

**Weslaco Independent School District**  
**North Bridge Elementary**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

**Our mission at North Bridge Elementary is to inspire confident, creative, and responsible life-long learners.**

# Vision

**North Bridge Elementary will empower students to be confident 21st Century Leaders in this evolving global market. Our students will develop into problem solvers, effective communicators, critical thinkers, collaborators, and innovators through real-world digital-age experiences in a safe and welcoming environment.**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Bridge Elementary is located in Weslaco, Texas. The campus is located on the north side of Hi-way Expressway 88, between two Government Assistance Labor Camps, where most of our students are residence. Close to our campus is a Walmart Department Store, popular restaurants and a small mall area with popular shopping stores, such as J.C. Pennys, T.J. Maxx, and PetSmart. Some restaurants located close by are Jack In the Box, Olive Garden, and Pizza Hut. Also located are various small private businesses, such as Tio Taqueria, WIC Store, Guerra Funeral Home, and a snow cone drive thru. Some of our students' guardians are migrant workers or work in refineries outside of the Rio Grande Valley. North Bridge Elementary's enrollement on the first day of the 2016- 2017 school year was #750. Our number has dropped to #723 the first day of school in 2017- 2018. The breakdown by grade level as of today, (sept. 07) is as follows: Pre-Kinder- #79, Kinder- #87, 1st- 118, 2nd- #107, 3rd-#103, 4th- #109, 5th- #114, Special Ed. Units- #19. That equates to 96% Hispanic, 3% White, and 1% Asian. Our gender population is 8% higher in males than females (male-54%, female 46%).

Special Population North Bridge Elementary serve breakdown is as follows: 37% LEP, 8% Sp. Ed., 5% Gifted Talented, Migrant 6%, and Economic Disadvantage 94%. Most of our students are Bilingual speakers of languages- English and Spanish. North Bridge Elementary has several highly successful programs that target our At Risk and Speical Ed. student with special needs.

North Bridge Elementary is located and surrounded by our students' residence, as stated in the Demographic Summary. Because our student population is made up of 3 year olds to 10 year olds, two major focus points of our staff are student safety and student participation in school activities. Students are encouraged to participate in school functions to promote a postive school environment and become successful academically. As of today, we have #736 students participating in the Leader In Me Program, 10% UIL, and 10% in the afterschool ACE program. In addition, our students have the oppotunity to participate in clubs such Robotics and Chess Club.

### Demographics Strengths

At North Bridge Elementary, we have demonstrated improvement and growth in various areas, such as:

- Our students are showing positive behavior and growth in their academics, making them models of leadership and taking responsibility for their learning because of their participation in the program, Leader In Me.
- The students are given the opportunity to interview and take on a role of leadership throughout the campus, such as: Master Of Ceremony, Greeter (Classroom and Campus), Culinary Learder.
- 97% of the Regular Instrucitonal Teachers are Bilingual Certified, assuring our 37% LEP students quality instruction in all core subjects.

- Our Math and Science scores have improved from 2016 to 2017 by 10% in 5th Grade.
- Our Index Tools, Index I, Index II, Index III, and Index IV improved by 2%, 5%, and 10% in the year 2017.
- Attendance in comparison of 2016 to 2017 has improved from 96.2 % to 97.8%.
- Parent participation has grown from 3 parents in 2016 to 8 parents in 2017 in our Parent Center Participation.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** North Bridge Elementary is in need for improvement in our Reading and Writing Performance, beginning with the Lower Grades Kinder thru 2nd Grade. This is evident in the TELPAS Summary Report Spring 2017. **Root Cause:** After analyzing our data, we identified Language as being the Root Cause for our low scores.

## Student Academic Achievement

### Student Academic Achievement Summary

Comparison of STAAR at All Students Levels show that the 2016 and 2017 scores have a 10% variance. The greatest increase in most testing subjects are in: Reading, Math, and Science.

#### Test Subject 2016 2017

Reading	59	62
Math	70	78
Writing	55	50
Science	58	70

A comparison of STAAR Index Tools are as follows: Index I, Index II, Index III, and Index IV show that the 2016 and 2017 increased by 4 to 5 points.

#### Index Tools

##### Index 2016 2017 (08/09/2017)

Index I	64	68
Index II	38	41
Index III	34	38
Index III	25	30

The table below shows the 2017 STAAR scores levels of Master, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels increased 2017 in Math, Reading, and Science. Because of the use of Academic interventions, such as extended tutoring, the Approaches category show our students are prepared and ready to succeed in the next grade. Additionally, the Meets category demonstrates that our students have a high chance of being successful, esp. with some academic interventions. The Masters category indicates that students met the Readiness Standards in the Math, Science and Reading in 5th Grade.

2017 STAAR ALL STudents	DID NOT MEET Grade Level Performance	APPROCACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Reading	46	75	39	19
4th Reading	68	61	29	13
5th Reading				
3rd Math	34	88	52	28
4th Math	43	87	44	24
5th Math				
4th Writing	67	63	27	3
5th Science	42	91	39	15

STAAR 2016 READING *Met Standard scores* and 2017 Approaches Grade Level Performance **READING**

### Student Academic Achievement Strengths

- North Bridge Elementary received a Met Standard Rating in our Texas Academic Performance Report in 2016.
- All students who took the STAAR Math Test showed an improvement of 10% in the 3rd, 4th, and 5th Grade in 2017.
- 5th Grade students who took the STAAR Science Test showed a 2% improvement.
- All Index I thru IV show an improvement of about 2% and 5%.
- Supportive Staff and Elective Teacher tutor our Below Level Readers in Grades Kinder thru 5th Grade. They also tutor Pre-K on Recognition of Letters, Letter Sounds, Numbers, Shapes, Colors, etc.
- Three Science Labs are set - up for our Teacher teach concept with the use of hands-on and experienments in grades Kinder thru 5th Grade.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. **Root Cause:** After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.

## School Processes & Programs

### School Processes & Programs Summary

In June, North Bridge Elementary Administration meet with their Support Staff and review their STAAR Assessment Score, Attendance, and the Cultural of the Campus. The committee then designs a plan to focus on their weaknesses and strengths setting goals for the WIG (Wildly Important Goal). The goals the committee will focus on are 4th Grade Reading 49% to 75% and Writing 50% to 70% in 2017- 2018. They will also focus on promoting Parental Involvement by making North Bridge Elementary welcoming to our parents, students, and visitors. Encouraging them to volunteer their time for our students, so students may succeed. The thought of their parents being close by will make our students feel secure, allowing our teachers to focus more on daily and rigor instruction.

In the school year 2017- 2018, North Bridge Elementary and the WIG committee will continue looking for ways to strengthen the data analysis and planning process. The data in the Aware Program will provide information to guide Administration and Teachers on the type of Training and Staff Development needed to increase the effectiveness of the school-wide process. The trainings will include the use of appropriate vocabulary for each core- subject and the use of the ELPS Linguistic Instructional Alignment Guide.

Furthermore, North Bridge Elementary Interview Committee is made up of Administrators and Grade Level Chairpersons from each grade level. After they have interviewed all candidates they come together and discuss each interview, review their credential and make a final determination. All TTESS Evaluations are distributed and housed where requested and required: School Principal, District Office, and Teacher is provided with one, too. New teachers are assigned grade- level mentor and an Administrator with the same core-subject teacher is instructing on.

### School Processes & Programs Strengths

The following strengths have been identified by North Bridge Elementary:

- Professional Development in the areas of Math, Reading, Science, and Writing continue to be Research Based and Updated each year.
- Training on how to read and analyze the TEA- 2017 Distinction Designation Summary
- 100% Highly Qualified Staff
- 95% Bilingual Certified Teachers
- Each year our teachers are trained on RTI
- Support Staff and Elective Teachers make out tutoring program a strong one

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The Support Staff and WIG Committee concluded that our students are having difficulty with comprehending what they read. **Root Cause:** The students are having difficulty with comprehending because of limited vocabulary, especially in Reading and Writing.



# Perceptions

## Perceptions Summary

North Bridge Elementary supports and values maintaining a culture of continuous improvement in high-quality instruction, high-quality teacher and staff, positive culture, and implementing systems that are aligned to our mission and vision. Efforts to continue strengthening our campus in these areas motivate and reward our students for their accomplishments and life-long learning.

**High-Quality Instruction-** North Bridge Elementary's goal is to adopt researched-based programs that analyze data, so we may help our teachers and staff make quality choices of the type of instructional practices and strategies for their classrooms. We integrate programs that are aligned with state standards, including college and career readiness standards, such as Dr. Maggie Reading Program, SIPPS, NASA Workshops, and Sharon Wells' Math Workshops.

**Positive Culture-** North Bridge Elementary promotes a unified vision at our campus to ensure high expectations of all our learners, so they develop abilities and skills to be continuous leaders now and in their future. At North Bridge Elementary, we support and promote programs that will not only make our students well-rounded citizens but our staff good models of leadership. Such programs include: The Seven Habits Programs and Leader In Me. These two programs have helped us create the WIGs Committee, finding a Root Cause to our weaknesses and strengths.

**High Quality Teacher and Staff-** North Bridge Elementary plans and utilizes leadership teams that look into data and develop processes for hiring, supporting, and retaining staff to strengthen our vision which supports student growth and development. Our processes support feedback among the teachers and their administration. The Administration consistently provides their staff with feedback on their performance and offers development opportunities to improve class instruction. Feedback is provided with the use of the TTESS Walkthroughs, Yearly TTESS- Evaluations, and Forethought Planning. These researched-based programs work hand-in-hand with online programs that align their planning, meeting state expectations. Such programs are: SLO, Blended Learning, and TEKS Resource Systems.

## Perceptions Strengths

At North Bridge Elementary, we are committed to continuously improving each year for our students' need of succeeding academically, socially and physically. We are geared to work together, modeling excellent skills with the use of research-based programs that are provided by the campus, district, and state.

As the staff at North Bridge Elementary model good skills for our students, we continue to improve on our attendance, discipline, and scores. Teachers are asked to monitor their students' attendance, report all tardies/ absences to our clerks, and call the child's parent/ caregiver. Other staff members who ensure our students attend school are our nurses and security guard with home visits.

Our WIG committee recognizes our staff's accomplishments by celebrating their successes during Faculty and Support Staff Meetings. The committee creates a welcoming environment for our parents and students. WIG also analyzes and monitors assessment scores, such as Benchmark, CBA, TELPAS, and State Assesemtns. At the end of the year, students and staff celebrate North Bridge Elementary accomplishments. Celebrations are done with Assemblies, Certificates, Parades, and Trophies. Staff accomplishments are celebrated with jean passes, hour lunches, and announcements.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. **Root Cause:** All Administration and Teachers will learn to read, analyze, and use data to make instructional desicions about students' learning.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

# Goals

## Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 1:** By Spring 2018, the number of students who score at the Approaches level on the STAAR Reading assessment will increase from 64% in Spring 2017 to 69% in Spring 2018. By Spring 2018, the number of students who score at the Approaches Level on the STAAR Writing assessment will increase from 50% in Spring 2017 to 55% in 2018.

In addition, the percentage of ELL students who score at the Approaches Level on the STAAR assessment will increase in Writing- 41% in 2017 to 46% in 2018 and Special Ed. Writing- from 20% in 2017 to 25% in 2018.

### Evaluation Data Source(s) 1: 2018 STAAR

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Spelling, Phonics, Phonological Awareness, Shared Reading, Independent Reading, Including fluency, comprehension, and vocabulary. By incorporating the following Reading: Read Aloud Shared Reading- Journey Adoption Independent Reading Dr. Maggie Allen Guided Reading SIPPs IStation MyOn Literacy Center</p>	1, 2, 3, 4, 8, 10	ELAR Strategist Campus Administrator Campus CIF	<p>Performance on the Reading and Writing assessment will improve:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Writing Prompts</p>				
Problem Statements: Student Academic Achievement 1							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities.</p> <p>TEKS Resource System Eduphoria-Forethought Planning</p>	1, 2, 7, 8	ELAR Strategist Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Monitor TEKS instruction to ensure all Reading and Writing Readiness and Supporting Stands are addressed by:</p> <p>Tracking Reading TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Reading Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans.</p>	1, 2, 3, 5, 7, 8, 9	Teachers Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
Problem Statements: School Processes & Programs 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>4) Provide Staff Development for teachers, paraprofessionals and support staff in the area of Reading, such as:</p> <p>Guided Reading/ Dr. Maggie Shared Reading/ Dr. Maggie Think Pair Share Literature Circles Running Records Grouping Students Balanced Literacy Abydos</p>	1, 2, 3, 4, 7, 8, 9, 10	Teachers Campus Principal Campus CIF	Staff Development Sign In Sheets Staff Development Evaluations Benchmark Test Lesson Plans Walk Throughs				
Problem Statements: Perceptions 1							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>5) Provide Staff Development for teachers, paraprofessional, and support staff with Writing topics:</p> <p>Dr. Marez Write Time for Kids Professional Learning Communities</p>	<p>1, 2, 3, 4, 8, 10</p>	<p>Teachers CIF Campus Principal</p>	<p>Staff Development Sign In Sheets Staff Development Evaluationa Benchmark Test Lesson Plans Walkthroughs</p>				
<p>Problem Statements: Perceptions 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Improve word attack skills through:</p> <p>Phonemic Awareness (Pre-K thru 1st) SIPPS (K-2nd) (3rd- 5th below level 16) Daily spelling instructions/ decoding Word Walls Interactive PowerPoint Activities High Frenquency and Dolch Words Word Work Journals Working with words in Literacy Centers Istation Interventions AR Word Count Being a Writer IRI (Informal Reading Inventory) Fountas and Pinnell</p>	<p>1, 2, 3, 7, 8, 9, 10</p>	<p>Teachers Campus CIF Campus Principal</p>	<p>Phonics Checklist TELPAS TPRI District Benchmark Reading Logs Lesson Plans Walkthroughs</p>				
<p>Problem Statements: School Processes &amp; Programs 1</p>							



<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>7) Reinforce and improve vocabulary through:</p> <p>Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Guided Reading/Dr. Maggie Shared Reading/ Dr. Maggie Readers Theater SIPPS Journeys Adopted Textbooks</p>	<p>1, 2, 3, 4, 7, 8, 9, 10</p>	<p>Teachers Campus CIF Campus Principa</p>	<p>Phonics Checklist TELPAS TPRI District Benchmark Reading Logs Lesson Plans Walkthroughs</p>				
<p align="center">Problem Statements: School Processes &amp; Programs 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Improve reading fluency through the incorporation of :</p> <p>Journeys Adopted Textbooks Independent Reading Reading contracts/ Reading Logs Point Sheets AR Program Incentives for AR Program Book It Guided Reading/ Dr. Maggie Morning Message/ Daily News Reader's Theater Classroom Libraries Wordwalls IStation/ MyOn Reading Glass Sets Literacy Centers SIPPS Fountas and Pinnell IRI (Informal Reading)</p>	<p>1, 2, 3, 4, 5, 7, 8, 9, 10</p>	<p>Teachers Campus CIF Campus Principal</p>	<p>Phonics Checklist TELPAS TPRI District Benchmark Reading Logs Walkthrough Point Sheets</p>				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							

