	49%	44%	39%	*	39%	*	-	*	-	-	29%	31%	41%	35%	38%	44%
	2022	48%	41%	39%	*	39%	-	-	-	-	-	29%	40%	41%	24%	39%	33%
At Masters Grade Level	2023	20%	15%	12%	*	11%	*	-	*	-	-	3%	0%	12%	10%	11%	13%
	2022	23%	18%	16%	*	16%	-	-	-	-	-	4%	40%	17%	8%	16%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	73%	76%	*	76%	*	-	*	-	-	42%	86%	76%	77%	75%	80%
	2022	75%	70%	73%	*	73%	-	-	-	-	-	43%	*	74%	63%	73%	68%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	(Current & Monitored)
At Meets Grade Level or Above	2023	53%	46%	42%	*	42%	*	-	*	-	-	31%	14%	43%	39%	41%	46%
	2022	53%	45%	44%	*	44%	-	-	-	-	-	34%	*	46%	30%	44%	38%
At Masters Grade Level	2023	20%	15%	14%	*	13%	*	-	*	-	-	4%	0%	13%	15%	13%	15%
	2022	25%	18%	20%	*	20%	-	-	-	-	-	6%	*	23%	8%	20%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	73%	77%	*	78%	*	-	*	-	-	60%	83%	78%	77%	76%	82%
	2022	72%	69%	69%	*	69%	-	-	-	-	-	46%	*	71%	60%	69%	70%
At Meets Grade Level or Above	2023	45%	41%	39%	*	39%	*	-	*	-	-	29%	50%	41%	32%	38%	50%
	2022	42%	36%	32%	*	33%	-	-	-	-	-	26%	*	35%	18%	32%	29%
At Masters Grade Level	2023	19%	16%	11%	*	11%	*	-	*	-	-	2%	0%	12%	7%	10%	15%
	2022	20%	16%	13%	*	13%	-	-	-	-	-	3%	*	13%	10%	13%	14%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	75%	70%	-	70%	*	-	*	-	-	36%	-	73%	58%	68%	69%
	2022	76%	76%	68%	-	68%	-	-	-	-	-	29%	*	73%	40%	68%	60%
At Meets Grade Level or Above	2023	47%	41%	32%	-	32%	*	-	*	-	-	21%	-	32%	32%	30%	23%
	2022	47%	43%	42%	-	42%	-	-	-	-	-	14%	*	45%	27%	42%	30%
At Masters Grade Level	2023	18%	14%	7%	-	8%	*	-	*	-	-	0%	-	8%	5%	7%	3%
	2022	21%	17%	14%	-	14%	-	-	-	-	-	0%	*	15%	7%	14%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	36%	26%	-	26%	-	-	-	-	-	10%	*	29%	18%	26%	39%
	2022	36%	35%	27%	*	27%	-	-	-	-	-	29%	*	29%	10%	27%	23%
Reading and Mathematics Including EOC	2023	37%	36%	26%	-	26%	-	-	-	-	-	10%	*	29%	18%	26%	39%
	2022	36%	35%	27%	*	27%	-	-	-	-	-	29%	*	29%	10%	27%	23%
Reading Including EOC	2023	50%	50%	40%	-	40%	-	-	-	-	-	15%	*	42%	35%	38%	52%
	2022	51%	49%	37%	*	37%	-	-	-	-	-	43%	*	39%	20%	37%	30%
Math Including EOC	2023	45%	45%	34%	-	34%	-	-	-	-	-	15%	*	36%	27%	34%	52%
	2022	43%	42%	33%	*	33%	-	-	-	-	-	36%	*	35%	20%	33%	27%
4th Graders																	
Reading and Mathematics	2023	38%	41%	29%	*	29%	-	-	-	-	-	46%	*	34%	11%	30%	27%
	2022	36%	29%	16%	-	16%	-	-	-	-	-	21%	-	16%	13%	16%	20%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB /EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	41%	29%	*	29%	-	-	-	-	-	46%	*	34%	11%	30%	27%
	2022	36%	29%	16%	-	16%	-	-	-	-	-	21%	-	16%	13%	16%	20%
Reading Including EOC	2023	48%	50%	36%	*	36%	-	-	-	-	-	54%	*	37%	33%	38%	30%
	2022	54%	51%	40%	-	40%	-	-	-	-	-	36%	-	42%	33%	40%	40%
Math Including EOC	2023	48%	53%	44%	*	45%	-	-	-	-	-	46%	*	49%	28%	43%	40%
	2022	43%	36%	22%	-	22%	-	-	-	-	-	21%	-	24%	13%	22%	26%
5th Graders																	
Reading and Mathematics	2023	43%	44%	32%	-	31%	*	-	*	-	-	27%	-	32%	30%	30%	43%
	2022	41%	37%	32%	-	32%	-	-	-	-	-	14%	*	34%	20%	32%	23%
Reading and Mathematics Including EOC	2023	43%	44%	32%	-	31%	*	-	*	-	-	27%	-	32%	30%	30%	43%
	2022	41%	37%	32%	-	32%	-	-	-	-	-	14%	*	34%	20%	32%	23%
Reading Including EOC	2023	57%	58%	49%	-	48%	*	-	*	-	-	33%	-	49%	50%	47%	54%
	2022	58%	59%	53%	-	53%	-	-	-	-	-	14%	*	56%	33%	53%	43%
Math Including EOC	2023	51%	53%	41%	-	41%	*	-	*	-	-	33%	-	41%	40%	39%	57%
	2022	48%	45%	41%	-	41%	-	-	-	-	-	14%	*	45%	20%	41%	32%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	34%	29%	*	29%	*	-	*	-	-	25%	0%	31%	20%	28%	36%
	2022	34%	29%	25%	*	25%	-	-	-	-	-	23%	*	27%	15%	25%	22%
Reading and Mathematics Including EOC	2023	39%	36%	29%	*	29%	*	-	*	-	-	25%	0%	31%	20%	28%	36%
	2022	36%	31%	25%	*	25%	-	-	-	-	-	23%	*	27%	15%	25%	22%
Reading Including EOC	2023	53%	50%	42%	*	42%	*	-	*	-	-	31%	14%	43%	39%	41%	46%
	2022	53%	48%	44%	*	44%	-	-	-	-	-	34%	*	46%	30%	44%	38%
Math Including EOC	2023	47%	44%	39%	*	39%	*	-	*	-	-	29%	50%	41%	32%	38%	50%
	2022	43%	39%	32%	*	33%	-	-	-	-	-	26%	*	35%	18%	32%	29%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	91.3%	92.1%	*	92.1%	*	-	*	-	-	91.9%	92.2%	92.0%
2020-21	95.0%	94.4%	92.3%	*	92.4%	*	-	*	-	-	92.6%	92.2%	90.1%
Chronic Absenteeism													
2021-22	25.7%	36.4%	33.2%	*	33.1%	*	-	*	-	-	32.1%	32.6%	36.3%
2020-21	15.0%	18.3%	28.3%	*	27.8%	80.0%	-	*	-	-	32.4%	28.5%	33.3%

