

Crosby Independent School District



Newport Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Newport Elementary is to provide the opportunity to maximize student potential by developing a strong work ethic, leadership qualities, accountability, achievement, and problem solving skills.

Vision

Differentiated instruction is what drives our program at Newport Elementary School. We strive to have all students performing at or above grade level in all instructional areas. Our long-term goal is for all students to graduate and become productive citizens.

Value Statement

We believe that all students can succeed academically while fostering respect, collaboration, responsibility, and celebrating diversity.

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Comprehensive Needs Assessment

Demographics

Summary

For the 24-25 school year, the population of students at NES consists of:

Students

48% females

52% males

.29% Hispanic

.14% American Indian-Alaskan Native

..29%Asian

4.86% Black or African American

0.00% Native Asian-Pacific Islander

40.43% White

5% who are of two or more races.

Staff Experience

1-5years: 17.4%

6-10 years: 34.7%

11-20 years: 26.221.85%

Over 20 years: 17.3%

80.85% staff retention rate

Strengths

82.6% of teachers have over 5 years of experience. Teachers consistently participate in professional development that targets specific needs of students. Teachers and staff members are inclusive in their teaching approach.

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Student Learning

Summary

3rd Grade Math:

Approaches- 69%

Meeting 37%

Masters 8%

3rd Grade Reading:

Approaches 77%

Meeting 54%

Masters 13%

4th Grade Math

Approaches 73%

Meeting 50%

Masters 25%

4th Grade Reading

Approaches 84%

Meeting 56%

Masters 31%

5th Grade Math

Approaches 90%

Meets 55%

Masters 16%

5th Grade Reading:

Approaches 86%

Meets 59%

Masters 35%

5th Grade Science

Approaches 80%

Meets 41%

Masters 16%

Strengths

NES met or exceeded state scores in most categories.

School Processes & Programs

Summary

The campus steering committee looked at the following data: Local Assessment Data, Attendance (students and staff), STAAR reading levels, STAAR math levels, and Sign-in sheets. Committees were formed to look for areas of weaknesses and strengths.

NES recruits and retains a large number of experienced teachers.

We plan to continue the implementation of the PBIS (Positive Support Intervention Support) program in an effort to reduce the number of discipline referrals as well as continue to build and maintain the positive school climate.

The teachers participate in collaborative planning. The teachers and interventionists participate in professional development opportunities that increase their knowledge and expertise to advance student growth.

NES has implemented time in the master schedule to focus on closing student gaps for all students.

Strengths

The teachers at NES not only participate in professional development opportunities but they lead many of them on the campus.

The implementation of PBIS has reduced the number of office referrals and increased the feelings of support amongst teachers.

Perceptions

Summary

The climate of NES is supportive and kind. The staff, students, community members, and parents work together for the benefit of all students. The faculty strives to create an inclusive environment where parents, community members, students, and staff feel safe to ask questions and share ideas.

- Surveys are conducted consistently to ensure students and stakeholders feel supported, safe, and valued.

PVO has been established to ensure parent involvement and collaboration between school and family.

The implementation of PBIS has restructured how we approach discipline.

Caught being kind: Students are celebrated for doing kind deeds for others. Pawsitive referrals: Students are acknowledged and rewarded for being good citizens.

Strengths

The faculty strives to create an inclusive environment where parents, community members, students, and staff feel safe to ask questions and share ideas.

The most current school surveys indicate that students and staff feel safe and like to come to school.

The implementation of PBIS has significantly decreased the number of referrals.

Students are celebrated and rewarded individually and collectively.



Data Documentation for CNA

Data Documentation for CNA

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)
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Running Records results

Student Data: Student Groups

- ☒ Male / Female performance, progress, 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
- ☒ 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
- ☒ Violence and/or violence prevention records
- ☒ Class size averages by grade and subject
- ☒ School safety data

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ 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
- ☒ T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Communications data
- ☒ Other additional data



Goals

Goal 1

Newport Elementary School will make academic achievement and student performance its priority for all learners.

Performance Objective 1 High Priority HB3 Goal

(HB 3 Early Literacy Goal) For the 2024-2025 school year, NES will meet HB3 Board Goal targets in reading for 3rd grade students obtaining meets on the reading STAAR test.

Evaluation Data Source: District and State assessments

Next Year's Recommendation: Continue

Strategy 1

Formative and Summative assessments will be reviewed continuously and instruction will be adjusted based on needs.

Strategy's Expected Result/Impact: 65% students will achieve a score of meets or higher.

Staff Responsible for Monitoring: Teachers, Interventionist, Administrators

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Teachers will focus on better instruction, more time on task, and writing a little a lot.

Strategy's Expected Result/Impact: 65% of students will reach meets on STAAR.

Staff Responsible for Monitoring: Teachers, Interventionists, and Administrators.

