

Eagle Mountain-Saginaw Independent School District

Northbrook Elementary

2023-2024 Improvement Plan



Mission Statement

Nurture children, engage minds, ensure learning.

Vision

A school of excellence dedicated to the academic, social, and emotional success of all students

Value Statement

We believe every person, regardless of background, opportunities, or challenges, deserves to be accepted and cared for, so we will show compassion to our students, families, and each other.

We believe everyone has value, so we will model respect for students, families and each other.

We believe that we have a responsibility to ensure that all students learn at high levels, so we will strive for excellence in everything that we do.

We believe that each of us must build strong relationships and develop a servant's heart, so we will serve our students, families, and each other willingly.

We believe that only through teamwork and collaboration can we optimize success for all students, so we will work as a team to achieve our mission, vision, and goals.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics:

Northbrook Elementary Facts:

- Title 1 campus
- 546 students currently enrolled
- 27 languages are represented

Mobility Rate

19-20	20-21	21-22
28%	27.03%	23.21%

Free or Reduced Lunch

19-20	20-21	21-22
68.2%	78.6%	77%
	424/539	422/548

New to NES: 1st - 5th Grade

19-20	20-21	21-22
21%	12%	19%
98/466	54/448	88/465

Mobility Rate

19-20	20-21	21-22
28%	27.03%	23.21%

Student Enrollment by Race

	17-18	18-19	19-20	20-21	21-22
Hispanic	41%	31%		31%	34%
African American	21%	30%		34%	38%
White	25%	24%		18%	16%
Asian	8%	9%		9%	8%
Two or More Races	6%	7%		7%	4%
Pacific Islander	0.2%	0.2%		0	0

Staff at Northbrook consists of approximately 66 members including:

- 1 Principal
- 1 Assistant Principal
- 1 Counselor
- 1 Social Worker
- 1 Long term Librarian
- 26 General Education Teachers
- 2 Special Education Teachers
- 2 Special Education Paraprofessionals
- 1 ACES Teacher
- 2 ACES Paraprofessionals
- 1 Structured Teacher
- 2 Structured Paraprofessionals
- 1 Student Success Academy Teacher
- 1 Student Success Academy Paraprofessional
- 1 Fine Arts Teacher (Music/Art)
- 1 Physical Education Teacher
- 1 Physical Education Paraprofessional
- 1 Computer Lab Aide
- 1 Math Interventionist
- 1 Reading Interventionist
- 1 Math Instructional Coach
- 1 Reading Instructional Coach
- 1 Registered Nurse
- 1 Dyslexia Therapist
- 1 Speech Pathologist
- 1 Cafeteria Manager
- 3 Child Nutritionist
- 2 Custodians
- 3 Cafeteria Monitors
- 2 Office Paraprofessionals
- 1 Principal Secretary

Demographics Strengths

We consider the diversity of our campus to be a strength. Students have opportunities to learn to value each other's differences and unique contributions to the campus.

We are proud to have many Dads that volunteer to be our Watch Dogs. It is wonderful to see how the students interact with the Dads, they are great role models.

Our PTA Continues to work diligently to provide resources for our students and staff.

Teachers communicate with our families via, remind 101, twitter, email, phone calls, in person and TEAMS.

For the second year in a row, we have the Girls on the Run program. This program promotes girl empowerment by teaching life skills through lessons and running. This program is run by our first grade team lead Khara Payblas.

Student council is run by our 3rd grade teacher Katina Walker.

Demographics

Demographics Summary

Northbrook Elementary Facts:

Demographics:

Northbrook Elementary Facts:

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- 567 students currently enrolled
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-

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- 1 ACES Teacher
- 2 ACES Paraprofessionals
- 2 Structured Teacher
- 3 Structured Paraprofessionals
- 1 Student Success Academy Teacher
- 1 Student Success Academy Paraprofessional
- 1 Fine Arts Teacher (Music/Art)
- 1 Physical Education Teacher
- 1 Physical Education Paraprofessional
- 1 Computer Lab Aide
- 1 Math Interventionist
- 1 Reading Interventionist
- 1 Math Instructional Coach
- 1 Reading Instructional Coach
- 1 Registered Nurse
- 1 Dyslexia Therapist
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- 1 Cafeteria Manager
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We are proud to have many Dads that volunteer to be our Watch Dogs. It is wonderful to see how the students interact with the Dads, they are great role models.