Texas Education Agency
2022-23 Student Information (TAPR)
 NORTH BRIDGE EL (108913112) - WESLACO ISD - HIDALGO COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	12	1.7%	4.4%	5.5%	12	1.7%	4.4%	5.5%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	22	3.2%	1.4%	1.3%	22	3.2%	1.4%	1.3%
Immigrant	1	0.1%	0.8%	2.2%	1	0.1%	0.8%	2.2%
Migrant	21	3.0%	1.9%	0.3%	21	3.0%	1.9%	0.3%
Title I	690	100.0%	97.0%	64.6%	692	100.0%	97.0%	64.6%
Military Connected	1	0.1%	0.8%	3.6%	1	0.1%	0.8%	3.6%
At-Risk	633	91.7%	77.1%	53.3%	635	91.8%	77.1%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	427	61.9%	33.5%	23.2%	429	62.0%	33.5%	23.2%
Career and Technical Education	0	0.0%	32.7%	26.5%	0	0.0%	32.7%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	80.7%	72.3%	0	-	80.7%	72.2%
Gifted and Talented Education	18	2.6%	5.7%	8.2%	18	2.6%	5.7%	8.2%
Special Education	100	14.5%	10.6%	12.6%	100	14.5%	10.7%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	100							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	20.0%	44.8%	44.1%				
Students with Physical Disabilities	35	35.0%	17.3%	20.0%				
Students with Autism	25	25.0%	11.9%	15.5%				
Students with Behavioral Disabilities	**	**	25.6%	18.8%				
Students with Non-Categorical Early Childhood	*	*	0.4%	1.6%				