<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>9) Improve comprehension and critical thinking through the incorporation of:</p> <p>Thinking Stem(Metacognition) Daily Independent Reading with all students in K-5th) Guided Reading (Scholastic) Shared Reading (Journeys Adopted) Reader Response to Literature in journals Literature and novels to teach skills in context Reading/ Writing connections Use of Narrative and Expository Texts AR Program Chrombooks Document Cameras/ Elmo Machine Caneras, Memory Cards, Flip Cameras IStation MyOn STAAR Resources- Motivational Texas STAAR Edition</p>	<p>1, 2, 3, 4, 5, 7, 8, 9, 10</p>	<p>Teachers Campus CIF Campus Principal</p>	<p>Reading Logs District Benchmark CBA Assessment STAAR Test Walkthroughs Pointsheets</p>				
<p>Problem Statements: School Processes &amp; Programs 1</p>							
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) Print instructional resources for instruction: Reading A-Z Books SIPPS Reading Passages</p>	<p>1, 2, 3, 4, 5, 7, 8, 9, 10</p>	<p>Teachers Campus CIF Campus Principal</p>	<p>Phonics Checklist TELPAS TPRI District Benchmark Reading Logs Walkthrough Point Sheets</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>11) Improve student's technology knowledge and skill by focusing on the use of: www.learning.com Scholastic Key Type to Learn 4 Kidspiration/Inspiration Microsoft Office Destiny www.safesearchkids.com www.ikeepSAFE.org Windows Moviemaker Loti Training Moddle Google.com Photostory comic Life Doceri Educations Show Me APPS for iPad Edmodo</p>	1, 2, 3, 7, 9, 10	Teachers Campus CIF Campus Principal	District Benchmark Reading Logs Walkthroughs				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>12) Continue to provide both print and electronic student and staff resources as books, magazines, DVDs for student and staff.</p>	1, 2, 3, 8, 9, 10	Teachers Campus CIF Campus Principal	District Benchmark Reading Logs Walkthroughs Grade Book				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>13) Use level Readers from A-Z to enhance Guided Reading by:  Assessing students reading levels Using of expository and narrative texts</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	Teachers Campus CIF Campus Principa	Phonics Checklist TELPAS TPRI District Benchmark Reading Logs Walkthrough Point Sheet				
Problem Statements: Student Academic Achievement 1							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>14) Purchase Reading Instructional items, books, and/ or academic educational equipment for migrant students (Priority for Students) for use at school and/ or at home.</p>	1, 2, 3, 4, 7, 8, 9, 10	Teachers Campus CIF Campus Principal	District Benchmark Reading Logs Walkthroughs				
Problem Statements: Student Academic Achievement 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>15) Provide tutoring to students who have been identified by RTI process.</p> <p>Extended Day Summer School Teacher Assistants</p>	1, 2, 3, 7, 8, 9, 10	Teachers Campus CIF Campus Principal	District Benchmark Reading Logs Walkthroughs				
Problem Statements: School Processes & Programs 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>16) Purchase general supplies/ equipment and furniture as needed for instructional use in the classroom.</p> <p>General Supplies: paper, colored pencils, file folders, glue sticks, colored papers post-its, writing paper, construction paper, journals, etc.</p> <p>Equipment: Projector, lightbulbs replacements</p> <p>Technology: Replace ink/toner</p> <p>Furniture: Classroom tables, chairs, and shelves, depending on condition and as needed.</p>	1, 2, 3, 5, 7, 9, 10	Teachers Campus CIF Campus Principal	District Benchmark Reading Logs Walkthroughs Grade Book				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>17) Updade campus on V-Brick Survey classrooms needing specifically sized CAT-5 cables</p>	1, 2, 3, 5, 8, 9, 10	Teachers Campus CIF Campus Principal	District Benchmark Reading Logs Walkthroughs Grade Book				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>18) National Education Techology Standards for students:  Creativity and Innnovation Communication and Collaboration Research and Information Fluency Critical Thinking , Problem Solving, and Decision Making Digital Citizenship Technology Operations and Concepts</p>	1, 2, 3, 5, 7, 9, 10	Teachers Campus CIF Campus Principal	District Benchmark Reading Logs Walkthroughs Grade Book				
Problem Statements: Perceptions 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>19) Provide training to teachers on available subscription and software: A&gt;R.. Atomic Learning, Windows Movie Maker, Inspiration, Kidspiration, Microsoft Office, Podium, and Scholastic Keys, Photostory</p>	1, 2, 3, 4, 5, 7, 9, 10	CTC Classroom Teachers Campus CIF	Student Product Lesson Plans				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>20) Train teachers on available hardware such as: Interwrite pads, ceiling mounted projectos, IPods, Flip Video Cameras, Digital Cameras, Computers on Wheels, Qwisdom, Printers, IPads, interwrite pads, VBrick (Tech Buck)</p>	1, 2, 3, 4, 5, 7, 9, 10	CTC Classroom Teachers Campus CIF	Student Product Lesson Plans				
Problem Statements: Perceptions 1							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>21) Implement an AR Program for students 1st thru 5th grade.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	CTC Classroom Teachers Campus CIF	Student Product Lesson Plans TPRI TELPAS STAAR TEST				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>22) Train Lab Assistant on programs to be used in the lab to promote students tech literacy such as: Easy Tech, Scholastic Keys, and Type to Learn 4, Tech Literacy Test.</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	CTC Classroom Teachers Campus CIF	Student Product Lesson Plans				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>23) Students will use programs such as learning. com, Microsoft Office, Kidspiration, Instpiration, Schlastic, Keys, Type To Learn 4, and Window Movie Maker to enhance technology applications acquisition.</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	CTC Classroom Teachers Campus CIF	Student Product Lesson Plans				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>24) All classroom room teacher will complete the Loti surveys and STaR chart on time.</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	CTC Classroom Teachers Campus CIF	Student Product Lesson Plans				
Problem Statements: Perceptions 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>25) Provide a Technology Happy Hour once a week from 3:45- 4:45 for teachers.</p>	1, 2, 3, 4, 5, 8, 9, 10	CTC Classroom Teachers Campus CIF	Student Product Lesson Plans				
Problem Statements: Student Academic Achievement 1							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>26) CTC will work with the classroom teachers to assist in technology integration in the core subjects. Pearson Journeys</p>	<p>1, 2, 3, 5, 7, 8, 9, 10</p>	<p>CTC Classroom Teachers Campus CIF</p>	<p>Student Product Lesson Plans</p>				
<p>Problem Statements: Perceptions 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>27) Provide Campus Technology orientation/professional development on : e-mail, Proweb, Gradebook, Server Access, Work Order System, and Destiny, Blended Learning</p>	<p>1, 2, 3, 5, 7, 8, 10</p>	<p>CTC Classroom Teachers Campus CIF</p>	<p>Student Product Lesson Plans</p>				
<p>Problem Statements: Perceptions 1</p>							







<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 4 CSF 6 CSF 7</p> <p>28) Improve Writing Skills by incorporating:          Guided Writing          Four types of Writing          Peer Editing          Conferencing          Observation Logs          Writing Process          Mini-Lessons focusing on grammar and mechanics          Kidspiration          Spelling Lessons          Word Study Lesson          Daily Writing Journals          Graphic Organizers          Document Cameras/ Elmo Machines          Drawing Journals          Writer's Composition Notebooks          Interactive Writing Pads          Educational Grammar Games          Being a Writer          Scholastic Keys          Type to Learn 4          Journeys Write -In Reader          SIPPS          Write Time for Kids          Being a Writer          Write Source Workbooks</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	CTC Classroom Teachers Campus CIF	Student Product Lesson Plans TPRI TELPAS STAAR TEST				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 4 CSF 6 CSF 7</p> <p>29) Provide a Balanced Literacy Program by incorporating the following types of Writing.          Shared Writing          Guided Writing          Interactive Writing (K-2nd)          Independent Writing</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	CTC Classroom Teachers Campus CIF	Lesson Plan Walkthroughs Documentation Forms				
Problem Statements: Student Academic Achievement 1							



<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>30) Provide Staff Development for teachers, paraprofessional, and support staff with Writing topics:</p> <p>4 types of Writing Guided Writing Conferencing Spelling Strategies Grammar</p>	1, 2, 3, 4, 5, 8, 9, 10	CTC Classroom Teachers Campus CIF	Lesson Plan Walkthroughs Documentation Forms					
Problem Statements: Student Academic Achievement 1								
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>31) Assign Paraprofessional to assist classrooms teachers in providing intensive remediation for students having difficulty with Writing.</p>	1, 2, 3, 4, 9, 10	CTC Classroom Teachers Campus CIF	Lesson Plan Walkthroughs Documentation Forms					
Problem Statements: Student Academic Achievement 1								
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>32) Develop hands on manipulatives and activities to enrich our Writing program. Purchase resources needed to make manipulatives such as:</p> <p>Toner for color printer Heavy stock paper</p>	1, 2, 3, 5, 7, 8, 9, 10	CTC Classroom Teachers Campus CIF	Lesson Plan Walkthroughs STAAR Test					
Problem Statements: Student Academic Achievement 1								
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>33) Monitor Writing Instruction periodically by :</p> <p>Analyzing data from District Writing Benchmark, CBA Collecting students' writing samples per six weeks\ Displaying students' writing samples on Bulletin Boards.</p>	1, 2, 3, 8, 9, 10	CTC Classroom Teachers Campus CIF	District Benchmark Assessments CBA Students' Writing Samples					
Problem Statements: Perceptions 1								

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>34) Improve oral language for Bilingual Students through:</p> <p>Think Pair Share Shared/Guided Reading Read Aloud Listening Stations Author's Chair Journal Writing ESL Adoption Read to Someone Independent Reading SIPPS Dr. Maggie Guided Reading</p>	1, 2, 3, 5, 7, 8, 9, 10	CTC Classroom Teachers Campus CIF	District Benchmark Assessments CBA Students' Writing Samples					
<p>Problem Statements: Demographics 1</p>								
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>35) Purchase Reading instructional items, books, and/or academic educational equipment for migrant students (Priority for students) for use at school and/or home.</p>	1, 2, 6, 7, 8, 9, 10	CTC Classroom Teachers Campus CIF	Lesson Plan Walkthroughs STAAR Test					
<p>Problem Statements: School Processes &amp; Programs 1</p>								
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>36) CTC will work with Bilingual teachers to incorporate more technology into students investigations.</p>	1, 2, 3, 8, 9, 10	CTC Classroom Teachers Campus CIF	Lesson Plan Walkthroughs STAAR Test					
<p>Problem Statements: Perceptions 1</p>								
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>37) Participate in Spelling Bee, Purchase rewards and ribbons</p>	1, 4, 6, 8, 10	Campus CIF Campus Principal	Student Product					
<p>Problem Statements: Student Academic Achievement 1</p>								

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>38) Plan and participate in events such as: District Literacy Night Campus Family Night</p>	1, 2, 6, 8, 10	Campus CIF Campus Principal	Sign Out Documentation Parent Sign In				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>39) Provide Book Fairs for Students, Staff, and Parents.</p>	1, 2, 6, 7	Campus CIF Campus Principal	Sign Out Documentation Parent Sign In				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>40) Reward and recognize students throughout the school year for their academic accomplishments and hard work in Reading with items such as:</p> <p>Incentive Prizes Healthy Snacks Awards/ Certificates</p>	1, 2, 6, 7, 10	Campus CIF Campus Principal	Six Weeks Reports District Benchmarks STAAR Assessment				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>41) Reward and recognize staff throughout the school year for their academic accomplishments in Reading and Writing with items such as:</p> <p>Staff T-Shirts/ Jackets Breakfast / Luncheon Cake Candy Grams School Bag Snacks</p>	1, 2, 5, 10	Campus CIF Campus Principal	Six Weeks Reports District Benchmarks STAAR Assessment				
Problem Statements: Perceptions 1							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>42) Through the participation in the AR program students will participate in the following activities:</p> <p>Field Trip Record Progress Biweekly</p>	1, 2, 5, 10	Campus CIF Campus Principal	Six Weeks Reports District Benchmarks STAAR Assessment					
Problem Statements: Student Academic Achievement 1								
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>43) Provide author's visits to promote the love of reading and writing for all students in all grade levels.</p>	1, 2, 3, 5, 8, 10	Campus CIF Campus Principal	Six Weeks Reports District Benchmarks STAAR Assessment					
Problem Statements: Student Academic Achievement 1								
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>44) The Librarian will collaborate with teachers to provide lessons for individual classes in language arts, science, and social studies during elective periods.</p> <p>Maker Space</p>	1, 2, 3, 7, 9, 10	Librarian Campus CIF Campus Principal	Six Weeks Reports District Benchmarks STAAR Assessment					
Problem Statements: Perceptions 1								
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>45) Use the State Library Standards Evaluation and State of the Library Report to evaluate the Library's Program.</p>	1, 2, 3, 10	Librarian Campus CIF Campus Principal	Six Weeks Reports District Benchmarks STAAR Assessment					
Problem Statements: Perceptions 1								
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>								

### Performance Objective 1 Problem Statements:

<b>Demographics</b>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing Performance, beginning with the Lower Grades Kinder thru 2nd Grade. This is evident in the TELPAS Summary Report Spring 2017. <b>Root Cause 1:</b> After analyzing our data, we identified Language as being the Root Cause for our low scores.</p>
<b>Student Academic Achievement</b>

**Problem Statement 1:** North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. **Root Cause 1:** After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.

### School Processes & Programs

**Problem Statement 1:** The Support Staff and WIG Committee concluded that our students are having difficulty with comprehending what they read. **Root Cause 1:** The students are having difficulty with comprehending because of limited vocabulary, especially in Reading and Writing.

### Perceptions

**Problem Statement 1:** North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. **Root Cause 1:** All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 2:** By Spring 2018, the number of students who score at the Approaches level on the STAAR Math assessment will increase from 78% in Spring 2017 to 83% in Spring 2018.

In addition, the percentage of Sp. Ed. students who score at the Approaches Level on the STAAR assessment will increase in Math- 50% in 2017 to 55% in 2018.