Title I: 2.5

Formative Reviews

Moderate Progress

Moderate Progress

Moderate Progress



Continue/Modify

Performance Objective 2 High Priority HB3 Goal

(HB 3 Early Numeracy Goal) For the 2024-2025 school year, NES will meet HB3 Board Goal targets in math for 3rd grade students obtaining meets on the math STAAR test.

Evaluation Data Source: District and state assessments

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue/Modify

Strategy 1

Formative and Summative assessments will be reviewed continuously and instruction will be adjusted based on needs.

Strategy's Expected Result/Impact: 50% of students will achieve a score of meets or higher.

Staff Responsible for Monitoring: Teachers, Interventionist, Administrators

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 3

Newport Elementary teachers will offer rigorous coursework while keeping the individual needs of students in mind.

Evaluation Data Source: Student performance on state assessments, including advanced performance.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue/ Modify

Strategy 1

Data meetings will be held throughout the school year to and instructional adjustments will be made as needed.

Strategy's Expected Result/Impact: STAAR results and classroom assessments.

Staff Responsible for Monitoring: Teachers, Interventionist, Administrators

Funding Sources: Supplies Local Funds, 199-11-6399-00-101-0-24000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress
December

Moderate Progress
February

Moderate Progress
April

 Continue/Modify
June

Strategy 2

Intervention meetings will be held for Tier I, II, and III students as well as for students that are functioning above grade level to address growth of students at all levels.

Strategy's Expected Result/Impact: Above average growth for students at all instructional levels. BOY/MOY/EOY universal screeners

Staff Responsible for Monitoring: Teachers, Interventionist, Administrators

Funding Sources: supplies Local Funds, 199-11-6399-00-101-0-25-000, , Title I, 199-11-6399-00-101-0-24-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress
December

Moderate Progress
February

Moderate Progress
April

 Continue/Modify
June

Strategy 3

The science of teaching reading approach will be used for reading instruction.

Strategy's Expected Result/Impact: DRA and Rigby assessments, STAAR assessments, weekly on grade-level reading checks.

Staff Responsible for Monitoring: Teachers, Interventionists, Administrators

Funding Sources: Title I, 211-11-6399-00-101-8-24,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress
December

Moderate Progress
February

Moderate Progress
April

 Continue/Modify
June

Strategy 4

Technology/resources will be used in the classroom to directly impact student learning.

Strategy's Expected Result/Impact: Student growth on BOY/MOY/EOY assessments and progress measures.

Staff Responsible for Monitoring: Teachers, Instructional Technologists, Administrators

Funding Sources: Title I, 199-E-11-6399-00-101-0-99-000, , Local Funds, 199 E 31 6399 00 101 0 99 000,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 5

Data meetings will be held throughout the school year to and instructional adjustments will be made as needed.

Strategy's Expected Result/Impact: STAAR results and classroom assessments.

Staff Responsible for Monitoring: Teachers, Interventionists, Administrators

Funding Sources: supplies Local Funds, 199-11-6399-00-101-0-24-000, , supplies Local Funds, 199-11-6399-00-101-25-000, , supplies Local Funds, 199-11-6399-00-101-0-11-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 6

Progress monitoring will be held every three weeks solely focusing on progress of students who are at risk and receiving special education services. Appropriate instructional changes will be made as needed.

Strategy's Expected Result/Impact: Increased academic achievement on assessments.

Staff Responsible for Monitoring: Administrators

Teachers

Parents

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 4

Monitor student performance throughout the year to ensure progress on state tests.

Evaluation Data Source: Progress and pass rates of students on state tests used for accountability.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue and modify

Strategy 1

Teachers will enter lesson plans in Eduphoria.

Strategy's Expected Result/Impact: Scope and Sequence addressed

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Student assessments will be monitored using the Eduphoria software program

Strategy's Expected Result/Impact: STAAR progress at all levels and BOY/MOY/EOY progress measures.

Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Coordinators, and Interventionists

Funding Sources: Technology Local Funds, 199-11-6249-00-101-0-11-000, , Local Funds, 199-11-6249-00-101-0-24-000, , Local Funds, 199-11-6249-00-101-0-25=-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 3

Both formal and informal classroom observations will be used to monitor instruction.

Strategy's Expected Result/Impact: Student Growth and engagement

Staff Responsible for Monitoring: Administrators, Curriculum Coordinators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 5

Crosby ISD will provide meaningful professional development opportunities for all staff.

Evaluation Data Source: Staff successfully attends and implements strategies taught in the PD sessions.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Staff development throughout the year will address needs identified through data driven instructional decisions.