SPRING 2024

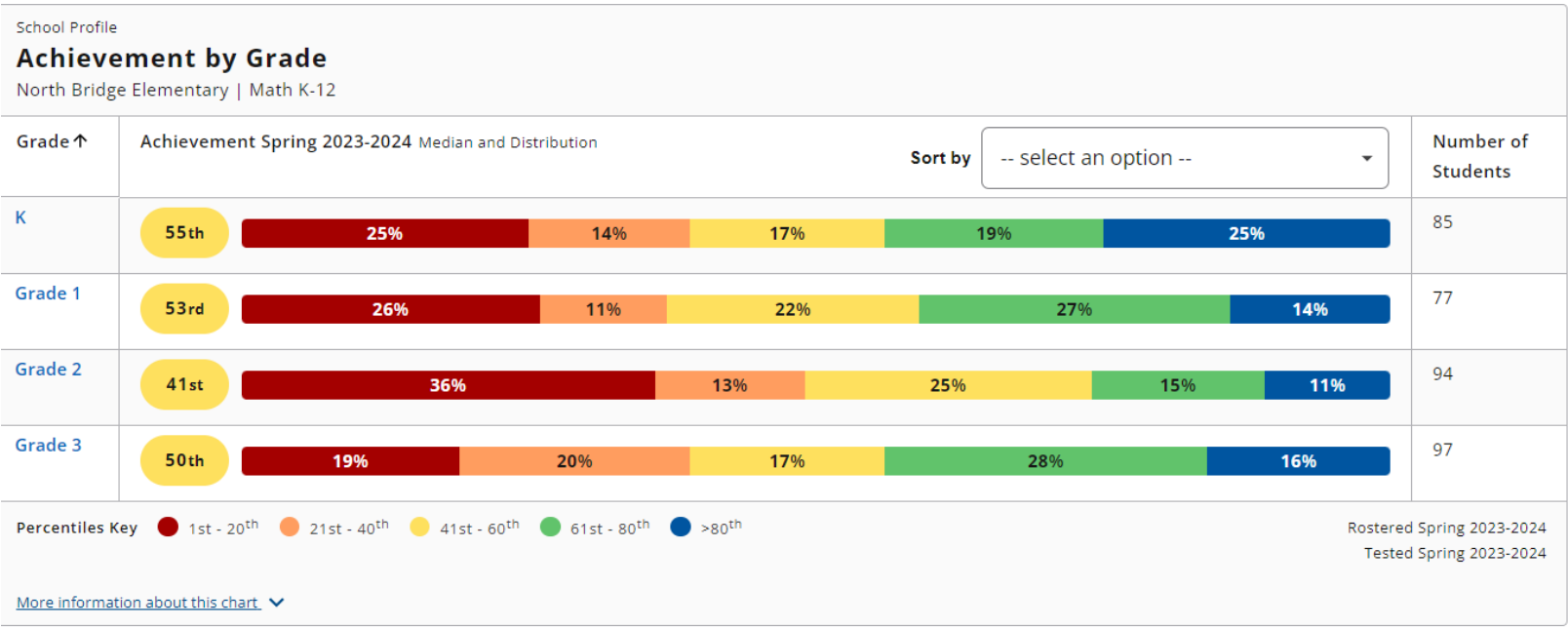
Math

	Spring 2024 STAAR Grade 3 Mathematics								
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	STAAR Overall Performance Level			
						Did Not Meet	Approaches	Meets	Masters
North Bridge Elementary	99	0	1404	0%	04/24/24	40.4%	33.33%	20.2%	6.06%
Hispanic	98	0	1404	0%	04/24/24	40.82%	32.65%	20.41%	6.12%
White	1	0	1360	0%	04/24/24	0%	100%	0%	0%
Currently Emergent Bilingual	36	0	1398	0%	04/24/24	33.33%	47.22%	13.89%	5.56%
Second Year of Monitoring	6	0	1507	0%	04/24/24	16.67%	16.67%	50%	16.67%
Special Ed Indicator	12	0	1251	0%	04/23/24	100%	0%	0%	0%