**Evaluation Data Source(s) 2:** 2018 Math STAAR

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities.</p> <p>TEKS Resource System Eduphoria-Forethought Planning</p>	1, 2, 3, 4, 8, 9, 10	Math Strategist Campus Administration Campus CIF	<p>Performance on Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds</p>				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Monitor TEKS instruction to ensure all Math Readiness and Supporting Stands are addressed by:</p> <p>Tracking Math TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Math Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans.</p>	1, 2, 3, 8, 9, 10	Math Strategist Campus Administration Campus CIF	<p>Performance on Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds</p>				
Problem Statements: Perceptions 1							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Monitor Math instruction periodically by analyzing data from various areas, such as:</p> <p>Reasoning Minds Think Thru Math Reflex Math Benchmark Assessment- Aware CBA- Aware</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Math Strategist Campus Administration Campus CIF</p>	<p>Performance on Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds</p>				
<p>Problem Statements: Perceptions 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Monitor Math Instruction weekly with the use of:</p> <p>Walkthroughs TTESS Yearly Evaluations SLO- Student Learning Objectives</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Math Strategist Campus Administration Campus CIF</p>	<p>Performance on Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds</p>				
<p>Problem Statements: Perceptions 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Monitor students performance of Subgroups through the disaggregation of assessment data during Faculty and Support Staff meetings, such</p> <p>By grade Levels - Pre-k thru 5th Core Subject- Assessment Subgroups, such as: Bilingual, Econ. Disadvantage, Migrant, Sp. Ed., etc</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>ELAR Strategist Teacher Campus Administration Campus CIF</p>	<p>Performance on Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds</p>				
<p>Problem Statements: Perceptions 1</p>							

<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Monitor STAAR instructions to ensure all Mathematics TEKS are addressed by:</p> <p>Tracking Math TEKS are addressed on Lesson Plan on a weekly basis</p> <p>Reviewing Forethought Eduphoria Lesson Plans</p> <p>Differentiating based on the students' individual needs.</p>	1, 2, 3, 8, 9, 10	Math Strategist Campus Administration Campus CIF	<p>Performance on Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds</p>				
<p>Problem Statements: Perceptions 1</p>							
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>7) Provide Staff Development for teachers, paraprofessionals and support staff in the area of Math, such as:</p> <p>PLC- MathStrategies RVGCTM- Math Conference Region I- Math Academy Sharon Well's Pearson Enrichment Math Textbook</p>	1, 2, 3, 4, 5, 8, 9, 10	Math Strategist Campus Administration Campus CIF	<p>Lesson Plans Walk Throughs Benchmark Tests CBA Assessments</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							









<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>8) Incorporate the texts with TEKS to provide quality instruction in math:</p> <p>Math Games/ Flashcard/ Word-Walls STAAR Fast Focus Math Their Way Countdown to STAAR Motivation Math STAAR Resources STAAR Master STAAR Coach Pearson- Envision Math V. 1 and 2 Sharon Wells Reasoning Minds Think Thru Math Lakeshore Interactive Calendars</p>	1, 2, 3, 5, 9, 10	Math Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
Problem Statements: Student Academic Achievement 1							
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>9) Incorporate the use of manipulative to deliver effective instruction in understanding math concepts such as, but not limited to:</p> <p>Counters, base ten blocks, pattern blocks, fraction pieces, clocks, geo-boards, scales, calendars, thermometer,etc.</p>	1, 2, 3, 5, 9, 10	Math Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>10) Purchase materials needed to make manipulatives to develop hands-on manipulatives and activities to deliver and enrich an effective instruction of our Math program. Purchases such as, but not limited to :</p> <p>Graph Paper Chart Tablet Scissors Erasers Post Its Pads Heavy stock paper Colored Paper Colored Post-its Colored Sentence Strips Small Chart Tablets Markers File Folders Pencil Colors</p>	1, 2, 3, 4, 7, 9, 10	Math Strategist Campus Administration Campus CIF	Performance on Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>11) Purchase supplies needed to deliver and enrich the an effective digital instruction with the use of technology, such as but not limited to:</p> <p>Toner for Printer Printing Paper Light bulbs</p>	1, 2, 3, 4, 7, 9, 10	Math Strategist Campus Administration Campus CIF	Performance on Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds				
Problem Statements: Student Academic Achievement 1							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>12) Reinforce and improve math vocabulary through Resources such as:</p> <p>Pearson- Vol I and Vol II Sharon Well's Region One Academic TEKS Resource System Blended Learning</p>	1, 2, 3, 4, 7, 9, 10	Math Strategist Campus Administration Campus CIF	<p>Performance on Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds</p>				
Problem Statements: School Processes & Programs 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>13) Improve Math fluency through the incorporation of :</p> <p>Times Tests Reflex Math Guizmo Math</p>	1, 2, 3, 5, 8, 9, 10	Math Strategist Campus Administration Campus CIF	<p>Performance on Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds</p>				
Problem Statements: Demographics 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>14) Incorporate math process to improve problem solving strategies and strengthen students' oral and written communication in mathematics computation and story problems.</p> <p>Sharon Wells Region One- Academy TEKS Resource System Think Thru Math Reasoning Minds- Journals Math Journals</p>	1, 2, 3, 5, 9, 10	Math Strategist Campus Administration Campus CIF	<p>Performance on Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds</p>				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>15) Copy Instructional Resources for Instruction on Math, such as:</p> <p>Sharon Wells Weekly Assignments Benchmark Assessment CBA Assessment</p>	1, 2, 3, 4, 7, 9, 10	Math Strategist Campus Administration Campus CIF	Performance on Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>16) Print Instructional Resources for Math, such as:</p> <p>Benchmark Assessment CBS Assessment</p>	1, 2, 3, 4, 7, 9, 10	Math Strategist Campus Administration Campus CIF	Performance on Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>17) Integrate the application of technology to promote a blended learning environment in mathematics with the use of various programs, such as:</p> <p>Envision Math-Pearson Reasoning Minds Reflex Math Imagine Math (TTM) Blended Learning</p>	1, 2, 3, 5, 9, 10	Math Strategist Campus Administration Campus CIF	Performance on Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>18) Incorporate a variety of educational computer software and sites targeted at specific skill including:</p> <p>Reasoning Minds Reflex Math Fun for the Brain AAA Math Mathisfun.com- concept Sumdog K-5 Hooda Math Aha Math 3-5 Think Thru Math Brain Pop Jr. Pearson Envision</p>	1, 2, 3, 5, 9, 10	Math Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>19) Provide tutoring to students that have been identified by the RTI process during instructional time.</p> <p>Extended Day Elective Teachers one hour time Reasoning Minds Think Thru Math Reflex Math</p>	1, 2, 3, 5, 9, 10	Math Strategist Campus Administration Campus CIF	Performance on Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>20) Assign Para and Professional to assist classrooms teachers in providing intensive remediation for students having difficulty with Math.</p> <p>Resource- Inclusion Teacher and Assistant</p> <p>Elective Teachers</p>	1, 2, 3, 5, 9, 10	Math Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>21) Reward and recognized the students throughout the school year for their academic accomplishments and hard work in Math with items, such as:</p> <p>Incentive Prizes Healthy Snacks Awards/ Certificates</p>	1, 2, 5, 6, 10	Math Strategist Campus Administration Campus CIF	<p>Performance on Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds</p>				
<p>Problem Statements: Perceptions 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>22) Reward and recognized staff throughout the school year for their academic accomplishments with items such as:</p> <p>Staff T-Shirts/ Jackets Breakfast/ Luncheon School Bag Candy Treats</p>	1, 2, 5, 10	Math Strategist Campus Administration Campus CIF	<p>Performance on Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Think Thru Math Reasoning Minds</p>				
<p>Problem Statements: Perceptions 1</p>							
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing Performance, beginning with the Lower Grades Kinder thru 2nd Grade. This is evident in the TELPAS Summary Report Spring 2017. <b>Root Cause 1:</b> After analyzing our data, we identified Language as being the Root Cause for our low scores.</p>
<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. <b>Root Cause 1:</b> After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> The Support Staff and WIG Committee concluded that our students are having difficulty with comprehending what they read. <b>Root Cause 1:</b> The students are having difficulty with comprehending because of limited vocabulary, especially in Reading and Writing.</p>
<b>Perceptions</b>

**Problem Statement 1:** North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. **Root Cause 1:** All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 3:** By Spring 2018, the number of students who score at the Approaches level on the STAAR Science assessment will increase from 69% in Spring 2017 to 74% in Spring 2018.

In addition, the percentage of ELL students who score at the Approaches Level on the STAAR assessment will increase in Science- 67% in 2017 to 72% in 2018.

**Evaluation Data Source(s) 3: 2018 Science StAAR**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities.</p> <p>TEKS Resource System Eduphoria-Forethought Planning</p>	1, 2, 3, 4, 7, 8, 9, 10	Science Strategist Campus Administration Campus CIF	<p>Performance on Science Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Monitor TEKS instruction to ensure all Science Readiness and Supporting Stands are addressed by:</p> <p>Tracking Science TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Science Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans. FOSS Science Kits FOSS Science Edition</p>	1, 2, 3, 7, 8, 9, 10	Science Strategist Campus Administration Campus CIF	<p>Lesson Plans Walk Throughs Benchmark Tests CBA Assessments</p>				
Problem Statements: Perceptions 1							



<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>3) Provide Staff Development for teachers, paraprofessionals and support staff in the area of Science, such as:</p> <p>RVGCTM- Science Conference Region I- Science NASA- Trainings FOSS Adopted Textbook STEM District Science Trainings Professional Learning Comm-PLC Happy Hour- CTC</p>	<p>1, 2, 3, 4, 5, 7, 8, 9, 10</p>	<p>Science Strategist Campus Administration Campus CIF</p>	<p>Lesson Plans Walk Throughs Benchmark Tests CBA Assessments</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Monitor Science instruction periodically by analyzing data from various areas, such as:</p> <p>Science Fair Process Benchmark Assessment- Aware CBA- Aware</p>	<p>1, 2, 3, 7, 8, 9, 10</p>	<p>Science Strategist Campus Administration Campus CIF</p>	<p>Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p>Problem Statements: Perceptions 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Monitor Science Instruction weekly with the use of:</p> <p>Walkthroughs TTESS Yearly Evaluations SLO- Student Learning Objectives</p>	<p>1, 2, 3, 7, 8, 9, 10</p>	<p>Science Strategist Campus Administration Campus CIF</p>	<p>Lesson Plans Walk Throughs Benchmark Tests CBA Assessments</p>				
<p>Problem Statements: Perceptions 1</p>							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Monitor students performance of Subgroups through the disaggregation of assessment data during Faculty and Support Staff meetings, such</p> <p>By grade Levels - Pre-k thru 5th Core Subject- Assessment Subgroups, such as: Bilingual, Econ. Disadvantage, Migrant, Sp. Ed., etc</p>	1, 2, 3, 7, 8, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Monitor STAAR instructions to ensure all Science TEKS are addressed by:</p> <p>Tracking Math TEKS are addressed on Lesson Plan on a weekly basis</p> <p>Reviewing Forethought Eduphoria Lesson Plans</p> <p>Differentiating based on the students' individual needs.</p>	1, 2, 3, 7, 8, 9, 10	Science Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>8) Provide Staff Development, Trainings, and/or Conferences for teachers, paraprofessionals and support staff in the area of Science, such as:</p> <p>PLC- Science Strategies RGVSA- Science Conference Region I- Math Academy NASA Trainings FOSS Textbook Develop/ Review Scope and Sequence with Science Strategist</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
Problem Statements: Student Academic Achievement 1							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>9) Reinforce and improve Science vocabulary through Resources such as:</p> <p>FOSS Kits AIMS TEKS Resource System Blended Learning Motivation Science StemScopes Brain Pop MacKinvia.com</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p>Problem Statements: School Processes &amp; Programs 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>10) Incorporate the following TEKS based categories in K-2nd Grade:</p> <p>Our Physical Environment Our Natural Environment Our Living Environment: Plants Our Living Environment: Animal</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>11) Incorporate the following TEKS based categories in 3rd Grade:</p> <p>The Physical Properties of Matter The Solar System The Surface of the Earth Our Living Environment: Plants Our Living Environment: Animals Habitats and Ecosystems WISD Science Supplemental materials</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p>Problem Statements: School Processes &amp; Programs 1</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>12) Incorporate the following TEKS based categories in 4th Grade:</p> <p>The Physical Properties of Matter The Solar Energy The Earth and Sun The Processes that Shape the Earth Ecosystems Diversity of Life WISD Science Supplemental</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>13) Incorporate the following TEKS based categories in 5th Grade:</p> <p>Matter and Physical Properties Transformation of Energy Energy Sources and their Uses The Processes Shape the Earth Objects in the Sky Diversity of Life WISD Science Supplemental</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>14) Incorporate the texts with TEKS to provide quality instruction in Science:</p> <p>Science Experiements Flashcard/ Word-Walls Motivation Science STAAR Resources FOSS Kits FOSS Students Books Quizmo</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
Problem Statements: Student Academic Achievement 1							







<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>15) All students shall observe and analyze our natural world by conducting the following:</p> <p>Simple classroom investigations Field Investigations Laboratory Investigations Experiments</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>16) Provide tutoring to students that have been identified by the RTI process during instructional time.</p> <p>Extended Day Elective Teachers one hour time Motivational Science</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>17) 5th Grade student will be provided Science Mentors to plan together with the teacher and reinforce science concept for the students.</p> <p>TEKS Resource System Blended Learning Science Motivation</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>18) Purchase supplies needed to deliver and enrich the an effective digital instruction with the use of technology, such as but not limited to:</p> <p>Replace:Toner for Printer Printing Paper Light bulbs Print Artist Software Equipment: Projector,</p>	1, 2, 3, 7, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>19) Incorporate the use of manipulative to deliver effective instruction in understanding Science concepts such as, but not limited to:</p> <p>Paper, colored pencils, file folders, glue sticks, clear tape, tag paper, colored paper, highlighters, makers, post-its pads, scissors, eraser tops, pencils, composition notebooks, writing paper, constructions paper.</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>20) Purchase supplies needed to deliver and enrich the an effective digital instruction with the use of technology, such as but not limited to:</p> <p>Toner for Printer Printing Paper Light bulbs</p>	1, 2, 3, 7, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							

<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>21) All students shall observe and analyse our natural world by utilizing the following strategies and resources:</p> <p>TEKS based field trips as needed AIMS Curriculum Bill Nye and Science Content Videos PowerPoint Presentations Document Camera/ Elmo Machiine STEMSCOPEs DinaZykes Foldables Consumable materials purchased for science labs, experiments, and activities. Brain Pop Jr. SmartBoard Lakeshore Science Kits FOSS Kits National Geographic- Exploring for Kids Teacher Created Materials Science Library Books CVP3 Science Stories Science Exploration (2nd- 5th) Neo K-12 YouTube.com Blended Learning Motivation Science UnitedStreaming. com</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
Problem Statements: Student Academic Achievement 1							
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>22) Incorporate the material resources and equipment with the use of General Supplies to deliver effective instruction in understanding Science concepts such as:</p> <p>Solar beads, radiometer, curcuit material, lazer, prisms, mirrors, magnets, dropp-ers, magnifying glasses, goggles, microscopes, balance scales beaker test tubes, ets</p>	1, 2, 3, 7, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>23) Utilize Science Experiments Lab. to provide students in grades K- 5th with opportunities to conduct the following:</p> <p>Simple classroom investigations Field investigations Laboratory investigations Experiments Science Lab Journals Formative verbal/ written assessments</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>24) Develop students' understanding of science concepts with differentiated instruction with various observations, hands-on and science laboratory activities:</p> <p>Science Lab Investigations Blended Learning</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>25) Students will be given the opportunity to compete with a Science Fair Project:</p> <p>Pre-K thru 2nd Grade - Campus Level Competition  3rd thru 5th- District Level Competition</p>	1, 2, 3, 5, 9, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							



<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>26) All students participating in the Science Fair Events will be rewarded and recognized for their accomplishments with:</p> <p>Certificates Ribbons</p>	1, 2, 5, 6, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p>Problem Statements: Perceptions 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>27) Reward and recognized students throughout the school year for their academic accomplishments and hard work in Science with items such as:</p> <p>Incentive Prizes Healthy Snacks Awards/ Certificates</p>	1, 2, 5, 6, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p>Problem Statements: Perceptions 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>28) Reward and recognized staff throughout the school year for their academic accomplishments with items such as:</p> <p>Staff T-Shirts/ Jackets Breakfast/ Luncheon Candy Grams School Bag Snacks</p>	1, 2, 5, 10	Science Strategist Campus Administration Campus CIF	Performance on Science Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p>Problem Statements: Perceptions 1</p>							
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 3 Problem Statements:**

### Student Academic Achievement

**Problem Statement 1:** North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. **Root Cause 1:** After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.