Strategy's Expected Result/Impact: Staff retention and student growth

Staff Responsible for Monitoring: Instructional Coaches, Curriculum Coordinators, Administrators, Instructional Technology Specialists

Funding Sources: Title I, 211-13-6293-00-101-8-24, , Title I, 211-61-6399-00-101-8-24, , Local Funds, 199-13-6239-00-101-0-24-000, , Local Funds, 199-13-6239-00-101-25-000, , Local Funds, 199-13-6239-00-101-11-000,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

PLC time will be used to address grade-level or content specific needs.

Strategy's Expected Result/Impact: Staff retention
Student growth

Staff Responsible for Monitoring: Administrators, Curriculum Coordinators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 6

All student groups taking the STAAR Reading Assessments will increase their performance to a level equal to or greater than the overall passing rate of the campus; student groups meeting this criteria will increase their passing rate by 3%, when compared to the previous year. (HB 1416)

Evaluation Data Source: STAAR Reading assessment data will be reviewed to identify attainment of the performance objective.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: continue

Strategy 1

Intervention meetings will be help for Tier I,II,III students as well as for students that are functioning above grade level to address growth of students at all levels.

Strategy's Expected Result/Impact: Above average growth for students at all instructional levels.
BMEQY universal screeners

Staff Responsible for Monitoring: Teachers, Interventionists, Administrators

Funding Sources: Interventionists Local Funds, 199-11-6112-00-0-101-24-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Data meetings will be conducted after each district and/or state assessment to assess student needs and make instructional adjustments as needed.

Strategy's Expected Result/Impact: Student growth on all assessments reviewed.

Staff Responsible for Monitoring: Administrators, Teachers, interventionists, Curriculum Coordinators

Funding Sources: supplies Local Funds, 199-13-6399-00-101-99-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 7

All student groups taking the STAAR Math Assessments will increase their performance to a level equal to or greater than the overall passing rate of the campus; student groups currently meeting this criteria will increase their passing rate by 3%, when compared to the previous year. (HB 1416)

Evaluation Data Source: STAAR Math assessment data will be reviewed to identify attainment of the performance objective.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Intervention meetings will be help for Tier I,II,III students as well as for students that are functioning above grade level to address growth of students at all levels.

Strategy's Expected Result/Impact: Above average growth for students at all instructional levels. BMEQY universal screeners

Staff Responsible for Monitoring: Administrators, Teachers, and Interventionists

Funding Sources: interventionists Local Funds, 1999-11-6112-00-101-0-24-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Data meetings will be conducted after each district and/or state assessment to assess student needs and make instructional adjustments as needed.

Strategy's Expected Result/Impact: Student growth on all assessments reviewed.

Staff Responsible for Monitoring: Administrators, Teachers, Interventionists, Curriculum Coordinators

Funding Sources: Local Funds, 199-13-6399-00-101-0-99-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 8

All student groups taking the STAAR Science Assessments will increase their performance to a level equal to or greater than the overall passing rate of the campus; student groups currently meeting this criteria will increase their passing rate by 3%, when compared to the previous year. (HB 1416)

Evaluation Data Source: STAAR Science assessment data will be reviewed to identify attainment of the performance objective.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Data meetings will be conducted after each district and/or state assessment to assess student needs and make instructional adjustments as needed.

Strategy's Expected Result/Impact: Student growth on all assessments reviewed.

Staff Responsible for Monitoring: Administrators, Teachers, Interventionists, Curriculum Coordinators

Funding Sources: Local Funds, 199-11-6399-00-101-0-25-000, , Local Funds, 199-11-6399-00-101-0-24-000, , Local Funds, 199-11-6399=00=101-0-11-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress	Moderate Progress	Moderate Progress	 Continue/Modify
December	February	April	June

Performance Objective 9

Newport Elementary addresses the needs of the students in the Gifted and Talented (GT) program.

Evaluation Data Source: An annual review/alignment of the Texas State Plan for the Education of Gifted and Talented Students.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Teachers are required to obtain 30 hours of GT training. Additionally , teachers acquire 6 hours of annual GT update training.

Strategy's Expected Result/Impact: professional development

Staff Responsible for Monitoring: Administrators, Teachers

Funding Sources: Local Funds, 199-13-6239-00-101-0-99-000, , Local Funds, 199-11-6399-00-101-1-21-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress	 Accomplished	 Accomplished	 Continue/Modify
December	February	April	June

Strategy 2

Teachers will attend GT trainings on the campus and district level to ensure rigor of PBL.

Strategy's Expected Result/Impact: Increased scores for meets and masters on campus, district, and state level test.

Staff Responsible for Monitoring: GT teachers, interventionist, and campus administrators.

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 10

Crosby ISD will address identified needs in the Bilingual/ESL program.

Evaluation Data Source: The records of numerous assessment data, including TAPR, STAAR, and TELPAS will be monitored.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Increase bilingual / ESL parent communication, awareness and involvement.

Strategy's Expected Result/Impact: Attendance and participation in campus meetings and activities.