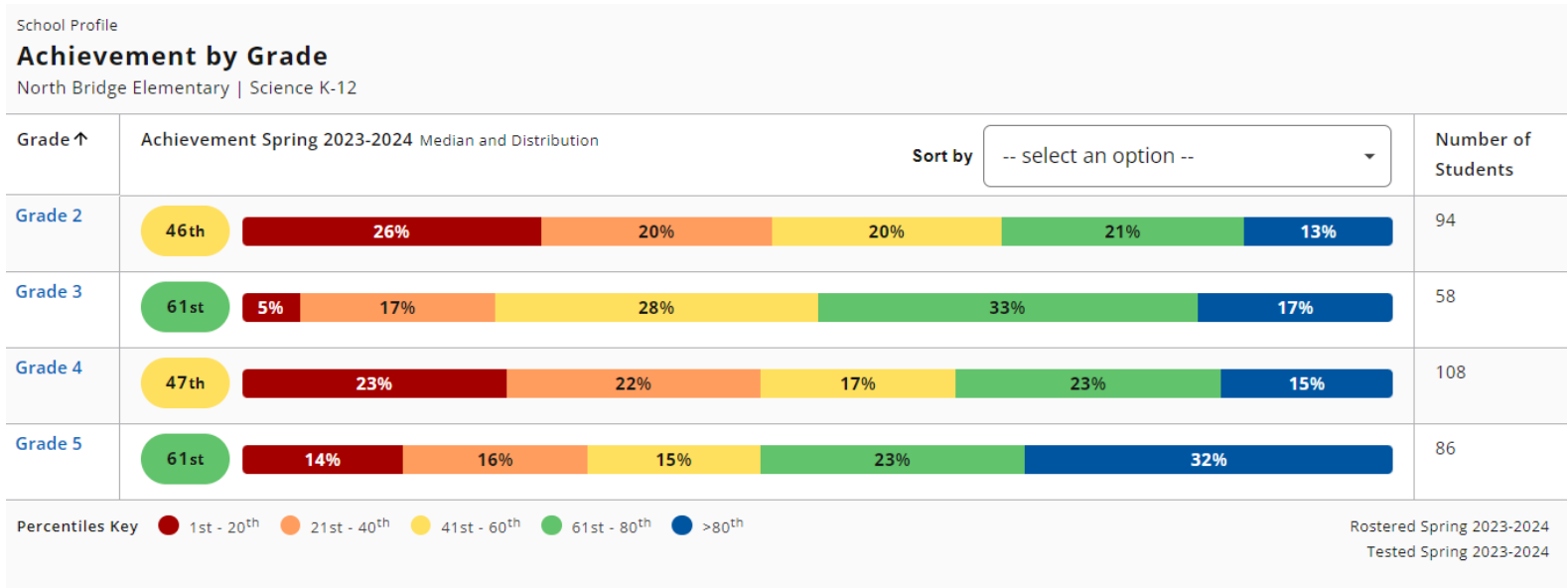
Reading

NWEA SPRING 2024

For the Spring 2024, 59% of all students Kinder-3rd Grades were Approaches in Math.



Science



2024 NWEA Map Reading Results

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 20% of 3rd grade students received a "Meets" on the Math STAAR Assessment. **Root Cause:** Students in grades PreK-3rd grades may not have received instruction using the research based instructional strategies in our district's scope and sequence. (High Quality Instructional Materials.)

Problem Statement 2 (Prioritized): Only 35% of 4th and 5th grade students received a "Meets" on the Math STAAR assessment. **Root Cause:** Lack of HQIM for teaching/learning and the use of these materials in the planning and coaching process with leadership support.

Problem Statement 3 (Prioritized): Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/Masters for the Spring EOY NWEA Map Assessment. **Root Cause:** Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.

Problem Statement 4 (Prioritized): Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment. **Root Cause:** Misaligned instructional materials and instructional time allocated to science with hands on learning.

Problem Statement 5 (Prioritized): For the 2024 Spring TELPAS/STAAR Assessments, only 3 Emergent Bilingual students were reclassified by meeting Advanced High in the composite rating. **Root Cause:** Students were not allowed to exit/reclassify due to being provided accommodations and/or not meeting Advanced High in their composite rating.

Student Learning

Student Learning Summary

North Bridge is a TEA "B" rated campus, and was one of three campuses that showed gains in student academic growth.

For the 2024 STAAR Math data, North Bridge we had 60% of our 3rd graders, 60% of our 4th Graders, and 79% of our 5th graders scores approaches in the math STAAR Assessment.