Our PTA continues to work diligently to provide resources for our students and staff.

Teachers communicate with our families via Remind 101, Twitter, ClassDojo, email, Smore, phone calls, in-person and TEAMS.

For the second year in a row, we have the Girls on the Run program. This program promotes girl empowerment by teaching life skills through lessons and running.

Student council is comprised of a selection of 3-5 grade students. They help exemplify CREST values and student stewardship.

Counselor and Social Worker meet with students identified through the xSEL assessment and/or parent/teacher requests.

Our SSA coach and para work with staff to identify Tier II and III behavior students for intervention and class support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our data shows that our low socioeconomic students have traditionally performed significantly below grade level on state assessments. **Root Cause:** Students come to school with a wide range of experiences and differing background knowledge. We are working to get our Tier I instruction and interventions aligned to meet the needs of all students.

Student Learning

Student Learning Summary

Northbrook BAS

EOY 20-21	Total # of students tested	# of Students Below	% of Students Below Level	# of Students On level	% of S on level	# of Students above level	% of S above level	BOY 21-22	Total # of students tested	# of Students Below Level	% of Students Below Level	# of Students On-Level	% of Students On-Level	# of Students Above Level	% of Students Above Level
Kinder	82	46	56%	16	19%	20	24%	Kinder							
First	93	53	56%	10	10%	30	32%	First	80	43	53%	17	36%	20	43%
Second	87	53	60%	5	5%	29	33%	Second	76	45	59%	6	7%	25	32%
Third	53	27	50%	7	13%	18	41%	Third	54	34	62%	3	5%	7	12%
Fourth	96	50	52%	26	27%	20	20%	Fourth	57	25	43%	9	15%	23	40%
Fifth	45	44	97%	1	2%	0		Fifth	39	31	79%	6	15%	2	5%

EOY 21-22	Total # of students tested	# of Students Below Level	% of Students Below Level	# of Students On-Level	% of Students On-Level	# of Students Above Level	% of Students Above Level
Kinder	77	49	63.64	13	16.88	15	19.48
First	80	35	44	3	3.75	42	52.50
Second	91	50	55	13	14.29	28	31
Third	79	60	63	11	13.92	18	22.78
Fourth	64	21	32.81	23	35.94	20	31.25
Fifth	39	21	53.85	18	46.15	0	0

Northbrook STAAR Data

Percentage of Students Approaching Grade Level or Higher

	District Target	16-17	17-18	18-19	19-20 No STARR Data	20-21	21-22	Point off 20-21	Points off District Target
Reading	88%	64%	72%	69%	N/A	50%	72%	+22	-16
Math	85%	64%	78%	71%	N/A	47%	62%	+15	-23
Writing	85%	45%	60%	52%	N/A	38%	N/A	N/A	NA
Science	92%	63%	65%	60%	N/A	36%	53%	+17	-39

21-22 STAAR Data for Northbrook Elementary

3rd Grade

	Approaches	Meets	Masters
Reading	73%	47%	22%
Math	70%	39%	13%

4th Grade

	Approaches	Meets	Masters
Reading	64%	30%	12%
Math	51%	21%	9%
Writing	38%	16%	2%

5th Grade

	Approaches	Meets	Masters
Reading	77%	52%	24%
Math	62%	32%	12%
Science	53%	14%	11%

Student Learning Strengths

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Though increasing, STAAR scores still are not as high as they need to be to ensure that all students are mastering essential grade level standards. **Root Cause:** Students come to school with a wide range of experiences and differing background knowledge. We are still working to get our Tier I instruction and interventions to a sufficient level to meet the needs of all students.