### School Processes & Programs

**Problem Statement 1:** The Support Staff and WIG Committee concluded that our students are having difficulty with comprehending what they read. **Root Cause 1:** The students are having difficulty with comprehending because of limited vocabulary, especially in Reading and Writing.

### Perceptions

**Problem Statement 1:** North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. **Root Cause 1:** All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 4:** By Spring 2018, the number of Bilingual- ESL students who score at the Approaches level on the STAAR assessments Writing and Science will increase from Writing- 41% in Spring 2017 to 45% in Spring 2018 and Science-67% in Spring 2017 to 72% in Spring 2018.

**Evaluation Data Source(s) 4:** 2018 Science STAAR

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities.</p> <p>TEKS Resource System Eduphoria-Forethought Planning Region- One ELPs Training</p>	1, 2, 3, 4, 7, 8, 9, 10	ESL Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Monitor TEKS instruction to ensure all Writing and Science for ESL Students are met in the Readiness and Supporting Stands and are addressed by:</p> <p>ELPS- Expectations Tracking Reading TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Reading Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans. Bilingual Representative Bilingual Director</p>	1, 2, 3, 7, 8, 9, 10	ESL Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
Problem Statements: Perceptions 1							

<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>3) Provide Staff Development for teachers, paraprofessionals and support staff in the area of Writing and Science For ESL students, such as:</p> <p>Writing: Region I Academy Presentation by Dr. Yanez PLC Region One- ELPs Training 12 Hour Training</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	ESL Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Spelling, Phonics, Phonological Awareness, Shared Reading, Independent Reading, Including fluency, comprehension, and vocabulary for ESL students. By incorporating the following Reading: Read Aloud Shared Reading- Journey Adoption Independent Reading Dr. Maggie Allen Guided Reading SIPPs IStation MyOn Literacy Center</p>	1, 2, 3, 5, 9, 10	ESL Strategist Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
<p>Problem Statements: Student Academic Achievement 1</p>							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>5) Improve oral language for Bilingual Students through:</p> <p>Think Pair Share Shared/Guided Reading Read Aloud Listening Stations Author's Chair Journal Writing ESL Adoption Read to Someone Independent Reading SIPPS Dr. Maggie Guided Reading</p>	1, 2, 3, 5, 9, 10	ESL Strategist Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
Problem Statements: Demographics 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>6) Print instructional resources for instruction: Reading A-Z Books SIPPS Reading Passages</p>	1, 2, 3, 7, 9, 10	ESL Strategist Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
Problem Statements: Student Academic Achievement 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>7) Assign Paraprofessional to assist classrooms teachers in providing intensive remediation for students having difficulty with Reading and Writing in the English.</p>	1, 2, 3, 5, 9, 10	ESL Strategist Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>8) Improve reading fluency for ESL students through the incorporation of : Journeys Adopted Textbooks Independent Reading Reading contracts/ Reading Logs Point Sheets AR Program Incentives for AR Program Book It Guided Reading/ Dr. Maggie Morning Message/ Daily News Reader's Theater Classroom Libraries Wordwalls IStation/ MyOn Reading Glass Sets Literacy Centers SIPPS Fountas and Pinnell IRI (Informal Reading)</p>	1, 2, 3, 5, 9, 10	ESL Strategist Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
Problem Statements: Demographics 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>9) Through the participation in the AR program students will participate in the following activities:  Field Trip Record Progress Biweekly</p>	1, 2, 5, 6, 10	ESL Strategist Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
Problem Statements: Perceptions 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>10) Plan and participate in events such as: District Literacy Night Campus Family Night</p>	1, 2, 5, 6, 10	ESL Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
Problem Statements: Perceptions 1							

<b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6	1, 2, 5, 6, 10	ESL Strategist Campus Administration Campus CIF	Lesson Plans Walk Throughs Benchmark Tests CBA Assessments				
	11) Reward and recognize students throughout the school year for their academic accomplishments and hard work for growing in the English Language in Speaking, Reading, Listening, and Writing with items such as:  Incentive Prizes Healthy Snacks Awards/ Certificates						

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing Performance, beginning with the Lower Grades Kinder thru 2nd Grade. This is evident in the TELPAS Summary Report Spring 2017. <b>Root Cause 1:</b> After analyzing our data, we identified Language as being the Root Cause for our low scores.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. <b>Root Cause 1:</b> After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.
<b>Perceptions</b>
<b>Problem Statement 1:</b> North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. <b>Root Cause 1:</b> All Administration and Teachers will learn to read, analyze, and use data to make instructional desicions about students' learning.

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 5:** By Spring 2018, the number of Sp. Ed. and 504 students who score at the Approaches level on the STAAR assessments Reading, Math, and Writing will increase from Reading- 28% in Spring 2017 to 33% in Spring 2018, Math- 50% in Spring 2018 to 55% in Spring 2018 and Writing- 20% in Spring 2017 to 25% in Spring 2018 and Science-67% in Spring 2017 to 72% in Spring 2018.

**Evaluation Data Source(s) 5:** 2018 Reading STAAR  
 2018 Math STAAR  
 2018 Writing STAAR

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>PBMAS</b></p> <p><b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Support the implementation of systems that include alignment, instruction, and assessment that will instruct in Differentiating for our students individual needs through Professional Learning Communities.</p> <p>TEKS Resource System                      Eduphoria-Forethought Planning                      SLO- Student Learning Objective                      Blended Learning</p>	1, 2, 3, 4, 7, 8, 9, 10	Sp Ed. Department/ Strategist Campus Administration Campus CIF	Performance on Reading, Math and Writing Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation				
Problem Statements: Perceptions 1							









<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Provide Staff Development for teachers, paraprofessionals and support staff in area that will service various student group populations, such as:</p> <p>RVGCTM- Math Conference Region I- Math Academy Sharon Well's Pearson Enrichment Math Textbook NASA Dr. Yanez- Staff Development Region One- Reading Academy Dr. Maggie SIPPS RTI Process</p>	<p>1, 2, 3, 4, 5, 7, 8, 9, 10</p>	<p>Sp Ed. Department/ Strategist Campus Administration Campus CIF</p>	<p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through</p>				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>3) Provide a quality education to students with special disabilities such as:</p> <p>LD- Learning Disability Au- Autism VI- Visually Impaired SI- Speech AI- Auditory Impaired OI- Orthopedically Impaired</p> <p>504- Dyslexia ADHD ADD Physically Impaired</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Sp Ed. Department/ Strategist Campus Administration Campus CIF</p>	<p>Performance on Reading, Math and Writing Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation</p>				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>4) Reinforce and improve vocabulary through:</p> <p>Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Guided Reading/Dr. Maggie Shared Reading/ Dr. Maggie Readers Theater SIPPS Journeys Adopted Textbooks</p>	1, 2, 3, 4, 8, 9, 10	Sp Ed. Department/ Strategist Campus Administration Campus CIF	Performance on Reading, Math and Writing Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation				
Problem Statements: School Processes & Programs 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>5) Provide learning styles/ strategies for children with special disabilities so that they master IEP goals and objectives as well as advance to the next level.</p> <p>Mainstreaming Resource Teacher Assist Supplements RTI Process</p>	1, 2, 3, 4, 8, 9, 10	Sp Ed. Department/ Strategist Campus Administration Campus CIF	Performance on Reading, Math and Writing Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>6) Incorporate Multi-sensory strategies to improve/develop prerequisite reading skill, decoding, and fluency.</p>	1, 2, 3, 4, 8, 9, 10	Sp Ed. Department/ Strategist Campus Administration Campus CIF	Performance on Reading, Math and Writing Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation				
Problem Statements: Student Academic Achievement 1							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>7) incorporate educational games and songs to improve and develop prerequisite skills in:</p> <p>Reading Math Science Social Studies</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Sp Ed. Department/ Strategist Campus Administration Campus CIF</p>	<p>Performance on Reading, Math and Writing Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>8) Offer inclusion support and supplement aids to scaffold grade level instruction in the subject areas with the RTI Process</p> <p>Language Arts Science Math Social Studies</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Sp Ed. Department/ Strategist Campus Administration Campus CIF</p>	<p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throigh</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>9) Implement instructional strategies to assist in all core subjects and lifelong skills concepts.</p> <p>Dyslexia Program- Dyslexia Teacher Resource/ Inclusion Program Speech Specialist Mild/Severe Units</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Sp Ed. Department/ Strategist Campus Administration Campus CIF</p>	<p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throigh</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6</p> <p>10) Ensure coordination between general education teacher and special ed/ Resource teachers and teacher assistant.</p> <p>Planning for Individual Needs Scheduling Individual Instruction 504 Committee Meeting ARD Meeting RTI Process</p>		Sp Ed. Department/ Strategist Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>11) CTC will work with Reg. Education, Resource Teacher, and Migrant Assistant to incorporate more technology into students investigations.</p> <p>Chrome-Books On-Line Research</p>	1, 2, 3, 8, 9, 10	Sp Ed. Department/ Strategist Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>12) Ensure that the modifications and accommodations stated in the IEPs are implemented in lessons for students who have been identified as having special disabilities.</p> <p>Life Long Skills Speech Mainstreaming Occupational Therapy</p>	1, 2, 3, 7, 8, 9, 10	Sp Ed. Department/ Strategist Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>13) Reward and recognize students throughout the school year for their hard work, accomplishments and growth in their academics with items such as:</p> <p>Incentive Prizes Healthy Snacks Awards/ Certificates</p>	1, 2, 5, 6, 10	Sp Ed. Department/ Strategist Campus Administration Campus CIF	Performance on Reading, Math and Writing Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation				
<p>Problem Statements: Perceptions 1</p>							
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 5 Problem Statements:**

<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. <b>Root Cause 1:</b> After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.</p>
<p><b>School Processes &amp; Programs</b></p>
<p><b>Problem Statement 1:</b> The Support Staff and WIG Committee concluded that our students are having difficulty with comprehending what they read. <b>Root Cause 1:</b> The students are having difficulty with comprehending because of limited vocabulary, especially in Reading and Writing.</p>
<p><b>Perceptions</b></p>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. <b>Root Cause 1:</b> All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.</p>

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 6:** North Bridge Elementary will provide proficient services to our identified Gifted and Talented students Kinder thru 5th grade and increase the Level III/ Advanced Academics Performance from the 2017 STAAR assessment by 5%.

In addition, our our population will increase in the program by 5%.

**Evaluation Data Source(s) 6:** 2018 STAAR Assessment in all Subject Areas  
Enroll Counts

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities.</p> <p>TEKS Resource System Eduphoria-Forethought Planning</p>	1, 2, 3, 4, 7, 8, 9, 10	Quest Teacher Campus Administration Campus CIF	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation</p>				
				Problem Statements: Perceptions 1			
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Monitor TEKS instruction to ensure all the Readiness and Supporting Stands and are addressed by:</p> <p>Tracking Reading TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Reading Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans.</p>	1, 2, 3, 7, 8, 9, 10	Quest Teacher Campus Administration Campus CIF	<p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Througth</p>				
				Problem Statements: Perceptions 1			







<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>3) Provide Staff Development for teachers, and support staff in the area of Gifted Students, such as:</p> <p>Differentiated Students Chess Training Edivate Videos</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throiugh				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Provide staff development for teachers needing the state-required:</p> <p>30 hours New Teachers serving GT students 6 hours Up Date</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throiugh				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5</p> <p>5) Open GT nomination window for two weeks for students in Kinder thru 5th grades.</p> <p>Quest teacher presents to teachers Teachers nominate Parents nominate</p>	1, 2, 3, 6, 8, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throiugh				
<p>Problem Statements: Perceptions 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>6) Purchase testing material for student assessment process to qualify in GT Program Administer GT screening tests for KInde through 5th Grade students to determine qualification into the program.</p>	1, 2, 3, 7, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throiugh				
<p>Problem Statements: Student Academic Achievement 1</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>7) CTC will work with Quest teachers to incorporate more software into students investigations.</p> <p>See-Saw- One line Portfolio Lego We Do Code.Org.</p>	1, 2, 3, 8, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throiugh				
<p align="center">Problem Statements: Perceptions 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>8) CTC will work with Quest teacher to assist in technology integration in the enrichment of the GT instruction.</p> <p>Lab-Tops Power Point Presentations</p>	1, 2, 3, 8, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throiugh				
<p align="center">Problem Statements: Perceptions 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) Instruct students using the Texas Performance Standards Projects for G.T. Students</p> <p>STEMS Destination Imagination- Instant Challenger</p> <p>Products will be showcased products/ projects from designated units in the TPSP</p>	1, 2, 3, 7, 8, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throiugh				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							



<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>10) Provide enrichment activities during Quest elective times in the area of Reading and Math.</p> <p>Promote Advance in the Reading StAAR Promote Advance in the Math STAAR</p>	1, 2, 3, 5, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throiugh				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>11) Purchase of materials to enhance and support students work in projects such as STEM and Little Bits products. Items such as</p> <p>Memory sticks Printer ink/toner Upgrade 4 students desk computers IPAD 2 for students use Digital cameras/ flip videos Portable CD Player Webcam to Skype with experts in the STEM fields IPAD for teacher use</p>	1, 2, 3, 7, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throiugh				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>12) Purchase UIL material for district meet such as:</p> <p>Food Snacks Drinks</p>	1, 2, 3, 5, 6, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Throiugh				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>13) Purchase UIL material for coaches in the following events:</p> <p>English Story telling (2nd-3rd) Number Sense (3rd- 5th) Spelling (3rd- 5th) Oral Reading English (4th- 5th) Oral Reading Spanish (4th- 5th) Ready Writing (3rd- 5th) Creative Writing (2nd) Art Smart (4th- 5th) Chess Puzzles (5th)</p>	1, 2, 3, 7, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>14) Local field trips to develop student awareness and knowledge in the fields of science, technology, robotics, and fine arts.</p> <p>Challenger Trip Winter Wonder Lights Local Museums 5th Grade STC Leadership Conference</p>	1, 2, 5, 6, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
<p align="center">Problem Statements: Perceptions 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>15) Student work/projects will be showcased at the district level through events provided by the district such as</p> <p>Art Showcase Robotic Showcase Theater/ Drama Showcase Science Fair Showcase</p>	1, 2, 3, 5, 9, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
<p align="center">Problem Statements: Perceptions 1</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p>	1, 2, 5, 6, 10	Quest Teacher Campus Administration Campus CIF	*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Lesson Plans Walk Through				
<p>16) Reward and recognize UIL students for their achievements in UIL through:</p> <p>Ribbons Certificates Trophies Assemblies EOY Quest Party</p>	<p>Problem Statements: Perceptions 1</p>						
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 6 Problem Statements:**

<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. <b>Root Cause 1:</b> After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.</p>
<p><b>Perceptions</b></p>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. <b>Root Cause 1:</b> All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.</p>

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 7:** By Spring 2018; the retention rate for migrant students in grade 1st thru 5th grade will be reduced by 5%.