Student Scores - May 2024 STAAR Mathematics, Grade 5; May 2024 STAAR Mathematics, Grade 4; May 2024 STAAR Mathematics, Grade 3

	May 2024 STAAR Mathematics, Grade 5					May 2024 STAAR Mathematics, Grade 4					May 2024 STAAR Mathematics, Grade 3				
	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
North Bridge Elementary	87	51.70%	79.31%	36.78%	11.49%	111	51.49%	60.36%	45.95%	18.92%	99	46.19%	59.6%	26.26%	6.06%
Economic Disadvantage	5	60.48%	80%	40%	20%	1	40%	100%	0%	0%	-	-	-	-	-
Black/African American	1	33.33%	0%	0%	0%	-	-	-	-	-	-	-	-	-	-
Hispanic	86	51.91%	80.23%	37.21%	11.63%	111	51.49%	60.36%	45.95%	18.92%	98	46.25%	59.18%	26.53%	6.12%
White	-	-	-	-	-	-	-	-	-	-	1	40.54%	100%	0%	0%
Currently Emergent Bilingual	31	49.62%	74.19%	25.81%	9.68%	27	58.24%	70.37%	59.26%	33.33%	36	45.42%	66.67%	19.44%	5.56%
First Year of Monitoring	1	83.33%	100%	100%	100%	-	-	-	-	-	-	-	-	-	-
Second Year of Monitoring	-	-	-	-	-	-	-	-	-	-	6	61.71%	83.33%	66.67%	16.67%
Third Year of Monitoring	2	63.10%	100%	50%	50%	-	-	-	-	-	-	-	-	-	-
Special Ed Indicator	12	40.48%	41.67%	25%	0%	18	37.50%	33.33%	27.78%	5.56%	12	23.42%	0%	0%	0%

For the 2024 Science STAAR, 53% of all 5th graders were Approaches, 33% of students Meets, and only 2% at Masters grade level.

Student Scores - May 2024 STAAR Science, Grade 5

	May 2024 STAAR Science, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken
North Bridge Elementary	87	18	3595	46.77%	52.87%	22.99%	2.3%	05/01/24
Economic Disadvantage	5	23	3892	58.46%	80%	60%	20%	05/01/24
Black/African American	1	14	3338	35.90%	0%	0%	0%	05/01/24
Hispanic	86	18	3598	46.90%	53.49%	23.26%	2.33%	05/01/24
Currently Emergent Bilingual	31	17	3486	42.93%	41.94%	16.13%	3.23%	05/01/24
First Year of Monitoring	1	26	4120	66.67%	100%	100%	0%	05/01/24
Third Year of Monitoring	2	19	3654	48.72%	50%	50%	0%	05/01/24
Special Ed Indicator	12	14	3243	34.62%	16.67%	16.67%	0%	05/01/24

Student Learning Strengths

Based on the NWEA MAP assessment results for Fall 2024

- 60% of all of our 3rd-5th grade students scored at approaches or higher in the Reading 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 35% of 4th and 5th grade students received a "Meets" on the Math STAAR assessment. **Root Cause:** Lack of HQIM for teaching/

learning and the use of these materials in the planning and coaching process with leadership support.

Problem Statement 5 (Prioritized): Only 20% of 3rd grade students received a "Meets" on the Math STAAR Assessment. **Root Cause:** Students in grades PreK-3rd grades may not have received instruction using the research based instructional strategies in our district's scope and sequence. (High Quality Instructional Materials.)

Problem Statement 6 (Prioritized): Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/Masters for the Spring EOY NWEA Map Assessment. **Root Cause:** Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.

Problem Statement 7 (Prioritized): Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment. **Root Cause:** Misaligned instructional materials and instructional time allocated to science with hands on learning.

Problem Statement 8 (Prioritized): For the 2024 Spring TELPAS/STAAR Assessments, only 3 Emergent Bilingual students were reclassified by meeting Advanced High in the composite rating. **Root Cause:** Students were not allowed to exit/reclassify due to being provided accommodations and/or not meeting Advanced High in their composite rating.

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 35% of 4th and 5th grade students received a "Meets" on the Math STAAR assessment. **Root Cause:** Lack of HQIM for teaching/learning and the use of these materials in the planning and coaching process with leadership support.

Problem Statement 5 (Prioritized): Only 20% of 3rd grade students received a "Meets" on the Math STAAR Assessment. **Root Cause:** Students in grades PreK-3rd grades may not have received instruction using the research based instructional strategies in our district's scope and sequence. (High Quality Instructional Materials.)

Problem Statement 6 (Prioritized): Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/Masters for the Spring EOY NWEA Map Assessment. **Root Cause:** Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.

Problem Statement 7 (Prioritized): Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment. **Root Cause:** Misaligned instructional materials and instructional time allocated to science with hands on learning.

Problem Statement 8 (Prioritized): For the 2024 Spring TELPAS/STAAR Assessments, only 3 Emergent Bilingual students were reclassified by meeting Advanced High in the composite rating. **Root Cause:** Students were not allowed to exit/reclassify due to being provided accommodations and/or not meeting Advanced High in their composite rating.