Staff Responsible for Monitoring: Administrators, Teachers, Bilingual Coordinator

Funding Sources: Title I, 211-61-6399-00-101-8-24, , Title I, 211-61-6499-00-101-8-24, , Local Funds, 199-61-6399-00-101-99-000, , Title I, 211-61-6399-00-101-8-24,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Accomplished

June

Strategy 2

Data meetings will be conducted after each district and/or state assessment to assess student needs and make instructional adjustments as needed.

Strategy's Expected Result/Impact: Student growth on all assessments reviewed.

Staff Responsible for Monitoring: Administrators, Teachers, Interventionists, Curriculum Coordinators

Funding Sources: Local Funds, 199-11-6399-00-101-0-25-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 3

Continuing staff development on the ELPS, ESL , bilingual , and sheltered instruction strategies.

Strategy's Expected Result/Impact: Student growth and performance on assessments.

Staff Responsible for Monitoring: Administrators, Teachers, Curriculum Coordinators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 11

During the 2024-2025 school year, students receiving Special Education services will improve their performance to a level that meets or exceeds state Special Education passing averages on STAAR assessments.

Evaluation Data Source: Successful implementation of the ARD committee recommendations, STAAR/EOC Assessment Scores, RDA score indicators.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

In class support will be offered to special education students as dictated by their IEP.

Strategy's Expected Result/Impact: Student growth and assessments.

Staff Responsible for Monitoring: Teachers, Paraprofessionals, Administrators

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Ongoing coaching for classroom teachers, paraprofessionals and special education teachers with a focus on inclusion instructional strategies.

Strategy's Expected Result/Impact: Student growth and assessments.

Staff Responsible for Monitoring: Director of Special Education, Administrators

Funding Sources: Local Funds, 199-11-6399-00-101-0-23-000,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 12

The student attendance rate for 2024-2025 will increase to 96%.

Evaluation Data Source: The increase in attendance will be noted on the state accountability records.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Multiple attendance incentives will be implemented to increase attendance. Field Trips Class Parties Perfect Attendance Awards

Strategy's Expected Result/Impact: Increase attendance rate

Staff Responsible for Monitoring: Administrators

Teachers

Attendance Clerk

Funding Sources: Local Funds, 199-11-6412-00-101-0-11-000, , Local Funds, 199-11-6412-00-101-0-24-000, , Local Funds, 199-11-6412-00-101-0-25-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 13

Students will enhance their reading by checking out library books and participating in AR challenges.

Evaluation Data Source: AR points

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

The library will continuously update books and supplies to meet the needs of readers.

Strategy's Expected Result/Impact: Increased reading level

Staff Responsible for Monitoring: Admin.

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Goal 2

College or Career Ready Graduates of Crosby ISD and Newport Elementary will be prepared for success after high school by being adequately prepared for either college or work force success.

Performance Objective 1

Support administrative leadership to implement programs at all levels to educate students, teachers and parents about college and careers

Evaluation Data Source: Number of students graduating with Post Secondary Readiness standards as identified by Graduation Plans and Endorsements chosen.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Campus College Week

Strategy's Expected Result/Impact: Student participation

Staff Responsible for Monitoring: Counselor

Funding Sources: Local Funds, 199-31-6399-00-101-0-99-00,

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Career day

Strategy's Expected Result/Impact: Students will be exposed to a variety of unique career paths.

Staff Responsible for Monitoring: Teachers, Counselor, Administrators

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 2

Increase opportunities for students, parents and the community to learn about colleges and careers.

Evaluation Data Source: Feedback from parents, students, staff. Number of students entering college. Number of students entering professional careers.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Students will participate in college and career readiness activities as defined by the CISD Local Evaluation.

Strategy's Expected Result/Impact:

HB5 Compliance

Staff Responsible for Monitoring: Counselor

Funding Sources: Local Funds, 199-31-6399-00-101-0-99-000,

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Goal 3 Human Capital: Newport Elementary will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 1

Newport Elementary will continue to recruit, hire and retain highly effective teachers and staff members.

Evaluation Data Source: Retention rates

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Maintain the campus mentoring program for all first year teachers.

Strategy's Expected Result/Impact: Teacher retention

Staff Responsible for Monitoring: Administrators

Funding Sources: Local Funds, 199-23-6399-00-101-0-99-000,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Continue to foster a climate of mutual respect and support among teachers through multiple team building activities.

Strategy's Expected Result/Impact: Teacher Retention

Staff Responsible for Monitoring: Administrators
Counselor

Funding Sources: Local Funds, 199-23-6499-00-101-0-99-000,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

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April

 Continue/Modify

June

Performance Objective 2

Newport Elementary will ensure that staff members are highly qualified and continuously pursuing learning opportunities through trainings on the campus, district, and professional levels.