**Evaluation Data Source(s) 7:** Istation  
 2018 Reading STAAAR  
 2018 Math STAAR

**Summative Evaluation 7:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities.</p> <p>TEKS Resource System                      Eduphoria-Forethought Planning</p>	1, 2, 3, 4, 7, 8, 9, 10	Attendance/ Data Clerk Campus Administration Campus CIF	Performance on Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation				
				Problem Statements: Perceptions 1			
<p><b>System Safeguard Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Provide Staff Development for Migrant Assistant in the area of all Core- Subjects such as:</p> <p>CIF- Staff Development in the areas of Math, Reading, Writing, Science, and Social Studies.</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	Attendance/ Data Clerk Campus Administration Campus CIF	Performance on Reading Assessment: *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
				Problem Statements: Student Academic Achievement 1			


<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Monitor TEKS instruction to ensure all the Readiness and Supporting Stands are addressed by:</p> <p>Aware- Reports Lead4Ward Reports- Group Pop. Tracking Reading TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Reading Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans. Blended Learning Progress Review with Principal</p>	1, 2, 3, 7, 8, 9, 10	Attendance/ Data Clerk Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Provide Staff Development for Migrant Assistant in areas that will enrich the Migrant Program and promote growth of our migrant students , such as:</p> <p>Achiever First Aid/ CPR/ AED Music Training Clear Touch Interactive Boards</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	Attendance/ Data Clerk Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Student Academic Achievement 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) CTC will work with Migrant Assist to incorporate software into the Migrant Program.</p> <p>Imagination Learning Achiever/ Mechanics Snowflake</p>	1, 2, 3, 8, 9, 10	Attendance/ Data Clerk Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Perceptions 1							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>6) Use online phonics curriculum with Pre-kinder- 2nd graders migrant students to improve reading skills.</p>	<p>1, 2, 3, 5, 9, 10</p>	<p>Attendance/ Data Clerk Campus Administration Campus CIF</p>	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p>Problem Statements: School Processes &amp; Programs 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>7) CTC will work with Migrant Assistant to assist in technology integration in the Migrant Program.</p> <p>Computers Power Point Presentations Clear Touch Board</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Attendance/ Data Clerk Campus Administration Campus CIF</p>	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p>Problem Statements: Perceptions 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>8) Assign Support Staff/ Paraprofessional to assist classrooms teachers in providing intensive remediation for students having difficulty with Reading and Writing due to late enrollment.</p> <p>Guided Reading Books Tutorial before Electives Reading Math Science</p>	<p>1, 2, 3, 5, 9, 10</p>	<p>Attendance/ Data Clerk Campus Administration Campus CIF</p>	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>9) Tutor Migrant students with the use of Instructional Games, such as:</p> <p>Lake Shore- Reading- Reading Comprehension Math- Fractions, Place Value, etc Phonics/ Syllables Science- Concepts</p>	<p>1, 2, 3, 5, 9, 10</p>	<p>Attendance/ Data Clerk Campus Administration Campus CIF</p>	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>10) Tutor Migrant students who are reading below level utilizing the following materials and resources:</p> <p>Educational Board Games- Swinging Syllables PSP IPod Books with CDs Imagine Learning Reading Program using computers Dry Erase Board Writing Boards Dice Place Value Manipulatives Sight Words Part of a Sentence- Noun, Verb, Adjectives, etc.</p>	<p>1, 2, 3, 5, 9, 10</p>	<p>Attendance/ Data Clerk Campus Administration Campus CIF</p>	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							

<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>11) Migrant students will receive supplies:</p> <p>Notebooks Pencils Paper Eraser Glue Color Pencils</p>	1, 2, 3, 5, 9, 10	Attendance/ Data Clerk Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Student Academic Achievement 1							
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>12) Migrant Students will receive a credit amount, so they may purchase books at the:</p> <p>Scholastic Book Fair</p>	1, 2, 3, 5, 9, 10	Attendance/ Data Clerk Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Student Academic Achievement 1							
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>13) Build experiences for migrant students by participating field trips and hands-on experiences, such as:</p> <p>Challenger Trip Digital Star Lab- Math/ Science Camp using portable planetarium and digital software Bee-Bote Robotics</p>	1, 2, 3, 5, 9, 10	Attendance/ Data Clerk Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Student Academic Achievement 1							



<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>14) Parent Specialist will coordinate with Migrant Assistant to invite migrant parents to school, discuss concerns, such as:</p> <p>Academic Achievement AR Tutoring District Level Parent Meetings Parent Conference- Parent Call Log</p>	1, 2, 3, 6, 9, 10	Attendance/ Data Clerk Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>15) Plan and participate in events such as: District Literacy Night Campus Family Night</p>	1, 2, 3, 6, 10	Attendance/ Data Clerk Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>16) Reward and recognize students throughout the school year for their academic accomplishments and hard work for growing in the English Language in Speaking, Reading, Listening, and Writing with items such as:</p> <p>Incentive Prizes Healthy Snacks Awards/ Certificates</p>	1, 2, 5, 6, 10	Attendance/ Data Clerk Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Perceptions 1							
							

**Performance Objective 7 Problem Statements:**

<b>Student Academic Achievement</b>
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**Problem Statement 1:** North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. **Root Cause 1:** After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.

### School Processes & Programs

**Problem Statement 1:** The Support Staff and WIG Committee concluded that our students are having difficulty with comprehending what they read. **Root Cause 1:** The students are having difficulty with comprehending because of limited vocabulary, especially in Reading and Writing.

### Perceptions

**Problem Statement 1:** North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. **Root Cause 1:** All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 8:** All students will learn how to use Digital Resources in the Library and develop a love for reading through Read Aloud, Story telling and engaged in related book activities.







**Evaluation Data Source(s) 8:** Istation  
2018 Reading STAAR

**Summative Evaluation 8:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Support the expectations/TEKS of the State that include alignment, instruction, and assessment with providing the teachers with instructional material from Planning Systems, such as.</p> <p>TEKS Resource System Eduphoria-Forethought Planning</p>	1, 2, 3, 4, 7, 8, 9, 10	Librarian Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation				
				Problem Statements: Perceptions 1			
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Provide Staff Development for the Librarian , such as:</p> <p>DLS- District Library Services Region One- Library Texas Library Associates Leader In Me</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	Librarian Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
				Problem Statements: Student Academic Achievement 1			

<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Librarian will work with teachers to encourage Reading into students .</p> <p>Accelerated Reading- AR Leader In Me- Contests Author Visits National Reading Events</p>	1, 2, 3, 8, 9, 10	Librarian Campus Administration Campus CIF	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p align="center">Problem Statements: Perceptions 1</p>							
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Librarian will promote Reading with the use of lessons on Library Skills/ Reading Lessons, such as:</p> <p>Data Basis- Search for Books Destiny E-Book- Resources Region One- Library Book Talk- Picture Walk, Parts of a Book AR and Goals Maker Space On-Line Book Resources</p>	1, 2, 3, 5, 9, 10	Librarian Campus Administration Campus CIF	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 5 CSF 6</p> <p>5) Promote Reading with the use of events, such as:</p> <p>Book Fair- Scholastic National Reading Event- Dr. Suess and Author Visits Leader In Me- Poetry and Essays</p>	1, 2, 3, 6, 10	Librarian Campus Administration Campus CIF	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>6) Librarian Technology Instructional Material:</p> <p>Internet- On-Line Computer- Lab Top You-Tube Resources</p>	<p>1, 2, 3, 7, 9, 10</p>	<p>Librarian Campus Administration Campus CIF</p>	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>7) CTC will work with Librarian to incorporate more software.</p> <p>Google Classroom A.R. Words A.R. Reading Program</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Librarian Campus Administration Campus CIF</p>	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p>Problem Statements: Perceptions 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>8) Student AR Word Counts will be showcased/ Announced at the campus level in the hallways.</p> <p>Campus Bulletin Boards AR Certificates</p>	<p>1, 2, 5, 6, 10</p>	<p>Librarian Campus Administration Campus CIF</p>	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p>	1, 2, 5, 6, 10	Librarian Campus Administration Campus CIF	Performance on Reading Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments				
<p>9) Reward and recognize highest AR counts students for their achievements in reading through:</p> <p>Ribbons Certificates Assemblies EOY Party Celebaration Limo Ride</p>	Problem Statements: Perceptions 1						
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 8 Problem Statements:**

<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. <b>Root Cause 1:</b> After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.</p>
<p><b>Perceptions</b></p>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. <b>Root Cause 1:</b> All Administration and Teachers will learn to read, analyze, and use data to make instructional desicions about students' learning.</p>

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 9:** By Spring 2018, most students will develop an understanding and appreciation for the Fine Arts in Music and Art form all time periods.

**Evaluation Data Source(s) 9:**

**Summative Evaluation 9:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Support the expectations/TEKS of the State that include alignment, instruction, and assessment with providing the Fine Arts teachers with system that assist with planning. such as.</p> <p>T-TESS Walkthroughs SLO Eduphoria-Forethought Planning</p>	1, 2, 3, 4, 7, 8, 9, 10	Fine Arts Teachers Campus Administration Campus CIF	<p>Performance on Reading Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation</p>				
				Problem Statements: Perceptions 1			
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Provide Staff Development for the Fine Arts and support staff in the area of appreciating fine arts, such as in:</p> <p>Music Art</p>	1, 2, 3, 4, 5, 7, 8, 10	Fine Arts Teachers Campus Administration Campus CIF	<p>Performance on Reading / Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
				Problem Statements: Student Academic Achievement 1			

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>3) Provide Staff Development for the Music Teacher and support staff in the area of appreciating music, such as in:</p> <p>Quaver- Music On-line</p>	<p>1, 2, 3, 4, 7, 8, 9, 10</p>	<p>Fine Arts Teachers Campus Administration Campus CIF</p>	<p>Performance on Reading / Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Provide Staff Development for the Art Teacher and support staff in the area of appreciating Art, such as in:</p> <p>Concert Photography How to Photograph Art Work Creation of a Pocket Instanation Fine Arts- Policy and Procedures Fine Arts Coordinator - Monthly Meetings</p>	<p>1, 2, 3, 4, 7, 8, 9, 10</p>	<p>Fine Arts Teachers Campus Administration Campus CIF</p>	<p>Performance on Reading / Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Art teacher will work with teachers to encourage Reading and Math with the use of Art Skill in students .</p>	<p>1, 2, 3, 8, 9, 10</p>	<p>Fine Arts Teachers Campus Administration Campus CIF</p>	<p>Performance on Reading / Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p>Problem Statements: Perceptions 1</p>							









<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) Music teacher will work with teachers to encourage Reading and Math with the use of Music Skill in students .</p> <p>Memorization to enforce memory skills Song/ Nursery Rhymes Part of the Body- Chant Multiplication Chant Addition Chant Subtraction Chant</p>	1, 2, 3, 8, 9, 10	Fine Arts Teachers Campus Administration Campus CIF	Performance on Reading / Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Perceptions 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>7) Music and Art teacher will work with teachers to encourage Reading and Math during tutoring time .</p> <p>Phonics Phonemic Awareness Fluency Comprehension Math</p>	1, 2, 3, 8, 9, 10	Fine Arts Teachers Campus Administration Campus CIF	Performance on Reading / Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Perceptions 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>8) Music teacher will promote Art Appreciation with the use of TEKS expectations on Music, such as:</p> <p>TEKS- State Rhythmic Integrity Comprehension Body Procussion Verbal Rythmic Modolic Patterns Imitate The Pentatonic Scale</p>	1, 2, 3, 6, 10	Fine Arts Teachers Campus Administration Campus CIF	Performance on Reading /Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>9) Art teacher will promote Art Appreciation with the use of TEKS expectations on Art, such as:</p> <p>Thick and Thin Lines Calm Picture Art Expression Art Curved Lines</p>	<p>1, 2, 3, 6, 10</p>	<p>Fine Arts Teachers Campus Administration Campus CIF</p>	<p>Performance on Reading/ Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>10) Provide all students with hands-on experience in Music Instruments:</p> <p>Piano Unpitched percussion Mallet instruments Recorders Guitar</p>	<p>1, 2, 3, 9, 10</p>	<p>Fine Arts Teachers Campus Administration Campus CIF</p>	<p>Performance on Reading / Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>11) Piano Tuning for maintenance of music instruments.</p>	<p>1, 2, 3, 9, 10</p>	<p>Fine Arts Teachers Campus Administration Campus CIF</p>	<p>Performance on Reading /Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>12) Equipment for the Music Program to enhance and support students work in performances, such as:</p> <p>Pianos ORff Instruments- Grant Guitars Lowes Buckets Drum sticks DJEMBA- Drums</p>	1, 2, 3, 7, 9, 10	Fine Arts Teachers Campus Administration Campus CIF	Performance on Reading / Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>13) Equipment for the Art Program to enhance and support students work in displays, such as:</p> <p>Construction Paper Drawing Paper Water Colors Paint Brushes Chalk Pastels</p>	1, 2, 3, 7, 9, 10	Fine Arts Teachers Campus Administration Campus CIF	Performance on Reading /Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>14) On-Line and Software Resources for the Fine Arts Programs, such as:</p> <p>Art:</p> <p>On-line Art Zona Exploration in Art- Adopted Textbook</p> <p>Music:</p> <p>Quaver- On-line</p>	1, 2, 3, 7, 9, 10	Fine Arts Teachers Campus Administration Campus CIF	Performance on Reading / Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>15) Technology Instructional Material for the Fine Arts Program:</p> <p>Art- One Lab Top One Computer Elmo Projector Document Camera</p> <p>Music- Overhead Projector</p>	1, 2, 3, 7, 9, 10	Fine Arts Teachers Campus Administration Campus CIF	Performance on Reading/ Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>16) Student Art work/projects will be showcased at the district/campus level and the Community through various events:</p> <p>Post work around the campus Display at the Live Stock Show Central Office Decoration</p>	1, 2, 5, 6, 10	Fine Arts Teachers Campus Administration Campus CIF	Performance on Reading / Math Assessment:  *Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations				
Problem Statements: Perceptions 1							

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>17) Student Music Performance will be recognized at the district/campus level and the Community through various events:</p> <p>Community Performance- Christmas Campus Performance- BOY, EOY Christmas Program, ACE Program, and Leader In Me</p>	1, 2, 5, 6, 10	Fine Arts Teachers Campus Administration Campus CIF	<p>Performance on Reading / Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p>Problem Statements: Perceptions 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>18) Student will be given the opportunity to join an Art Club, such as:</p> <p>Art Club UIL- Art Smart</p>	1, 2, 3, 5, 6, 9, 10	Fine Arts Teachers Campus Administration Campus CIF	<p>Performance on Reading / Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>19) Student will be given the opportunity to join an Music Club, such as:</p> <p>Art Club UIL- Music Memory Choir Club</p>	1, 2, 3, 6, 10	Fine Arts Teachers Campus Administration Campus CIF	<p>Performance on Reading and Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 9 Problem Statements:**

<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. <b>Root Cause 1:</b> After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.</p>
<p><b>Perceptions</b></p>







**Problem Statement 1:** North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. **Root Cause 1:** All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.