Perceptions

Perceptions Summary

Staff is using positive reinforcement and leadership language to ensure student SEL.

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, iReady, NWEA Map & Reflex Math celebrations/recognitions
- Student success through literacy focus
- Team-Building Activities (Booster Meetings)
- Including staff members in leadership development

Perceptions Strengths

- Leadership Awards
- Meet the Teacher Nights
- Fall Festival
- Open House
- Report Card Nights
- Week of Appreciation for Teachers
- Active Parental Involvement
- Close partnerships with community organizations and business such as HEB, First EMS, Woodmen, Peter Piper, Whataburger, 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): Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/Masters for the Spring EOY NWEA Map Assessment. **Root Cause:** Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.

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 35% of 4th and 5th grade students received a "Meets" on the Math STAAR assessment.

Root Cause 2: Lack of HQIM for teaching/learning and the use of these materials in the planning and coaching process with leadership support.

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

Problem Statement 3: Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/Masters for the Spring EOY NWEA Map Assessment.

Root Cause 3: Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.

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

Problem Statement 4: Only 20% of 3rd grade students received a "Meets" on the Math STAAR Assessment.

Root Cause 4: Students in grades PreK-3rd grades may not have received instruction using the research based instructional strategies in our district's scope and sequence. (High Quality Instructional Materials.)

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment.

Root Cause 5: Misaligned instructional materials and instructional time allocated to science with hands on learning.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: For the 2024 Spring TELPAS/STAAR Assessments, only 3 Emergent Bilingual students were reclassified by meeting Advanced High in the composite rating.

Root Cause 6: Students were not allowed to exit/reclassify due to being provided accommodations and/or not meeting Advanced High in their composite rating.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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.

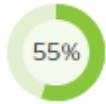
Performance Objective 1: 90% of the students will demonstrate "Approaches", 60% "Meets" and 30% "Masters" on the Science STAAR .

High Priority

Evaluation Data Sources: MAP Assessment, Formative Assessments, District Benchmarks, Monitor Weekly Lessons & Assessments, 2025 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. Use the scope and sequence that has the new State Adopted Curriculum with fidelity. * Provide PD on backward planning and collaboration among district teachers. * Follow up on PD through instructional rounds and one-on-one feedback for high priority teachers * Ongoing McGraw-Hill PD *Region One Trainings *IXL Strategy's Expected Result/Impact: Performance on Science Assessment: *MAP Assessments *District Benchmarks *STAAR Assessments *TFAR Assessments *TRS Formative Assessments Staff Responsible for Monitoring: Science Coordinator Campus Administration Instructional Coach Science Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 6 - Perceptions 4	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Incorporate lab material and equipment with the use of General Supplies and McGraw-Hill 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 *McGraw Hill Embedded Assessments Staff Responsible for Monitoring: Science Coordinator Campus Administration Campus Instructional Coach Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 4 - Student Learning 7 - School Processes & Programs 7		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Extended Day will be provided for all 5th graders at least once a week. Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks and STAAR. Staff Responsible for Monitoring: Administration Classroom Teachers Instructional Coach Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		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: *McGraw Hill *TRS *iReady *Nearpod *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 Problem Statements: Demographics 4 - Student Learning 7 - School Processes & Programs 7	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 Problem Statements: Demographics 4 - Student Learning 7 - School Processes & Programs 7	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
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/Masters for the Spring EOY NWEA Map Assessment. Root Cause: Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.
Problem Statement 4: Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment. Root Cause: Misaligned instructional materials and instructional time allocated to science with hands on learning.
Student Learning
Problem Statement 6: Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/Masters for the Spring EOY NWEA Map Assessment. Root Cause: Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.
Problem Statement 7: Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment. Root Cause: Misaligned instructional materials and instructional time allocated to science with hands on learning.

School Processes & Programs

Problem Statement 6: Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/Masters for the Spring EOY NWEA Map Assessment. **Root Cause:** Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.

Problem Statement 7: Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment. **Root Cause:** Misaligned instructional materials and instructional time allocated to science with hands on learning.

Perceptions

Problem Statement 4: Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/Masters for the Spring EOY NWEA Map Assessment. **Root Cause:** Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.

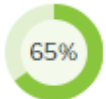
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

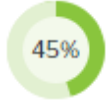
Performance Objective 2: In grades 3rd-5th, 90% of the students will demonstrate "Approaches", 60% "Meets" and 30% "Masters" on the Math STAAR.