Goal 4

District-Wide Climate of High Expectations and Teamwork: Newport Elementary and Crosby ISD will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

Performance Objective 1

Opportunities will be provided for parents to be informed of campus events and information.

Evaluation Data Source: Parent feedback and participation in school events and district programs.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Blackboard will inform parents of events through texts, calls and email.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress
December

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April

 Continue/Modify

June

Strategy 2

Multiple forms of social media will be used to communicate with the community about campus and district events and happenings.

Strategy's Expected Result/Impact: Increased Parental Involvement

Staff Responsible for Monitoring: Administrators

Funding Sources: Local Funds, 199-61-6499-00-101-0-99-000,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

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Continue/Modify

June

Strategy 3

In addition to open house, meet the teacher and multiple seasonal celebrations; parents will be invited to school to participate in planning, academic nights, and award celebrations.

Strategy's Expected Result/Impact: Increase parental involvement

Staff Responsible for Monitoring: Administrators

Teachers

Parent Volunteer Organization

Funding Sources: Title I, 211-61-6399-00-101-8-24, , Title I, 211-61-6499-00-101-8-24,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

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April



Continue/Modify

June

Performance Objective 2

A "Freedom from Bullying Plan" will be implemented district-wide.

Evaluation Data Source: Crosby ISD will address bullying in any form.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

The school counselor will implement and anti-bullying campaign.

Strategy's Expected Result/Impact: Bullying reports decrease

Staff Responsible for Monitoring: Counselor

Funding Sources: Local Funds, 199-31-6399-00-101-0-99-000,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

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February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Staff and students will be trained on and practice Positive Behavior Intervention methods. (PBIS)

Strategy's Expected Result/Impact: Decline in discipline referrals
Positive school climate

Staff Responsible for Monitoring: Administrators
Counselor
Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

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February

Moderate Progress

April



Continue/Modify

June

Strategy 3

Staff and students will be trained on restorative discipline.

Strategy's Expected Result/Impact: Decreased referrals and Positive campus/district climate.

Staff Responsible for Monitoring: Teachers, Administrators, District Therapist, Director of Student Services

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Goal 5

Newport Elementary will develop Co-Curricular programs which enhance students' educational experiences, academic achievement, and school and community pride for all learners.

Performance Objective 1

Students will participate in extracurricular clubs and activities.

Evaluation Data Source: Participation surveys

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Students will be offered multiple clubs and activities that address students interests and strengths.

Strategy's Expected Result/Impact: School Culture

Staff Responsible for Monitoring: Teachers
Administrators

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Goal 6

Community Relations

Through communications and customer service Newport Elementary and Crosby ISD will create a welcoming environment for all learners and their families that is informative and inclusive .

Performance Objective 1

Communication will enhance and encourage community involvement in schools. Evaluation Data Sources

Evaluation Data Source: Increased participation will be recognized in social media, as well as attendance at school and district events.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

All phone calls and emails will be returned within one school day.

Strategy's Expected Result/Impact: Increased communication

Staff Responsible for Monitoring: All Newport Elementary Staff

Funding Sources: Local Funds, 199-61-6499-00-101-0-99-000,

Title I: 4.1, 4.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

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February

Moderate Progress

April



Continue/Modify

June

Strategy 2

Parent square will be utilized to send newsletters and emails to inform parents/guardians and community members of the events happening on campus.

Strategy's Expected Result/Impact: Stronger relationships with parents, community members built on strong communication and trust.

Staff Responsible for Monitoring: Teachers, Administrators

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 2

Newport Elementary staff will participate in community events.

Evaluation Data Source: A strong alliance of community organizations and schools will be maintained.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Campus staff and students will participate in community events. (parades, trunk or treat, etc)

Strategy's Expected Result/Impact: Community Relations

Staff Responsible for Monitoring: All Campus Staff

Funding Sources: Bilingual supplies Local Funds, 199-E-61-6399-00-101-0-25-000,

Title I: 4.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Performance Objective 3

The campus will host student performances and family events to increase parent involvement.

Evaluation Data Source: Increase parent engagement for academic and social events.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

The campus will offer: student led conferences, performance for Bilingual Night, science fair, and math and literacy nights

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Goal 7 Crosby ISD and Newport Elementary will be a good steward of taxpayers' money

Performance Objective 1

The campus will participate in efforts by organizations connected statewide to support schools.

Evaluation Data Source: Impact of legislation on CISD.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Campus administrators will stay informed of legislation through professional development, leadership meetings, and legislative updates.

Strategy's Expected Result/Impact: Campus spending correlates to allocations for campus need.

Staff Responsible for Monitoring: Administrators

Funding Sources: Local Funds, 199-23-6411-00-101-0-99-000,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress
December

Moderate Progress
February

Moderate Progress
April

 Continue/Modify
June

Performance Objective 2

The budgeting process will ensure efficiency in funding the campus needs.