**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

**Performance Objective 10:** By Spring 2018, most students will acquire computer skills, increasing their effectiveness and efficiency of the information technology system.

**Evaluation Data Source(s) 10:**

**Summative Evaluation 10:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities for our CTC.</p> <p>TEKS Resource System Eduphoria-Forethought Planning</p>	1, 2, 3, 4, 7, 8, 9, 10	Computer Department/ CTC Campus Administration Campus CIF	<p>Performance on Reading/ Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments *Istation</p>				
				Problem Statements: Perceptions 1			
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Provide Staff Development for CTC, teachers, paraprofessionals and support staff in the area of Computers, such as:</p> <p>Blended Learning SLO</p>	1, 2, 3, 4, 5, 7, 8, 9, 10	Computer Department/ CTC Campus Administration Campus CIF	<p>Performance on Reading and Math Assessment:</p> <p>*Curriculum Based Assessment *District Benchmarks *STAAR Assessments Walkthroughs TTESS Evaluations</p>				
				Problem Statements: Student Academic Achievement 1			
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Performance Objective 10 Problem Statements:**

<b>Student Academic Achievement</b>
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**Problem Statement 1:** North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. **Root Cause 1:** After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.

### Perceptions

**Problem Statement 1:** North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. **Root Cause 1:** All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.



**Goal 1:** STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.


**Performance Objective 11:** By Spring 2018, attendance will improve to 98% perfect attendance of our student population and staff attendance will also improve by 10%.

**Evaluation Data Source(s) 11:**

**Summative Evaluation 11:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Support the implementation of systems that include monitoring the Attendance of students and staff, such as:  FMLA- Risk Management Employee Absence System E-School Student Abence</p>	1, 2, 3, 6, 8, 9, 10	Human Resources Campus Administration Campus CIF	Attendance District Report Daily Attendance Counts				
Problem Statements: Perceptions 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>2) Ensure all attendance of our students' and staffs' are reported:  Student Daily Attendance on-line Clock-In Finger Print</p>	1, 2, 3, 6, 8, 9, 10	Human Resources Campus Administration Campus CIF	Attendance District Report Daily Attendance Counts				
Problem Statements: Perceptions 1							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Provide Staff Development for Attendance in the area of reporting attendance, such as:</p> <p>Attendance Policy Training PEIMS Training per Semester</p> <p>TIME Clock Training SAM's Training (Staff Attendance Monitor)</p>	1, 2, 3, 4, 6, 10	Human Resources Campus Administration Campus CIF	Attendance District Report Daily Attendance Counts				
<p>Problem Statements: Perceptions 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Staff and Parents will be informed of "off days" District Calendar Activities with:</p> <p>School Messenger School Calendar District Calendar Newsletter</p>	1, 2, 3, 4, 6, 9, 10	Human Resources Campus Administration Campus CIF	Attendance District Report Daily Attendance Counts				
<p>Problem Statements: Demographics 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) The Attendance Clerk will follow a process of reporting to parents/ caregiver about their child's absences with the use of:</p> <p>School Messenger Report Card Progress Report Letter regarding the child's absence Warning letter of Truancy</p>	1, 2, 3, 4, 6, 9, 10	Human Resources Campus Administration Campus CIF	Attendance District Report Daily Attendance Counts				
<p>Problem Statements: Perceptions 1</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) The Attendance Clerk will have a Truancy Intervention Measures process in place for encouraging students' attendance to improve:</p> <p>Call home to parents Send Letter Home Conference with teacher Conference with counselor</p>	1, 2, 3, 6, 8, 9, 10	Human Resources Campus Administration Campus CIF	Attendance District Report Daily Attendance Counts				
Problem Statements: Demographics 1							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>7) Attendance Clerk will enter any District and Campus absences:</p> <p>PLC Staff Developments Substitute System/ Absence System Trainings</p>	1, 2, 6, 10	Human Resources Campus Administration Campus CIF	Attendance District Report Daily Attendance Counts				
Problem Statements: Perceptions 1							
							

**Performance Objective 11 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing Performance, beginning with the Lower Grades Kinder thru 2nd Grade. This is evident in the TELPAS Summary Report Spring 2017. <b>Root Cause 1:</b> After analyzing our data, we identified Language as being the Root Cause for our low scores.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. <b>Root Cause 1:</b> All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.</p>







**Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.**

**Performance Objective 1:** North Bridge Elementary will staff our campus with one fulltime security guard to ensure the safety of our students.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Monitors our Security Cameras System:</p> <p>Inside Cameras Outside Cameras</p>	1, 2, 5, 9, 10	Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Monitors hallways throughout the day, making sure instruction is not interrupted.</p> <p>Pre-Kinder Kinder First Second Third Fourth Fifth Special Population Programs Elective Instruction</p>	1, 2, 3, 5, 9, 10	Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Ensure safety of all students and staff during duty times:</p> <p>Cafeteria Grade Level's Lunch Grade Level's recess times A.M. Drop Off- Bus Area P.M. Pick Up- Area</p>	1, 2, 5, 9, 10	Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Escorts out of the building any unwanted visitors, such as:</p> <p>Visitors that are restricted from visiting the campus or an educational environment.</p>	<p>1, 2, 3, 5, 9, 10</p>	<p>Safety Department Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
<p>Problem Statements: Perceptions 1</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>5) Accompany off campus visits, such as:</p> <p>Home Visits due to: Emergencies, Poor Attendance, Notifications to Parents, etc.</p>	<p>1, 2, 3, 5, 9, 10</p>	<p>Safety Department Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
<p>Problem Statements: Perceptions 1</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Security restrains as needed when all is tried and it's the "last resort", such as:</p> <p>Restrain students who are a danger to themselves or others</p>	<p>1, 2, 3, 5, 9, 10</p>	<p>Safety Department Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
<p>Problem Statements: Perceptions 1</p>							
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Performance Objective 1 Problem Statements:**

<p><b>Perceptions</b></p>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. <b>Root Cause 1:</b> All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.</p>







**Goal 2: POSITIVE LEARNING ENVIRONMENT**-Safe, secure, technology-rich schools and facilities.

**Performance Objective 2:** 100% of North Bridge Elementary entrance and exit doors will have monitoring systems to ensure safety for our students and staff.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Security Camera System located at most of the exit doors.</p> <p>OUTSIDE CAMERAS: Main Entrance Pick-Up area Bus Area: Drop Off/ Pick- Up</p> <p>iNSIDE CAMERAS: Cafeteria-Lobby Areas Kinder Grade First Grade Second Grade Third Grade Fourth Grade Fifth Grade</p>	1, 2, 3, 5, 9, 10	Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Provide Training for Security Guard on Security Camera System, such as: Spiked Company Monitor with use of cameras Zoom In/Out Print Off the Camera System</p>	1, 2, 3, 5, 9, 10	Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Security Guard monitors camera system as needed:</p> <p>Intruders Monitors drop off/ pick off areas Inside Campus Activities Outside Campus Activities Locating students/ staff Investigations when needed</p>	1, 2, 3, 5, 9, 10	Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
				Problem Statements: Perceptions 1			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Security Guard ensures our campus is kept as a "Closed Campus" at all times.</p> <p>Check doors are secure at all times.</p>	1, 2, 3, 5, 9, 10	Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
				Problem Statements: Perceptions 1			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>5) Security Guard monitors our Drills as we practice them, ensure they are in good practice and manner, such as:</p> <p>Lock Down Evacuation Drill</p>	1, 2, 3, 5, 9, 10	Safety Department Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
				Problem Statements: Perceptions 1			
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 1:</b> North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. <b>Root Cause 1:</b> All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.

**Goal 2: POSITIVE LEARNING ENVIRONMENT**-Safe, secure, technology-rich schools and facilities.

**Performance Objective 3:** 100% of North Bridge Elementary Special Education, Physical Education, and Resource Instructional Asst. will be trained on how to restrain students. The training will ensure proper manner of restraining students., when needed.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) All Special Educational Staff will be trained on how to properly restrain students. Staff will include:</p> <p>CPR TRAINING WILL INCLUDE:</p> <p>Mild Unit teacher Sever Unit teacher Teacher Assistants Milt Unit Teacher Assistants Sever Unit Resource Inclusion Teacher Resource Teacher Assistant</p>	1, 2, 3, 5, 9, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Student Academic Achievement 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Physical Education teacher will be trained on how to properly restrain students, when needed.</p> <p>Staff will include:</p> <p>P.E. Coaches- CPR Training</p>	1, 2, 3, 5, 9, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Student Academic Achievement 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Security Guard is trained on how to properly restrain students, when needed.</p> <p>CPR Training</p>	1, 2, 3, 5, 9, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Student Academic Achievement 1							





= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

### Performance Objective 3 Problem Statements:

#### Student Academic Achievement


**Problem Statement 1:** North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. **Root Cause 1:** After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.

**Goal 2: POSITIVE LEARNING ENVIRONMENT**-Safe, secure, technology-rich schools and facilities.

**Performance Objective 4:** North Bridge Elementary nursing department, administration, Security total of 4 personnel will train in AED/ First Aid. This training will ensure our students and staff feel safe if an emergency arises and promote good hygiene habits.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Nursing Department, Administration, and Security will train on how to response to emergencies, such as  AED/ First Aid Response Process and Kit use.</p>	1, 2, 3, 5, 9, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Student Academic Achievement 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Entire campus will practice various drills in case of an emergency arises, such as:  Fire Drill- Evacuation Drill Lock Down- Code Blue Lost students- Code Bridge Major Altercations- Code Yellow</p>	1, 2, 3, 5, 9, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Student Academic Achievement 1							
							

**Performance Objective 4 Problem Statements:**

Student Academic Achievement
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. <b>Root Cause 1:</b> After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.</p>







**Goal 2:** POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

**Performance Objective 5:** Security, CIF Administration, Front Office Staff, Nurses, and Custodial Departments will have a telecommunication system for notifications/ emergencies.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Provide training for all staff who communicate through the use of front office/media/ digital communication, such as:</p> <p>Marquis- WISD Technology Dept. Radio System Customer Service</p>	1, 2, 3, 6, 9, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Maintain immediate notifications of emergencies with the use of:</p> <p>Radio System WISD School Messenger Call Out System</p>	1, 2, 3, 6, 9, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Keep Visitors, Staff, Students, and Parents always informed of celebrations and upcoming events with the use of:</p> <p>Technology- North Bridge Elementary Website Facebook page</p> <p>Digital- Marquez</p> <p>Hard copy: Monthly Newsletter, Notices- Trips, Events</p> <p>WISD School Messenger Call Out System</p>	<p>1, 2, 3, 6, 9, 10</p>	<p>Safety Department Sp. Education Strategies Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
<p>Problem Statements: Demographics 1</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Provide Staff Development on appropriate media use:</p>	<p>1, 2, 3, 6, 9, 10</p>	<p>Safety Department Sp. Education Strategies Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
<p>Problem Statements: Demographics 1</p>							
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Performance Objective 5 Problem Statements:**

<p><b>Demographics</b></p>	
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing Performance, beginning with the Lower Grades Kinder thru 2nd Grade. This is evident in the TELPAS Summary Report Spring 2017. <b>Root Cause 1:</b> After analyzing our data, we identified Language as being the Root Cause for our low scores.</p>	
<p><b>Perceptions</b></p>	
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. <b>Root Cause 1:</b> All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.</p>	







**Goal 2: POSITIVE LEARNING ENVIRONMENT**-Safe, secure, technology-rich schools and facilities.

**Performance Objective 6:** North Bridge Elementary will have an Evacuation/ Lock Down Plan in place to ensure the safety of !00% of our students, staff, and visitors when crises arises.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Entire campus will practice various drills in case of an emergency arises, such as:</p> <p>Fire Drill- Evacuation Drill Lock Down- Code Blue Lost students- Code Bridge Major Altercations- Code Yellow</p>	1, 2, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Students will practice the right way to escape a fire with the use of:</p> <p>Fire Department will present to our students how to escape a fire.</p> <p>Monthly Fire Drills</p>	1, 2, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Student Academic Achievement 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Safety Plans are placed at the entrance of each classroom and doors:</p> <p>Evacuation Plan Map of the Entire Campus with Exit guide Crisis Drills Code</p>	1, 2, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>4) Students will receive classroom lesson on the how to stay safe, by:</p> <p>Police Department will present on "Dos" and "Don'ts" to stay safe.</p> <p>Counselors will talk to students about how to stay safe at all times, such as "Halloween Day."</p>	1, 2, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
	Problem Statements: Student Academic Achievement 1						
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Performance Objective 6 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. <b>Root Cause 1:</b> After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. <b>Root Cause 1:</b> All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.</p>