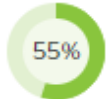
HB3 Goal

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		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 ACE 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 *Sharon Wells *Math Warm-Ups (Countdown to STAAR & Fast Focus) *Mini Voice Amplifier Headset *IReady Math Assessments-BOY, MOY, EOY/ *Pre K 3 Cheers, CLI Engage Assessment 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			
Strategy 6: Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs: *Reflex Math Grades 2-5 *IReady Math Grades K-5th *Envision Math-SAVVAS *Texas Home Learning 3.0 *TEKS Resource System *Kami *Nearpod Strategy's Expected Result/Impact: Increased performance of students on assessments: District Benchmarks CBA's STAAR NWEA MAP Staff Responsible for Monitoring: Math Coordinator Campus Administration Instructional Coach Math Teachers Title I: 2.4, 2.5, 2.6	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-IReady Math (Quantile Growth) PK - 5th 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 *Pocket Charts 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 Shared Reading/SAVVAS SIPPS SAVVAS Adopted Textbooks Time 4 Kids Learning A-Z AR Articles IReady ReadWorks Blended Learning Library Heggerty Pre K On My Way and Three Cheers CLI Engage 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 - 164 - 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 2nd thru 5th grade. Field Trip Record Progress Biweekly AR celebrations and incentives Strategy's Expected Result/Impact: Student Products Lesson Plans TELPAS STAAR TEST Staff Responsible for Monitoring: Instructional Coach Classroom Teachers AP 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, 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 AP 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: I Ready, SIPPS, NWEA *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 - 211 - Title I, 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 AP 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: NWEA MAPBOY, MOY, EOY *SIPPS *Texas Reading Academies *SAVVAS Realize *I Ready Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: AP Salary - 164 - 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 Problem Statements: Perceptions 1		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 - 164 - 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. RAZ Kids & RAZ Plus Vocabulary A-Z Scholastic Story Works I Ready/SAVVAS Realize My View Leveled Readers Pre K On My Way and Three Cheers 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 *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. 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

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

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
				
 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 5: By the end of the 2024-2024 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			
	Formative			Summative
	Nov	Jan	Mar	June
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 *TELPAS TRIUMPH by Monica Mendoza Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for EB success Staff Responsible for Monitoring: Administration Instructional Coach Teachers Problem Statements: Demographics 5 - Student Learning 8 - School Processes & Programs 8				

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 EBs 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 5: For the 2024 Spring TELPAS/STAAR Assessments, only 3 Emergent Bilingual students were reclassified by meeting Advanced High in the composite rating. Root Cause: Students were not allowed to exit/reclassify due to being provided accommodations and/or not meeting Advanced High in their composite rating.
Student Learning
Problem Statement 8: For the 2024 Spring TELPAS/STAAR Assessments, only 3 Emergent Bilingual students were reclassified by meeting Advanced High in the composite rating. Root Cause: Students were not allowed to exit/reclassify due to being provided accommodations and/or not meeting Advanced High in their composite rating.
School Processes & Programs
Problem Statement 8: For the 2024 Spring TELPAS/STAAR Assessments, only 3 Emergent Bilingual students were reclassified by meeting Advanced High in the composite rating. Root Cause: Students were not allowed to exit/reclassify due to being provided accommodations and/or not meeting Advanced High in their composite rating.

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 OR Math.

HB3 Goal

Evaluation Data Sources: 2024-2025 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 -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 - 211 - Title I, 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. Strategy's Expected Result/Impact: Improvement in overall content area assessment Staff Responsible for Monitoring: Sp Ed. Department/ Coordinator Campus Administration Teachers Additional Targeted Support Strategy	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 7: By Spring 204-2025 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

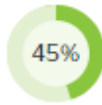
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, military, and service ready leaders.

Performance Objective 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: IReady (K-5th)
2024 Reading STAAR

Strategy 1 Details	Reviews			
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: *Teacher Resources * Kits * Classroom Sets of Novels * Manipulatives * Educational Games * Reference Books * Digital Resources *Scholastic leveled library sets *Resource Training Videos (AR, Destiny MackinVia, Britannica School) Strategy's Expected Result/Impact: Performance on Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *(K-5th I Ready) *NWEA Map Staff Responsible for Monitoring: Librarian Campus Administration Instructional Coach	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 - 211 - Title I, 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
				
 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 9: All students will be given the opportunity to participate in Fine Arts.

Evaluation Data Sources: Performances and Competitions.