Problem Statement 2 (Prioritized): Large percentages of kindergarten through second grade students, though making growth, are not reading on grade level at the end of the year. **Root Cause:** Our students come to school with a wide range of experiences, including some students with little exposure to literacy in any form, requiring stronger Tier I instruction and more focused intervention.

Problem Statement 3 (Prioritized): Mathematics problem solving continues to be a weakness across grade levels and student groups. **Root Cause:** Current problem solving model is not being used consistently. More vertical alignment is needed.

School Processes & Programs

School Processes & Programs Summary

Daily targeted academic intervention/WIN

Strategic walkthroughs

Leadership meetings

Team Lead meetings

Content specific CLCs

Part-time tutors to support intervention

Response to Intervention processes

Grade level Professional Learning Communities

Targeted professional development

SSA

LiNK/Positive Action

School Processes & Programs Strengths

- Professional Learning Communities' processes resulted in a much deeper understanding of individual student needs, as well as class, grade level, and campus needs.
- Intervention structure and the hiring of part-time tutors provided for focused, flexible intervention groups.
- Identification of grade level and content area-specific essential standards provided even more focus for intervention.
- Strengthened CARE team process of student identification and goal setting.
- SSA has been instrumental in identifying and providing interventions for Tier 2 and tier 3 students. SSA has also provided solid classroom management supports.
- Social worker provides community support by providing targeted resources to families.
- Counselor provides monthly guidance lessons utilizing the Zones of Regulation curriculum and presents professional development on the TBRI framework.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We will continue our development of the Professional Learning Communities process to foster student growth and alignment of content across grade levels. **Root Cause:** PLCs are moving from learning to application.

Perceptions

Perceptions Summary

The staff and students share our CREST values of compassion, respect, excellence, service and teamwork. These values are integrated into all aspects of our school life. The staff is passionate about serving our students and is open to new ideas and strategies to reach increase student achievement.

We have a small but dedicated PTA, and our campus has been adopted by several local churches. We partner with local high schools who provide mentors for our students, and with the Fort Worth Police Department that provides a volunteer-based reading intervention program for struggling first grade readers.

87% of our 24 community survey respondents rate the overall quality of their child's education at Northbrook as good, very good, or excellent. 13% (three respondents) rate the overall quality as fair or poor.

Perceptions Strengths

96% of our 24 community survey respondents agree that teachers set high learning standards for their children and 96% believe teachers give timely and helpful feedback on their child's schoolwork.

96% of our 24 community survey respondents agree or strongly agree that they feel welcome in our school.

96% of our 24 community survey respondents agree or strongly agree that the school is clean and well-maintained.

Staff survey results in all areas were considerably higher than last year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We do not have a clear understanding of community perceptions of the school. **Root Cause:** Less than five percent of families responded to community survey.

Problem Statement 2 (Prioritized): Only 71% of community respondents believe that school staff members are aware of safety and security procedures. **Root Cause:** Procedures have not been communicated to families.

Problem Statement 3 (Prioritized): Only 65% of staff responding to survey reported being recognized for accomplishments, and only 72% feel appreciated for their work. **Root Cause:** Administration is not recognizing all staff members in a way that makes them feel appreciated.

Priority Problem Statements

Problem Statement 1: We will continue our development of the Professional Learning Communities process to foster student growth and alignment of content across grade levels.

Root Cause 1: PLCs are moving from learning to application.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Large percentages of kindergarten through second grade students, though making growth, are not reading on grade level at the end of the year.

Root Cause 2: Our students come to school with a wide range of experiences, including some students with little exposure to literacy in any form, requiring stronger Tier I instruction and more focused intervention.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Mathematics problem solving continues to be a weakness across grade levels and student groups.

Root Cause 3: Current problem solving model is not being used consistently. More vertical alignment is needed.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: We do not have a clear understanding of community perceptions of the school.