Evaluation Data Source: Adherence to business office guidelines.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

The budget will reflect student needs.

Strategy's Expected Result/Impact: End-of-Year balanced budget

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Goal 8 Crosby ISD and Newport Elementary will maintain quality and safe facilities and adequately plan for future needs.

Performance Objective 1

All buildings will operate in a comfortable and safe atmosphere. Work orders will be completed in a timely manner.

Evaluation Data Source: Facilities will operate efficiently without interruption.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continud

Strategy 1

Campus administration will monitor and address building needs.

Strategy's Expected Result/Impact: Campus Culture

Staff Responsible for Monitoring: Administrators

Funding Sources: Local Funds, 199-51-6399-00-101-0-99-000,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress
December

Moderate Progress
February

Moderate Progress
April

 Continue/Modify
June

Strategy 2

Interior and exterior doors will be checked regularly.

Strategy's Expected Result/Impact: Exterior door audit will be completed successfully.

Staff Responsible for Monitoring: Principal, A.P, Counselor, teachers, paraprofessionals, maintenance staff and SROs.

Formative Reviews

Moderate Progress
December

Moderate Progress
February

Moderate Progress
April

 Continue/Modify
June

Performance Objective 2

District facilities will be safe and secure for faculty, staff, students and community members.

Evaluation Data Source: The number and type of incidents occurring that pose a disruption to the buildings, staff, students or the community will be minimized and/or eliminated. Door audits will implemented and updated frequently.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Contine

Strategy 1

Security audits will be performed to identify risks to building safety(Door audits).

Strategy's Expected Result/Impact: The presence of security is proactive in preventing harm.

Staff Responsible for Monitoring: Administrators

Funding Sources: Local Funds, 199-52-6399-00-101-0-99-000,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April

 Continue/Modify

June

Strategy 2

Fire Marshall inspections will be completed with a campus administrator.

Strategy's Expected Result/Impact: Areas of risk will be minimized.

Staff Responsible for Monitoring: Fire Marshall
Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April

 Continue/Modify

June

Strategy 3

Safety drills will be performed and monitored.

Strategy's Expected Result/Impact: Staff members and students will be prepared in case of an emergency.

Staff Responsible for Monitoring: Teachers, Administrators, Executive Director of Operations

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June

Goal 9

Public Education Reform:
CISD and Newport Elementary will support and/or participate in litigation and/or legislative efforts that support a strong public education system.

Performance Objective 1

The principal, with support of the CISD School Board, will actively campaign on the state and local level for appropriate funding and policies to benefit Crosby ISD

Evaluation Data Source: Legislation passed that supports the efforts of public school students, particularly in Crosby ISD

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Campus administrators will be advised of legislation affecting public schools.

Strategy's Expected Result/Impact: Leadership meeting discussions.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Moderate Progress

February

Moderate Progress

April



Continue/Modify

June



Title I Summary

Title I - Previous

1.1 Comprehensive Needs Assessment

As reflected in the Comprehensive Needs Assessment, the following priorities have been established for Newport Elementary School:

1. The district has established a goal of 96% attendance. To reach this goal, the attendance policies need adequate monitoring, organization, structure, and implementation from both the district and campus levels.
2. Improvement of Tier I instruction in Reading and Writing across the campus/district - Training and ongoing support for all Tier I teachers to implement effective teaching strategies that are required by the district and/or campus, as well as alignment of instruction with State identified student learning expectations.
3. Improvement of targeted instructional teaching & interventions in reading and math based upon individual and sub-group needs/gaps.
4. In an effort to recruit and retain qualified teachers, professional development focusing on instructional strategies needs to be aligned across the district and maintained at both the district and campus levels.

2.1 Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement plan has been reviewed, revised, and updated with input from stakeholders representing all areas of the academic program.

2.2 Regular monitoring and revision

The Schoolwide plan is formatively reviewed in December, February, and April. A summative review of the Schoolwide plan occurs in June.

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

The Comprehensive Needs Assessments and Campus Plan is housed on the District and campus website. Copies are also available on the campus.

2.4 Opportunities for all children to meet State standards

Newport Elementary School will make academic achievement and student performance its priority. (Student performance will be monitored by the student achievement domain, the school progress domain, and the closing the gaps domain.) Student progress will be monitored through a variety of formative and summative assessment methods. Academic support and/or interventions will be implemented with all student groups when the need is identified.

2.5 Increased learning time and well-rounded education

Newport Elementary School will maintain TEKS aligned instruction in all classrooms and will provide tutorial and intervention programs for all students who are in need of additional support. Additionally, a variety of extra-curricular and co-curricular activities will be offered that complement the academic program.