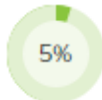
Strategy 1 Details	Reviews			
Strategy 1: The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts through shows and competitions. Strategy's Expected Result/Impact: Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions 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
				
 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 10: By Spring 2025, student attendance will improve to 98%.

Evaluation Data Sources: Attendance Reports

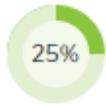
Strategy 1 Details	Reviews			
Strategy 1: The Attendance Clerk will follow a process of reporting to parents/ caregiver about their child's absences with the use of: Daily phone calls for absences Progress reports/Report Cards Warning letter of Truancy Tardy and Absences Slips Home Visits ATTENDANCE ACTION PLAN FOR 2024-2025 Teachers will take first attendance at 8:15AM. Ms. Villalobos will run an attendance report of all students who are absent at 8:15AM. 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: 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. 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. 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. 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. Strategy's Expected Result/Impact: Attendance District Report Daily Attendance Counts Staff Responsible for Monitoring: Campus Administration SASI Committee	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 - 164 - 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 Weekly and Monthly Incentives 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
				
 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 11: During the 2024-2025 school year, 100% of all 3rd -5th-grade students will participate in the Fitness Gram.

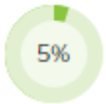
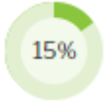
Evaluation Data Sources: Fitness Gram

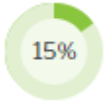
Strategy 1 Details	Reviews			
Strategy 1: Physical activity requirements State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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
iXL

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 - 164 - State Comp. Ed. [SCE] - 164.11.619.27.112.9.30	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
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 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
	N/A			

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
	N/A			
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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 - 211 - Title I, Part A - 211.33.6129.00.112.9.24	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
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
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Bobcat 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	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

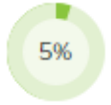
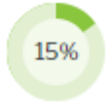
Counseling Classes

Anti-Bullying Week

Childhood Cancer Awareness Month

Military Connected Youth month

Veteran's Day Recognition

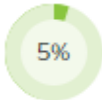
Strategy 1 Details	Reviews			
Strategy 1: Improve the students awareness of preventive measures against drugs and provide a safe and drug-free environment through the implementation of: Violence Prevention Guidance Curriculum Bullying/ Harassment Videos Drug Free Professional Services Red Ribbon Week 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
				
 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 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 - 211 - Title I, 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: 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		Formative			Summative
		Nov	Jan	Mar	June
					
 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 2nd six weeks/ MOY and EOY. We will celebrate through "North STAR Awards", Attendance, IReady Math/Reading, Growth Recognition, and End of the Year Ceremonies.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: NBE Award Ceremonies will be held three times during the school year 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 - 164 - State Comp. Ed. [SCE] - 164.12.6129.00.112.1.30				

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. Incentives Game Room Glow Stick Parties 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 - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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: Rtl/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
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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: 9

Brief Description of SCE Services and/or Programs

--

Personnel for North Bridge Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrea Pompa	Instructional Aide	0.5
Angela Cortez	Instructional Aide	0.5
Blanca Molina	Pre K Teacher	0.5
Brenda Jaramillo	PK Teacher	0.5
Darla Green	Instructional Aide	0.5
Janae Cardenas	Pre K Teacher	0.5
Jennifer Calvo	Pre K Teacher	0.5
Lorena Castano Mariona	Instructional Aide	0.5
Mario Castillo	PK Teacher	0.5
Merrissa Ramos	Instructional Aide	0.5
Michelle Carrizales	Instructional Aide	0.5
Nancy Calzada	Counselor's Clerk	0.5
Orlando Martinez	Instructional Aide	0.5
Rosa Viera	4th Grade Teacher	0.5
Sara Perez	LVN	0.5
Sonia Zuniga	Pre K Teacher	0.5
Vacancy	Instructional Aide	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
Cassandra Martinez	Instructional Aide	Title I Part A	1
Lazaro Flores	Instructional Aide Sped.	Title I Part A	1
Leslie Cavazos	Instructional Aide Sped.	Title I Part A	1
Lizzet Cardenas	Parent Specialist	Title I Part A	1
Nelda Gonzalez	Media Aide	Title I Part A	1

Campus Funding Summary

164 - 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	AP 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
Budgeted Fund Source Amount					\$423,988.00
+/- Difference					\$423,988.00
Grand Total Budgeted					\$423,988.00
Grand Total Spent					\$0.00
+/- Difference					\$423,988.00