Root Cause 4: Less than five percent of families responded to community survey.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Only 71% of community respondents believe that school staff members are aware of safety and security procedures.

Root Cause 5: Procedures have not been communicated to families.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Only 65% of staff responding to survey reported being recognized for accomplishments, and only 72% feel appreciated for their work.

Root Cause 6: Administration is not recognizing all staff members in a way that makes them feel appreciated.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 1: All students in kindergarten, first grade and second grade will make one year's growth as measured by BAS.

Evaluation Data Sources: BOY, MOY, and EOY BAS and SLO progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: We will discuss and implement targeted reading interventions to address specific skill deficits. Strategy's Expected Result/Impact: Students will gain at least one year's growth as measured by BAS and monitored using assessments aligned to specific goals. Staff Responsible for Monitoring: Classroom Teacher Reading Teacher Literacy Interventionist and Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Tutor - 211 - Title 1, Part A - \$5,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Reading tutors will enable us to provide more focused small-group intervention. Strategy's Expected Result/Impact: Data-driven intervention groups that will allow campus to close learning gaps. Staff Responsible for Monitoring: Instructional Coach Title I: 2.4, 2.5 Funding Sources: Tutor - 211 - Title 1, Part A - \$9,000	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize grade level PLCs and the PDSA cycle to conduct grade level planning throughout the school year with reading teachers to align and improve reading instruction. Monitor data using student assessments and student data folders. Strategy's Expected Result/Impact: Greater understanding of TEKS, curriculum, best practices and improved alignment of instruction. Therefore, increased instructional effectiveness and student growth. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, classroom teachers Title I: 2.4 Funding Sources: Subs - 211 - Title 1, Part A - \$540	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Grade's K, 1 and 2 will meet with CLC leaders and peers once a nine weeks to discuss best practices and ensure aligned, continuous improvement. Strategy's Expected Result/Impact: Greater understanding of reading curriculum/resources and utilization leading to increased student achievement. Staff Responsible for Monitoring: Instructional Coach, Interventionists, Classroom Teachers Title I: 2.6 Funding Sources: Subs - 211 - Title 1, Part A - \$270	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize vertical PLCs throughout the school year with reading teachers to align and improve reading instruction. Strategy's Expected Result/Impact: Greater understanding of TEKS, curriculum, best practices and improved alignment of instruction. Therefore, increased instructional effectiveness and student growth. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, classroom teachers. Title I: 2.4	Formative			Summative
	Dec	Feb	Mar	June





Strategy 6 Details		Reviews			
Strategy 6: MTSS/CareTeam meetings will be held with campus administrators, instructional specialists/coaches and classroom teachers to review Tier 2 and 3 student data/behavior. Goals will be reviewed, instructional strategies discussed and new goals proposed. Strategy's Expected Result/Impact: Identified students will receive targeted instruction based on their needs and learning styles to close their achievement gaps. Students with behavior needs will receive individualized behavior goals and interventions to help them focus on learning. Staff Responsible for Monitoring: Campus administrators, classroom teachers, instructional coaches, and reading/math interventionists. As needed, counselor, behavior coach, speech language pathologist, dyslexia specialist and/or intervention counselor Title I: 2.4, 2.5, 2.6		Formative			Summative
		Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 2: By the end of 2023-2024, at least 80% of the 3rd, 4th and 5th grade students will meet or exceed the expectation of a 70% passing rate on each nine week district common assessment in reading and math.