**Goal 2:** POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

**Performance Objective 7:** North Bridge will have a supportive environment that is safe, and drug free to maximize students' personal and academic achievement.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>1) Staff will be kept informed of the most current updates of Chapter 37 as reference by :</p> <p>Texas Ed. Code WISD Board Policies WISD Student Code of Conduct</p>	1, 2, 10	<p>Safety Department Sp. Education Strategies Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
Problem Statements: Perceptions 1							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>2) Improve the students awareness of preventive measures against drugs and provide a safe and drug-free environment through the implementation of: Violence Prevention Guidance Curriculum Bullying/ Harassment Videos Drug Free Professional Services Drug &amp; Violence Educations (DAVE) Red Ribbon Week Drop Out Prevention Attendance Clerk Action Plan Dyslexia Program 504 Program RTI Inclusion Program Enrichment/ tutoring Career Day ACE After School Program Clubs- Robotic, Spelling Bee, UIL</p>	1, 2, 10	<p>Safety Department Sp. Education Strategies Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>3) Improve students' awareness of cyber dangers and provide appropriate measures to prevent or halt cyber bullying and/ or other predators through the following links:  Learning.com Ikeepsafe.org NesmaAzkids.org Safekids.com</p>	1, 2, 10	<p>Safety Department Sp. Education Strategies Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>4) The WISD Student Code of Conduct and Handbook will be posted and displayed in the front office and at the North Bridge Elementary Web-site for reviewing by the staff, visitors, parents, and students.  WISD Student Code of Conduct WISD Student Handbooks</p>	1, 2, 10	<p>Safety Department Sp. Education Strategies Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
<p align="center">Problem Statements: Perceptions 1</p>							



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>5) The North Bridge Elementary Faculty Handbook will be posted and displayed in the front office and at the North Bridge Elementary Web-site for staff reviewing only.</p> <p>North Elementary Faculty Handbook</p>	1, 2, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>6) To increase communication between school staff and parents about their child's Well-Being and/or behavior the following activities will be implemented:</p> <p>Parent, Teacher, Administrator, Counselor conferences          Teacher and Counselor conference          Parent and Counselor Conference          Home Visits          Outside Agency Referrals          Collaboration with Outside Agency Counselor          Child Protective Services Referrals</p>	1, 2, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>7) The following activities will be in place to encourage students become successful in school, such as:</p> <p>Leader In Me Roles          Individual Counseling          Group Counseling          Contracts          Point Sheets          IEP's/ BIP's          Career Awareness Guidance Classess          Career Fair          Graduation Ceremonies: Kinder          Awards Ceremonies          Perfect Attendance Recognition</p>	1, 2, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>8) To improve self-esteem/ self-worth and positive behavior the following activities will be implemented:</p> <p>Counselor's Department Leader In Me Roles Self-Esteem Development Responsible Education Program Interpersonal Effectiveness Peer Relationships Goal Setting, Decision Making Problem Solving Communication &amp; Social Skills Multicultural Awareness Motivation to Achieve Red Ribbon Week Just Say No Week Individual Counseling Group Counseling Bullying Citizenship Career Awareness Caught Your Being a Good Leader</p>		<p>Safety Department Sp. Education Strategies Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>9) Meeting the emotional needs of all students the following activities will be implemented in our campus:</p> <p>Individual Counseling Group Counseling Home Visits Child Protective Services Outside Agency Referrals Guidance Curriculum RTI Process</p>	1, 2, 10	<p>Safety Department Sp. Education Strategies Campus Administration Campus CIF</p>	<p>Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals</p>				
<p align="center">Problem Statements: Student Academic Achievement 1</p>							
<p align="center">Problem Statements: Student Academic Achievement 1</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>10) To ensure the Well-Being of all our students emotionally, and physically, the following procedures will be in place:</p> <p>Nurse's Station Parent Permission Form to Administer Prescribed medication Nurse on standby for any accidents and/or emergencies Counselor's Department Individual Counseling</p>	1, 2, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>11) The students will have lessons about the negative effects of substance abuse/violence with the use of:</p> <p>DAVE (Drug and Violence Education) Red Ribbon Week Just Say No To Week</p>	1, 2, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>12) The following activities will take place when promoting students self-awareness and development:</p> <p>5th Grade Boys &amp; Girls- Special Presentation on puberty/ changes Cross-Cultural Awareness Leader In Me- Caught You Being Good</p>	1, 2, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>13) In order to maintain appropriate records for all our students the following assessments and documentation will be administered and collected, such as:</p> <p>Cumulatice Foders Pre-LAS/LAS Links Input results in AS400 Prepare Bilingual Documentation Collaboration with data- entry clerk End of the Year LPAC Submit documents as requested from IRS &amp; ISS Fax/Mail requested educational information for new to the district students, migrant students and transfer students</p>	1, 2, 3, 8, 9, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6</p> <p>14) Preparing our students for transition from Head-Start/ Elf Program to Elementary and from Elementary to Middle School the students will have the field trip in place:</p> <p>Head-Start visit North Bridge Elem for orientation 5th Grade pre-Registration and visit to middle school PPCD Unit ARD meeting if needed</p>	1, 2, 6, 7, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5</p> <p>15) The following will take place in order to identify our students placement:</p> <p>Registration (Aug-May) Pre-Kinder- Pre-registration LPAC/ Annual Review STAAR TELPAS RPTE 504 RTI Dyslexia Share Six Weeks monitoring of all LEP and exited students Advanced Academic Placement Review ARD Meetings 504 Meetings</p>	1, 2, 3, 6, 8, 9, 10	Safety Department Sp. Education Strategies Campus Administration Campus CIF	Incident Reports Evacuation Drills Committee Meetings Counseling Referrals Discipline Referrals				
Problem Statements: Perceptions 1							

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Performance Objective 7 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 1:** North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. **Root Cause 1:** After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.

**Perceptions**

**Problem Statement 1:** North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. **Root Cause 1:** All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.

**Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.**

**Performance Objective 1:** North Bridge Elementary will strengthen and increase our parental involvement by 10% during the calendar year of 2017- 2018.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Monitor to ensure all activities are addressed by:  Parental Involvement Director</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Perceptions 1							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Provide parents trainings and resources on topics that will assist them on how help their children at home with academics and social skills, such as:  HEB Reading 3 Program PASOS- Home Skills Bullying and Drug Prevention The Leader In Me Mental Health Awareness ESL Classes Career Education</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Demographics 1							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Provide material and training and assist parents in working with the children at home: Practical Parent Educations PPE Academic (Reading, Math, Science) Workshop Texas Kids Learn Workbooks EDU-Plates (Kinder) ESL- Parent Classes</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Perceptions 1							

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) A flexible number of meetings and/or home visits will be offered to facilitate parent engagement to promote student achievement. Parents will be encouraged to participate in all facets of school programs by providing:</p> <p>Parent Resource Center  Adult Literacy Program  Parent Education Program  Parent Title I/ Migrant Program  Student Academic activities  Parent/Teacher/Student Compacts  parent Teacher Conferences  Open House  Meet The Teacher Night  Committee participation  Cultural awareness activities  Conduct Reading, Math, Science,, and Social Studies workshops for parents and students  Conduct STAAR Parent-Study Guide Workshops  Conduct workshop using the 21st Century tools as in IPod/I Pad  Title I Public Meet  Nutrition/CATCH Parent Activities  ESL Classes using MyOn Activities</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Coordinate and/or conduct literacy classes, academic workshops and parenting classes for parents to learn more about child development and child rearing techniques. Classes provided such as:</p> <p>Computer classes  Ipad Classes  ESL Classes  Nutrition/ Health Classes  Physical Education Classes  Agencies Presentations</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Conduct classes for school volunteers with media preparation and classroom management:</p> <p>VIP Orientation Technology Training Model reading workshops Classroom management parent training</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>7) Give Parents the compacts, which outlines how parents, staff and students will share the responsibility for improving students achievements:</p> <p>Parent Orientation Campus Meet the Teacher Open House</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Perceptions 1							
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>8) Ensure ongoing parent workshops in all core areas:</p> <p>Homework- Resolving Homework issues- PPE5.7 Reading Phonemic Awareness Phonics Fluency Spelling Comprehension Math Facts &amp; Measurements Science (Processing Skills) STAAR Training</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Student Academic Achievement 1							



<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>9) Facilitate in-service and workshops geared to provide insight into parenting and educate with emphasis on:</p> <p>Reading Strategies Writing Strategies Math Strategies Science Strategies Career Insight Computer Classes Provide Workshop Using 21st Century Tools ESL</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>10) Provide technology "tools" skill to parents to meet the needs of 21st century learners</p> <p>Focus on key boarding skills K-2nd Focus on creative thinking using Kidspiration 3rd- 5th IPOD/IPAD Training Make-N-Take Academic Awareness</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>11) Provide CATCH Program for parents to increase healthy lifestyles:</p> <p>Health Fair Nutrition Class Better Life for Texans Walk for a Healthy Life Fun Fantastic Fridays</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Student Academic Achievement 1							

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>12) Introduce and provide information to parents on programs that target at-risk students. Conduct classes for parents with children at-risk to special programs such as:</p> <p>Alphabets Talk Practical Parent Education Computers for Kids Love and Logic Self-Sufficiency Classes Health &amp; Nutrition Classes</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Student Academic Achievement 1							
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>13) Collaborate with parents to come up with ideas to improve ADA- Attendance</p> <p>Raffle items as incentive for students Have a Game Day (every 6 weeks) for students with perfect attendance Perfect Attendance Certificates</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Perceptions 1							
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>14) Appreciation to our parental involvement volunteers, parents will be rewarded throughout the school year by providing them with :</p> <p>Luncheon Certificates Awards and Incentives Holiday Cards Self-Sufficiency Classes</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Perceptions 1							
<p align="center">  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Performance Objective 1 Problem Statements:**

<p><b>Demographics</b></p>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing Performance, beginning with the Lower Grades Kinder thru 2nd Grade. This is evident in the TELPAS Summary Report Spring 2017. <b>Root Cause 1:</b> After analyzing our data, we identified Language as being the Root Cause for our low scores.</p>

**Student Academic Achievement**

**Problem Statement 1:** North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. **Root Cause 1:** After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.

**Perceptions**

**Problem Statement 1:** North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. **Root Cause 1:** All Administration and Teachers will learn to read, analyze, and use data to make instructional decisions about students' learning.

**Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-**Superior customer service, positive communication, and collaboration for student success.

**Performance Objective 2:** Establish a network of community partners that will foster our parental involvement and community services.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) Recruit and retain parents for school activity involvement to promote student success:</p> <p>Parent Orientation Meetings District &amp; Campus Title I Public Meetings Parent Center Resources</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: School Processes & Programs 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) Schedule speakers and/or presenters for parent meetings on various topics such as:</p> <p>Attendance STAAR Test Hygeine Nutrition Self Sufficiency Health IPAD/IPOD Training</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Student Academic Achievement 1							

<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) A network or cluster with other Parent Specialist from other campuses will be initiated. Two or more parents specialists will team up to plan, organize, and teach parent classes and workshops for parents</p> <p>PPE Workshops District &amp; Campus Events Technology Classes</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
				Problem Statements: Student Academic Achievement 1			
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) Work with the community, organizations, and businesses to build better communication between them and the school:</p> <p>Secret Angel "In His Steps" Shoe Bank Faith Base Institutions Food Banks</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
				Problem Statements: School Processes & Programs 1			

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. <b>Root Cause 1:</b> After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> The Support Staff and WIG Committee concluded that our students are having difficulty with comprehending what they read. <b>Root Cause 1:</b> The students are having difficulty with comprehending because of limited vocabulary, especially in Reading and Writing.


**Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-**Superior customer service, positive communication, and collaboration for student success.

**Performance Objective 3:** North Bridge Elementary will keep our parents informed of all events and activities with the use of telecommunications.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) Provide parents with timely information about Title I programs: school performance profiles as required by law: Flyers Student Progress Reports Meetings Parental Portal Phone Calls, Home Visits</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
				Problem Statements: Perceptions 1			
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) ) Provide Parents with a system to make inquires, suggestions, and complaints:</p> <p>Open Door Policy Campus Newsletter Suggestion Box</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
				Problem Statements: Perceptions 1			

<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) Involve parents in the planning, reviewing, and improvement of the parent involvement programs, including the school parental policy and development of the school wide program plan, unless there is a program already in place:</p> <p>SBDM- Site Base Committee PI Committee Parental Involvement CATCH (Coordinated Approach to Children's Health) LPAC PTS compact</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Perceptions 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) Provide Parents with information on a timely manner through the following means:</p> <p>Phone calls Letter (English/Spanish) Flyers (English/Spanish) Newsletter Students Handbook (English/Spanish) Monthly Calendar of Events Homevisits Campus Web-page</p>	1, 2, 6, 10	Parental Involvement Department Campus Administration Campus CIF	Sign In Sheets Volunteer List Back Ground Check				
Problem Statements: Demographics 1							
							

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing Performance, beginning with the Lower Grades Kinder thru 2nd Grade. This is evident in the TELPAS Summary Report Spring 2017. <b>Root Cause 1:</b> After analyzing our data, we identified Language as being the Root Cause for our low scores.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need of monitoring and analyzing all data provided by campus, district, and state. <b>Root Cause 1:</b> All Administration and Teachers will learn to read, analyze, and use data to make instructional desicions about students' learning.</p>

**Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.**

**Performance Objective 1:** North Bridge Elementary students will be taught by highly qualified/state certified teachers who are trained through various professional development opportunities.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Provide Staff Development for teachers, paraprofessionals and support staff in the area of Reading, such as:</p> <p>Guided Reading/ Dr. Maggie Shared Reading/ Dr. Maggie Think Pair Share Literature Circles Running Records Grouping Students Balanced Literacy Abydos</p>	1, 2, 3, 4, 8, 9, 10	Central Office Strategies/ Department Campus CIF Campus Principal					
Problem Statements: Student Academic Achievement 1							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Provide Staff Development for teachers, paraprofessional, and support staff with Writing topics:</p> <p>Dr. Marez Write Time for Kids Professional Learning Communities</p>	1, 2, 3, 4, 8, 9, 10	Central Office Strategies/ Department Campus CIF Campus Principal					
Problem Statements: Student Academic Achievement 1							









<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Provide Staff Development for teachers, paraprofessionals and support staff in the area of Math, such as:</p> <p>PLC- MathStrategies RVGCTM- Math Conference Region I- Math Academy Sharon Well's Pearson En</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>							
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Provide Staff Development for teachers, paraprofessionals and support staff in the area of Science, such as:</p> <p>RVGCTM- Science Conference Region I- Science NASA- Trainings FOSS Adopted Textbook STEM District Science Trainings Professional Learning Comm-PLC Happy Hour- CTC</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>							