2.6 Address needs of all students, particularly at-risk

Newport Elementary School will offer a wide variety of programs that address the academic, behavioral, social-emotional, and health/wellness needs of students. Staff members monitor the accomplishments and needs of each learning group, with emphasis on student groups that are at risk of not meeting state academic standards and/or dropping out of school. A variety of support programs are implemented on an ongoing basis to support the needs of any and all students.

3.1 Annually evaluate the schoolwide plan

The Schoolwide plan is formatively reviewed in December, February, and April. A summative review of the Schoolwide plan occurs in June.

4.1 Develop and distribute Parent and Family Engagement Policy

Newport Elementary School maintains its Parent and Family Engagement Policy by reviewing and revising the policy each year. The campus' Site Based Decision-Making Committee completes this process.

4.2 Offer flexible number of parent involvement meetings

Campus meetings are held at various times throughout the school year.

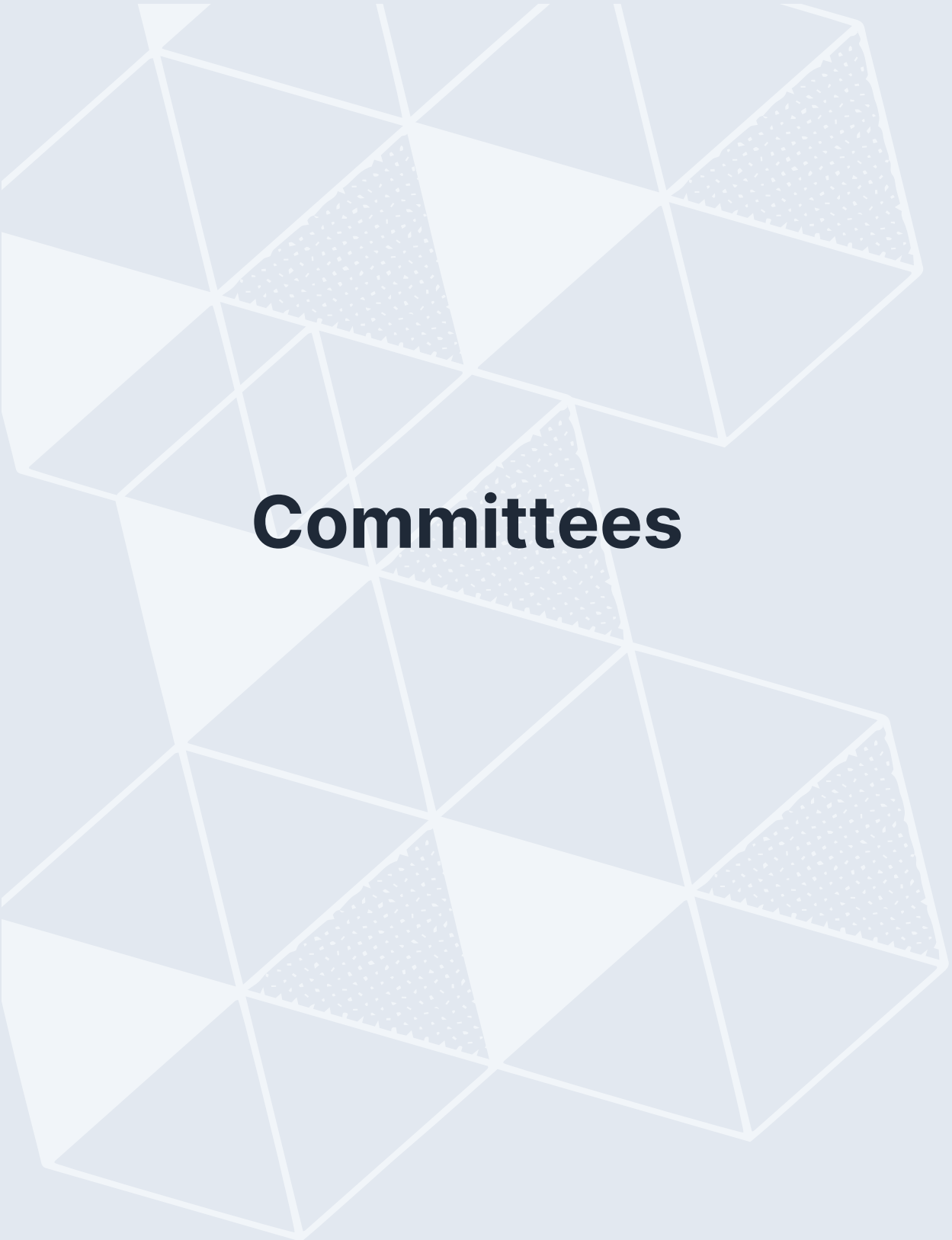
5.1 Determine which students will be served by following local policy

Newport Elementary School is a Title I campus.