Evaluation Data Sources: Nine week district common assessment





Strategy 1 Details	Reviews			
Strategy 1: Implement targeted reading and math intervention to address specific skill deficits. Strategy's Expected Result/Impact: Close gaps to increase reading and math levels by end of year. Staff Responsible for Monitoring: Administration, Instructional Coaches Title I: 2.4, 2.5, 2.6 Funding Sources: Tutor - 211 - Title 1, Part A - \$9,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize PLCs and the PDSA cycle to conduct grade level planning throughout the school year to align and improve reading and math instruction. Monitor data using student assessments and student data folders. Strategy's Expected Result/Impact: Greater understanding of TEKS, curriculum, best practices and improved alignment of instruction. Therefore, increased instructional effectiveness and student growth. Staff Responsible for Monitoring: Administration, Instructional Coach, Classroom Teachers Funding Sources: Subs - 211 - Title 1, Part A - \$720	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Grades 3-5 will meet with CLC presenters and peers from other campuses once a nine weeks to discuss best practices and ensure aligned, continuous improvement. Strategy's Expected Result/Impact: Greater understanding of reading & math curriculum and utilization leading to increased student achievement. Staff Responsible for Monitoring: Administration, Instructional Coaches, Interventionist, Classroom Teachers Title I: 2.4 Funding Sources: Subs - 211 - Title 1, Part A - \$270	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: In order to prepare for each common assessment, teachers will use the below strategies: -PLC data digs -Lead4Ward resources -High-yield instructional strategies -Backward design lesson planning -ELPS strategies Strategy's Expected Result/Impact: Increase in student achievement on each of the 9 weeks common assessments. Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Administrators Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: MTSS/CareTeam meetings will be held with campus administrators, instructional specialists/coaches and classroom teachers to review Tier 2 and 3 student data/behavior. Goals will be reviewed, instructional strategies discussed and new goals proposed. Strategy's Expected Result/Impact: Identified students will receive targeted instruction based on their needs and learning styles to close their achievement gaps. Students with behavior needs will receive individualized behavior goals and interventions to help them focus on learning. Staff Responsible for Monitoring: Campus administrators, classroom teachers, instructional coaches, and reading/math interventionists. As needed, counselor, behavior coach, speech language pathologist, dyslexia specialist and/or social worker Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Utilize vertical planning throughout the school year with reading and math teachers to align and improve reading and math instruction. Strategy's Expected Result/Impact: Greater understanding of TEKS, curriculum, best practices and improved alignment of instruction. Therefore, increased instructional effectiveness and student growth. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, classroom teachers Title I: 2.4	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 3: By the end of the 2023 - 2024 school year, 70% of students in grades 4 and 5 served through special education will show at least one year of growth in reading and math as measured by the STAAR reading/math assessment.





Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Special Education teachers will participate in PLCs and vertical planning to support math and reading. Strategy's Expected Result/Impact: Continued academic growth for students served through special education Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Special education teachers will collaborate with general education teachers for instructional practices and content knowledge in math and reading. Strategy's Expected Result/Impact: Continued academic growth for students served through special education. Staff Responsible for Monitoring: Administration and instructional coaches.	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 4: SCIENCE: By the end of the 2023-2024 school year, 70% of students in fifth grade will at least approach/meet grade level standards in science as measured by the STAAR science assessment.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: 3-5 science content facilitators will meet once a nine weeks to discuss best practices and ensure aligned, continuous improvement. Strategy's Expected Result/Impact: Greater understanding of science TEKS, curriculum/resources, improved alignment and best practices leading to increased student achievement. Staff Responsible for Monitoring: Teachers Administration Title I: 2.4 Funding Sources: Subs - 211 - Title 1, Part A - \$540	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers utilize strategies and best practices based on district recommendations from the science curriculum. Strategy's Expected Result/Impact: Increased awareness of individual performance through use of data folders and individual student goal tracking. An increase in student achievement through assessment scores. Staff Responsible for Monitoring: Science CLCs Teachers Administrators Title I: 2.4	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 5: Math and Reading: By the end of the 2023-2024 school year, 70% of students in third through fifth grade will score "approaches" or better on grade level standards in math /reading as measured by the STAAR assessment.

Evaluation Data Sources: STAAR assessment data, interim assessment data, DCAs, formal and informal assessment data





Strategy 1 Details	Reviews			
Strategy 1: Instructional supports will be provided daily, in all grade levels, to address the needs of students for intervention and extension in reading and math. Strategy's Expected Result/Impact: Students will make growth to close academic gaps. Staff Responsible for Monitoring: Administration Classroom Teachers Instructional Coaches Interventionists Tutors Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will monitor progress towards meeting their individualized academic goals using data folders. Strategy's Expected Result/Impact: Students will gain proficiency with setting, monitoring and adjusting their own goals. Increased awareness of individual performance will increase overall student performance and growth. Staff Responsible for Monitoring: Teachers Instructional coaches Interventionists Administration Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Reading and math teachers will utilize the workshop model across all grade levels. Strategy's Expected Result/Impact: Students will have regular opportunities to participate in differentiated, content-rich activities/projects leading to increased learner engagement. Staff Responsible for Monitoring: Teachers Administration Instructional Coaches Title I: 2.4, 2.5	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize research based resources during grade level and vertical planning throughout the school year to align and improve instruction. Strategy's Expected Result/Impact: Increased student understanding and learner engagement, increased student growth on assessments, targeted lessons and instruction Staff Responsible for Monitoring: Teachers Instructional Coaches Administration	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 6: By the end of the 2023-2024 school year, 85% of ELL students will improve their TELPAS reading, writing, listening and speaking scores by one level.

Evaluation Data Sources: TELPAS assessment data, classroom observations and assignments





Strategy 1 Details	Reviews			
Strategy 1: Provide staff development to ensure consistent implementation of instructional strategies (ELPS, TELPAS training, etc.) Strategy's Expected Result/Impact: Increase in TELPAS results and teacher knowledge of instructional/ELPS strategies Staff Responsible for Monitoring: Administration District ESL Instructional Coordinator Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 7: All students identified as needing additional SEL support will have the opportunity to engage in SEL groups and/or 1:1 meetings with the counselor and/or intervention counselor as identified by xSEL data, SRSS data, DDA data, staff, teachers, students and parents.

Evaluation Data Sources: xSEL data, teaching staff and/or parent requests, BCBA evaluations, SSA data and SRSS data

Strategy 1 Details	Reviews			
Strategy 1: A SEL and Counseling Advisory Committee has been assembled to collaborate about goal setting, plans of action and implementation toward creating a safe and nurturing environment for all students. Strategy's Expected Result/Impact: Student knowledge and skills on social problem solving and social perspective taking will increase according to the xSEL data and/or SRSS data Staff Responsible for Monitoring: Counselor intervention counselor Administration Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Dec	Feb	Mar	June





Strategy 2 Details		Reviews			
Strategy 2: Through the implementation of the zones of regulation in guidance lessons, SEL groups, direct support from the counselor or intervention counselor or SSA teacher, classroom support, and/or morning announcements, students will increase their awareness and management of their own feelings and emotions. Strategy's Expected Result/Impact: Increased awareness and self-regulation of feelings and emotions in students Staff Responsible for Monitoring: Administration Counselor intervention counselor SSA Coach Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Dec	Feb	Mar	June
		<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 1: 100% of campus-based professional development will be aligned to the Comprehensive Needs Assessment and district initiatives.

Evaluation Data Sources: Handouts, Notes, and PPTs from PD, Sign-In Sheets from PD

Strategy 1 Details	Reviews			
Strategy 1: Staff will be trained in Hattie and Marzano high-yield strategies throughout the year during Monday staff meetings. Strategy's Expected Result/Impact: Teachers will apply strategies to increase student performance. Staff Responsible for Monitoring: Administration Interventionist Instructional coach	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will continue to be trained to better use the tools available through Lead4Ward. Strategy's Expected Result/Impact: Teachers will have a greater understanding of the Lead4ward resources to drive planning and instruction. Staff Responsible for Monitoring: Administration Teachers Instructional Coaches/Interventionists Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Staff will be provided with ongoing training to utilize available technology (Promethean boards, ipads, laptop) through monthly technology team visits. Strategy's Expected Result/Impact: Increase in quality of technology integration into lessons leading to higher student achievement Staff Responsible for Monitoring: Campus technology specialist District technology team	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Staff will be trained in TBRI practices and strategies in accordance to the Aspire 2025 plan. Strategy's Expected Result/Impact: Staff will increase their understanding on connecting, empowering and correcting principles. Staff Responsible for Monitoring: Administration Counselor Social Worker SSA Coach Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 2: The yearly average attendance rate for the 2023-2024 school year will increase from 95.7% to 96.0%.