Title I - Updated

Title I Personnel

Name	Position	Program	FTE
Interventionist	Interventionist	Title I	NaN



Committees

Committees

2024-2025 Site Based Decision Making Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 4, 2024 @ 4:15 PM	NES Library	20241105164122512.pdf	--
October 22, 2024 @ 4:15 PM	Cafeteria	20241105164112415.pdf	Site Base Meeting pdf.pdf

Members

First Name	Last Name	Position	Committee Role
Diane	Guynes	Camp Gladiator/Business	Business Representative
Kristin	Baker	Parent/PVO	Parent
Christy	Covan	Executive Directo of Human Resources	District-level Professional
Cindy	Herrera	3rd grade Bilingual/RELA	Classroom Teacher
Melissa	Mckeon	3rd grade RELA teacher	Classroom Teacher
Kelly	Angell	1st grade ESL teacher	Classroom Teacher
Abby	Marek	P.E Teacher/Coach	Classroom Teacher
Sharon	Brown	Special Education/Resource Teacher	Special Education/Resource Teacher
Mackenzie	Spencer	Community Rep	Community Representative
Ann	Price	Principal	Administrator



Addendums

Newport Elementary

NES - 3rd grade STAAR Early Childhood Literacy Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% to 69% by June 2026.

Yearly Target Goals

2021(Baseline)	2022	2023	2024	2025	2026
49%	49%	51%	54%	59%	69%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	*	44%	54%	*	*	*	*	24%	38%		22%		
2022	*	44%	54%	*	*	*	*	24%	38%		22%		
2023	*	46%	56%	*	*	*	*	26%	40%		24%		
2024	*	49%	59%	*	*	*	*	29%	43%		27%		
2025	*	54%	64%	*	*	*	*	34%	48%		32%		
2026	*	64%	74%	*	*	*	*	44%	58%		42%		

* Less than 10 students tested on STAAR

Blank box – state data not yet reported (Preliminary TAPR will be released in November and final TAPR in January)



Newport Elementary

NES - Early Childhood Literacy Progress Measure 2 - 2nd grade					
The percent of 2nd grade students that score on grade level or above on the EOY Rigby Reading Summative Assessment will increase from 60% to 80% by June 2026.					
Yearly Target Goals					
2021(Baseline)	2022	2023	2024	2025	2026
60%	60%	62%	65%	70%	80%

NES - Early Childhood Literacy Progress Measure 1 - 1st grade					
The percent of 1st grade students that score on grade level or above on the EOY Rigby Reading Summative Assessment will increase from 63% to 83% by June 2026.					
Yearly Target Goals					
2021(Baseline)	2022	2023	2024	2025	2026
63%	63%	65%	68%	73%	83%



MATH

STATS
PERCENTAGE
COUNTING
LOGIC
FORMULA
THEORIES
ALGEBRA
GRAPHS
LOGARITHMS
DECIMALS
LOGIC
NUMBERS
TRIGONOMETRY
TEACHER
PROOFS
FRACTIONS
CONGRUENT
ADDITION
ALGEBRA

MATHEMATICS

SCHOOL
COUNTING
PERCENTAGE
FORMULAS
GRAPHS
ALGEBRA
LOGARITHMS
LOGIC
PROOFS
ADDITION
LINEAR
NUMBERS
MATH
STATS
EQUATIONS
CONGRUENT
SCHOOL
GRAPHS
PERCENTAGE
TRIGONOMETRY
TEACHER
ALGEBRA
DECIMALS



Newport Elementary

NES - 3rd grade STAAR Early Childhood Math Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Mathematics will increase from 44% to 63% by June 2026.

Yearly Target Goals

2021(Baseline)	2022	2023	2024	2025	2026
44%	44%	46%	49%	53%	63%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	*	38%	54%	*	*	*	*	18%	40%		19%		
2022	*	38%	54%	*	*	*	*	18%	40%		19%		
2023	*	40%	56%	*	*	*	*	20%	42%		21%		
2024	*	43%	59%	*	*	*	*	23%	45%		24%		
2025	*	47%	63%	*	*	*	*	27%	49%		28%		
2026	*	57%	73%	*	*	*	*	37%	59%		38%		

* Less than 10 students tested on STAAR

Blank box – state data not yet reported (Preliminary TAPR will be released in November and final TAPR in January)



Newport Elementary

NES - Early Childhood Math Progress Measure 2 - 2nd grade					
The percent of 2nd grade students that score on grade level or above on the EOY Mathematics Summative Assessment will increase from 25% to 44% by June 2026.					
Yearly Target Goals					
2021(Baseline)	2022	2023	2024	2025	2026
25%	25%	27%	30%	34%	44%

NES - Early Childhood Math Progress Measure 1 - 1st grade					
The percent of 1st grade students that score on grade level or above on the EOY Mathematics Summative Assessment will increase from 51% to 70% by June 2026.					
Yearly Target Goals					
2021(Baseline)	2022	2023	2024	2025	2026
51%	51%	53%	56%	60%	70%