High Priority

Evaluation Data Sources: PEIMS Attendance Reports





Strategy 1 Details	Reviews			
Strategy 1: Intervention counselor will contact families of students with 10 or more absences to determine and address root causes of truancy. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Leadership Team Title I: 2.6 Funding Sources: Social Worker - 211 - Title 1, Part A - \$23,000	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Regularly provide families with students that have attendance concerns with research and tools regarding the importance of regular attendance. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Intervention Counselor Administration Title I: 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide Tier 3 attendance students with the opportunity to participate in an attendance incentive program. Strategy's Expected Result/Impact: Decreased unexcused absences for identified students. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Dec	Feb	Mar	June

Administration Title I: 2.6				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 3: The percentage of community members participating in annual parent survey will increase from less than 5% to 15%.

Evaluation Data Sources: 2022 District and Climate Survey for Parents

Strategy 1 Details	Reviews			
Strategy 1: Offer incentives to parents and students for parent participation in survey (treats for class with highest percentage, gift card drawing for participating families) Strategy's Expected Result/Impact: A higher number of respondents Staff Responsible for Monitoring: Administration Classroom Teachers Funding Sources: prizes - 199 - General Fund - \$100	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 4: The percentage of survey respondents rating the overall quality of parent/guardian and community involvement with the campus as excellent or good will increase from 42% to 75%.





Evaluation Data Sources: 2021 Parent and Community Survey

Strategy 1 Details	Reviews			
Strategy 1: Involve parents in the review of Title I Parent Involvement policy, form and meet with Parent Advisory Committee at least twice during the 2023-2024 school year, and notify parents in numerous way of school wide Title I status. Strategy's Expected Result/Impact: Title I compliance, increased parent involvement Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2	Formative			Summative
	Dec	Feb	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 1: 100% of staff and students will receive training in, and follow, the Standard Response Protocol from the I love You Guys Foundation.

Evaluation Data Sources: Handouts and Sign-in Sheet from Safety Training Drill Logs, Drill Debrief Notes.

Strategy 1 Details	Reviews			
Strategy 1: The entire NES staff will be trained in the Standard Response Protocol, Reunification Protocol, Avoid/Deny/Defend, and Crisis Go. Strategy's Expected Result/Impact: Every staff member will understand how to respond appropriately in the event of a crisis situation on the campus. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The entire NES student body will be trained in the Standard Response Protocol. Students will practice the Standard Response Protocol actions during drills throughout the school year. Strategy's Expected Result/Impact: Every student will understand how to respond appropriately in the event of a crisis situation on the campus. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 2: 100% of staff and students will participate in creating and fostering a culture of SEL and mental health at Northbrook Elementary.

Evaluation Data Sources: Bullying Investigation, Suicide Protocol, Threat Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Campus CREST store will continue to provide positive behavioral supports for students exhibiting campus CREST values. Strategy's Expected Result/Impact: Fewer classroom disruptions and office referrals Staff Responsible for Monitoring: Special Area Teachers Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Bullying will be addressed through counselor guidance lessons delivered to students in every grade level and classroom. Information about the bullying curriculum will be made available to parents through the NES social media page, district website and parent newsletter. Strategy's Expected Result/Impact: A greater understanding on the part of students and parents of the definition of bullying; fewer bullying or other antagonistic behaviors Staff Responsible for Monitoring: Counselor Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Positive Action lessons will be reinforced daily in all classrooms. Strategy's Expected Result/Impact: Increase in positive student interactions and social emotional skills Staff Responsible for Monitoring: Administration Counselor Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Counselor, Intervention Counselor and SSA Teacher will teach social emotional learning to students one-on-one or in groups. Strategy's Expected Result/Impact: Students will learn to manage emotions, set positive goals, show empathy towards others, engage in positive relationships, feel more accepted, be willing to take healthy risks, solve problems effectively, and just love learning. Staff Responsible for Monitoring: Counselor intervention counselor SSA Teacher Title I: 2.5	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Kindergarten through fourth grade will implement the LiiNK program. Strategy's Expected Result/Impact: Increased social/emotional wellness, focus, and academic achievement Staff Responsible for Monitoring: Administration Teachers Title I: 2.5, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The school counselor and/or intervention counselor will provide mental health staff support and well-being strategies through email, during designated staff meetings, and/or during designated self-care events. The school counselor and/or intervention counselor will provide staff with EAP information and mental health resources upon request. Strategy's Expected Result/Impact: Increase awareness and implementation of personal well-being strategies. Staff Responsible for Monitoring: Principal Counselor Intervention Counselor	Formative			Summative
	Dec	Feb	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: School Counselor and/or intervention counselor will provide tips and strategies for parents to help them solve and cope with problems in their everyday lives via social media, emails, phone calls, and/or in person meetings. Strategy's Expected Result/Impact: Families stress will be alleviated, allowing parents to focus on helping their	Formative			Summative
	Dec	Feb	Mar	June

<p>student function more effectively in school.</p> <p>Staff Responsible for Monitoring: intervention counselor Counselor</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Campus Planning Advisory Committee

Committee Role	Name	Position
Student Success Academy	Christina Bosko	Student Success Academy Coach
Administrator	Magdalena Highlen	Principal
Business Representative	Nikki Suniga	PTA President
District-level Professional	Jennifer Peacock	Instructional Coach
Classroom Teacher	Jillian Golden	SPED Teacher
Classroom Teacher	Kristen Fleming	Pre-K Teacher
Classroom Teacher	Annika Sherwood	Fifth Grade Teacher
Classroom Teacher	Hailee Hogan	Second Grade Teacher
Classroom Teacher	Melissa Locey	Kindergarten Teacher
Classroom Teacher	Katina Walker	Fourth Grade Teacher
Classroom Teacher	Kimberlee Rodgers	Third Grade Teacher
District-level Professional	Jennifer LeGuen	Title I Reading Specialist
Parent	Amber Kemp	Parent
Parent	Travis Wilson	Parent

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Renee Gray	NES Nurse
Paraprofessional	Rochelle Carstens	Special Education Paraprofessional
Non-classroom Professional	Autumn Gililand	Cafeteria Manager
Classroom Teacher	Khara Payblas	NES Teacher
Classroom Teacher	Katina Walker	NES Teacher
Classroom Teacher	Christina Bosko	NES Teacher
Classroom Teacher	Amy Cunningham	NES Teacher
Classroom Teacher	Kimberlee Rodgers	NES Teacher
Community Representative	Bill Ballard	Grandparent
Business Representative	Richard Salazar	Fajita Freak Owner
Parent	Erin Wilson	Parent
Business Representative	Tami Buck	The Creek Church
Business Representative	Marc Buck	The Creek Church
Parent	Stephen Jeffrey	Military Parent
Business Representative	David Gomez	Pastor at Calvary Church
Business Representative	Nicholas Hatley	The Calvary Church
Parent	Salvador Martinez	Parent
Parent	Tina Knudson	NES Parent
Principals Secretary	Teresa Nava-Salazar	Principals Secretary

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	prizes		\$100.00
Sub-Total					\$100.00
211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutor		\$5,000.00
1	1	2	Tutor		\$9,000.00
1	1	3	Subs		\$540.00
1	1	4	Subs		\$270.00
1	2	1	Tutor		\$9,000.00
1	2	2	Subs		\$720.00
1	2	3	Subs		\$270.00
1	4	1	Subs		\$540.00
2	2	1	Social Worker		\$23,000.00
Sub-Total					\$48,340.00