<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Provide Staff Development for teachers, paraprofessionals and support staff in the area of Writing and Science For ESL students, such as:</p> <p>Writing: Region I Academy Presentation by Dr. Yanez PLC Region One- ELPs Training 12 Hour Training</p>	<p>1, 2, 3, 4, 8, 9, 10</p> <p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>						
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Provide Staff Development for teachers, paraprofessionals and support staff in area that will service various student group populations, such as:</p> <p>RVGCTM- Math Conference Region I- Math Academy Sharon Well's Pearson Enrichment Math Textbook NASA Dr. Yanez- Staff Development Region One- Reading Academy Dr. Maggie SIPPS RTI Process</p>	<p>1, 2, 3, 4, 8, 9, 10</p> <p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>						

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>7) Provide Staff Development for teachers, and support staff in the area of Gifted Students, such as:</p> <p>Differentiated Students Chess Training Edivate Videos</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Provide staff development for teachers needing the state-required:</p> <p>30 hours New Teachers serving GT students 6 hours Up Date</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>9) Provide Staff Development for Migrant Assistant in the area of all Core- Subjects such as:</p> <p>CIF- Staff Development in the areas of Math, Reading, Writing, Science, and Social Studies.</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>10) Provide Staff Development for Migrant Assistant in areas that will enrich the Migrant Program and promote growth of our migrant students , such as:</p> <p>Achiever First Aid/ CPR/ AED Music Training Clear Touch Interactive Boards</p>	<p>1, 2, 3, 4, 8, 9, 10</p> <p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>						
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>11) Provide Staff Development for the Librarian , such as:</p> <p>DLS- District Library Services Region One- Library Texas Library Associates Leader In Me</p>	<p>1, 2, 3, 4, 8, 9, 10</p> <p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>						
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>12) Provide Staff Development for the Music Teacher and support staff in the area of appreciating music, such as in:</p> <p>Quaver- Music On-line</p>	<p>1, 2, 3, 4, 8, 9, 10</p> <p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>13) Provide Staff Development for the Art Teacher and support staff in the area of appreciating Art, such as in:</p> <p>Concert Photography How to Photograph Art Work Creation of a Pocket Instation Fine Arts- Policy and Procedures Fine Arts Coordinator - Monthly Meetings</p>	<p>1, 2, 3, 4, 10</p> <p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>						

<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>14) Provide Staff Development for CTC, teachers, paraprofessionals and support staff in the area of Computers, such as:</p> <p>Blended Learning SLO</p>	<p>1, 2, 3, 4, 8, 9, 10</p> <p>Central Office Strategies/ Department Campus CIF Campus Principal</p>					
<p>Problem Statements: Student Academic Achievement 1</p>						
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Performance Objective 1 Problem Statements:**

<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> North Bridge Elementary is in need for improvement in our Reading and Writing STAAR Assessment in 4th Grade. <b>Root Cause 1:</b> After analyzing our data, we identified the Root Cause to be the instructional methods applied by new teachers.</p>

**Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.**

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Spelling, Phonics, Phonological Awareness, Shared Reading, Independent Reading, Including fluency, comprehension, and vocabulary. By incorporating the following Reading: Read Aloud Shared Reading- Journey Adoption Independent Reading Dr. Maggie Allen Guided Reading SIPPs IStation MyOn Literacy Center
1	1	2	Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities. TEKS Resource System Eduphoria-Forethought Planning
1	1	3	Monitor TEKS instruction to ensure all Reading and Writing Readiness and Supporting Stands are addressed by: Tracking Reading TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Reading Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans.
1	1	4	Provide Staff Development for teachers, paraprofessionals and support staff in the area of Reading, such as: Guided Reading/ Dr. Maggie Shared Reading/ Dr. Maggie Think Pair Share Literature Circles Running Records Grouping Students Balanced Literacy Abydos
1	1	5	Provide Staff Development for teachers, paraprofessional, and support staff with Writing topics: Dr. Marez Write Time for Kids Professional Learning Communities
1	1	6	Improve word attack skills through: Phonemic Awareness (Pre-K thru 1st) SIPPS (K-2nd) (3rd- 5th below level 16) Daily spelling instructions/ decoding Word Walls Interactive PowerPoint Activities High Frequency and Dolch Words Word Work Journals Working with words in Literacy Centers Istation Interventions AR Word Count Being a Writer IRI (Informal Reading Inventory) Fountas and Pinnell
1	1	7	Reinforce and improve vocabulary through: Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Guided Reading/Dr. Maggie Shared Reading/ Dr. Maggie Readers Theater SIPPS Journeys Adopted Textbooks
1	1	8	Improve reading fluency through the incorporation of : Journeys Adopted Textbooks Independent Reading Reading contracts/ Reading Logs Point Sheets AR Program Incentives for AR Program Book It Guided Reading/ Dr. Maggie Morning Message/ Daily News Reader's Theater Classroom Libraries Wordwalls IStation/ MyOn Reading Glass Sets Literacy Centers SIPPS Fountas and Pinnell IRI (Informal Reading)
1	1	9	Improve comprehension and critical thinking through the incorporation of: Thinking Stem(Metacognition) Daily Independent Reading with all students in K-5th) Guided Reading (Scholastic) Shared Reading (Journeys Adopted) Reader Response to Literature in journals Literature and novels to teach skills in context Reading/ Writing connections Use of Narrative and Expository Texts AR Program Chrombooks Document Cameras/ Elmo Machine Caneras, Memory Cards, Flip Cameras IStation MyOn STAAR Resources- Motivational Texas STAAR Edition
1	1	10	Print instructional resources for instruction: Reading A-Z Books SIPPS Reading Passages

Goal	Objective	Strategy	Description
1	1	11	Improve student's technology knowledge and skill by focusing on the use of: www.learning.com Scholastic Key Type to Learn 4 Kidspiration/Inspiration Microsoft Office Destiny www.safesearchkids.com www.ikeepsafe.org Windows Moviemaker Loti Training Moddle Google.com Photostory comic Life Doceri Educations Show Me APPS for iPad Edmodo
1	1	12	Continue to provide both print and electronic student and staff resources as books, magazines, DVDs for student and staff.
1	1	13	Use level Readers from A-Z to enhance Guided Reading by: Assessing students reading levels Using of expository and narrative texts
1	1	14	Purchase Reading Instructional items, books, and/ or academic educational equipment for migrant students (Priority for Students) for use at school and/ or at home.
1	1	15	Provide tutoring to students who have been identified by RTI process. Extended Day Summer School Teacher Assistants
1	1	16	Purchase general supplies/ equipment and furniture as needed for instructional use in the classroom. General Supplies: paper, colored pencils, file folders, glue sticks, colored papers post-its, writing paper, construction paper, journals, etc. Equipment: Projector, lightbulbs replacements Technology: Replace ink/toner Furniture: Classroom tables, chairs, and shelves, depending on condition and as needed.
1	1	17	Update campus on V-Brick Survey classrooms needing specifically sized CAT-5 cables
1	1	18	National Education Technology Standards for students: Creativity and Innovation Communication and Collaboration Research and Information Fluency Critical Thinking , Problem Solving, and Decision Making Digital Citizenship Technology Operations and Concepts
1	1	19	Provide training to teachers on available subscription and software: A>R.. Atomic Learning, Windows Movie Maker, Inspiration, Kidspiration, Microsoft Office, Podium, and Scholastic Keys, Photostory
1	1	20	Train teachers on available hardware such as: Interwrite pads, ceiling mounted projectors, iPods, Flip Video Cameras, Digital Cameras, Computers on Wheels, Qwisdom, Printers, iPads, interwrite pads, VBrick (Tech Buck)
1	1	22	Train Lab Assistant on programs to be used in the lab to promote students tech literacy such as: Easy Tech, Scholastic Keys, and Type to Learn 4, Tech Literacy Test.
1	1	23	Students will use programs such as learning.com, Microsoft Office, Kidspiration, Inspiration, Scholastic, Keys, Type To Learn 4, and Window Movie Maker to enhance technology applications acquisition.
1	1	24	All classroom room teacher will complete the Loti surveys and STaR chart on time.
1	1	25	Provide a Technology Happy Hour once a week from 3:45- 4:45 for teachers.
1	1	26	CTC will work with the classroom teachers to assist in technology integration in the core subjects. Pearson Journeys
1	1	27	Provide Campus Technology orientation/professional development on : e-mail, Proweb, Gradebook, Server Access, Work Order System, and Destiny, Blended Learning



Goal	Objective	Strategy	Description
1	1	28	Improve Writing Skills by incorporating: Guided Writing Four types of Writing Peer Editing Conferencing Observation Logs Writing Process Mini-Lessons focusing on grammar and mechanics Kidspiration Spelling Lessons Word Study Lesson Daily Writing Journals Graphic Organizers Document Cameras/ Elmo Machines Drawing Journals Writer's Composition Notebooks Interactive Writing Pads Educational Grammar Games Being a Writer Scholastic Keys Type to Learn 4 Journeys Write -In Reader SIPPS Write Time for Kids Being a Writer Write Source Workbooks
1	1	29	Provide a Balanced Literacy Program by incorporating the following types of Writing. Shared Writing Guided Writing Interactive Writing (K-2nd) Independent Writing
1	1	30	Provide Staff Development for teachers, paraprofessional, and support staff with Writing topics: 4 types of Writing Guided Writing Conferencing Spelling Strategies Grammar
1	1	31	Assign Paraprofessional to assist classrooms teachers in providing intensive remediation for students having difficulty with Writing.
1	1	32	Develop hands on manipulatives and activities to enrich our Writing program. Purchase resources needed to make manipulatives such as: Toner for color printer Heavy stock paper
1	1	33	Monitor Writing Instruction periodically by : Analyzing data from District Writing Benchmark, CBA Collecting students' writing samples per six weeks\ Displaying students' writing samples on Bulletin Boards.
1	1	34	Improve oral language for Bilingual Students through: Think Pair Share Shared/Guided Reading Read Aloud Listening Stations Author's Chair Journal Writing ESL Adoption Read to Someone Independent Reading SIPPS Dr. Maggie Guided Reading
1	1	35	Purchase Reading instructional items, books, and/or academic educational equipment for migrant students (Priority for students) for use at school and/or home.
1	1	37	Participate in Spelling Bee, Purchase rewards and ribbons
1	1	38	Plan and participate in events such as: District Literacy Night Campus Family Night
1	1	39	Provide Book Fairs for Students, Staff, and Parents.
1	1	40	Reward and recognize students throughout the school year for their academic accomplishments and hard work in Reading with items such as: Incentive Prizes Healthy Snacks Awards/ Certificates
1	1	41	Reward and recognize staff throughout the school year for their academic accomplishments in Reading and Writing with items such as: Staff T-Shirts/ Jackets Breakfast / Luncheon Cake Candy Grams School Bag Snacks
1	1	42	Through the participation i nthe AR program students will participate in the following activities: Field Trip Record Progress Biweekly
1	1	43	Provide author's visits to promote the love of reading and writing for all students in all grade levels.
1	1	44	The Librarian will collaborate with teachers to provide lessons for individual classes in language arts, science, and social studies during elective periods. Maker Space

Goal	Objective	Strategy	Description
1	2	1	Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities. TEKS Resource System Eduphoria-Forethought Planning
1	2	2	Monitor TEKS instruction to ensure all Math Readiness and Supporting Stands are addressed by: Tracking Math TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Math Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans.
1	2	3	Monitor Math instruction periodically by analyzing data from various areas, such as: Reasoning Minds Think Thru Math Reflex Math Benchmark Assessment- Aware CBA- Aware
1	2	4	Monitor Math Instruction weekly with the use of: Walkthroughs TTESS Yearly Evaluations SLO- Student Learning Objectives
1	2	5	Monitor students performance of Subgroups through the disaggregation of assessment data during Faculty and Support Staff meetings, such By grade Levels - Pre-k thru 5th Core Subject- Assessment Subgroups, such as: Bilingual, Econ. Disadvantage, Migrant, Sp. Ed., etc
1	2	6	Monitor STAAR instructions to ensure all Mathematics TEKS are addressed by: Tracking Math TEKS are addressed on Lesson Plan on a weekly basis Reviewing Forethought Eduphoria Lesson Plans Differentiating based on the students' individual needs.
1	2	7	Provide Staff Development for teachers, paraprofessionals and support staff in the area of Math, such as: PLC- MathStrategies RVGCTM- Math Conference Region I- Math Academy Sharon Well's Pearson Enrichment Math Textbook
1	2	8	Incorporate the texts with TEKS to provide quality instruction in math: Math Games/ Flashcard/ Word-Walls STAAR Fast Focus Math Their Way Countdown to STAAR Motivation Math STAAR Resources STAAR Master STAAR Coach Pearson- Envision Math V. 1 and 2 Sharon Wells Reasoning Minds Think Thru Math Lakeshore Interactive Calendars
1	2	9	Incorporate the use of manipulative to deliver effective instruction in understanding math concepts such as, but not limited to: Counters, base ten blocks, pattern blocks, fraction pieces, clocks, geo-boards, scales, calendars, thermometer,etc.
1	2	10	Purchase materials needed to make manipulatives to develop hands-on manipulatives and activities to deliver and enrich an effective instruction of our Math program. Purchases such as, but not limited to : Graph Paper Chart Tablet Scissors Erasers Post Its Pads Heavy stock paper Colored Paper Colored Post-its Colored Sentence Strips Small Chart Tablets Markers File Folders Pencil Colors
1	2	11	Purchase supplies needed to deliver and enrich the an effective digital instruction with the use of technology, such as but not limited to: Toner for Printer Printing Paper Light bulbs
1	2	12	Reinforce and improve math vocabulary through Resources such as: Pearson- Vol I and Vol II Sharon Well's Region One Academic TEKS Resource System Blended Learning
1	2	13	Improve Math fluency through the incorporation of : Times Tests Reflex Math Guizmo Math
1	2	14	Incorporate math process to improve problem solving strategies and strengthen students' oral and written communication in mathematics computation and story problems. Sharon Wells Region One- Academy TEKS Resource System Think Thru Math Reasoning Minds- Journals Math Journals

Goal	Objective	Strategy	Description
1	2	15	Copy Instructional Resources for Instruction on Math, such as: Sharon Wells Weekly Assignments Benchmark Assessment CBA Assessment
1	2	16	Print Instructional Resources for Math, such as: Benchmark Assessment CBS Assessment
1	2	17	Integrate the application of technology to promote a blended learning environment in mathematics with the use of various programs, such as: Envision Math-Pearson Reasoning Minds Reflex Math Imagine Math (TTM) Blended Learning
1	2	18	Incorporate a variety of educational computer software and sites targeted at specific skill including: Reasoning Minds Reflex Math Fun for the Brain AAA Math Mathisfun.com- concept Sumdog K-5 Hooda Math Aha Math 3-5 Think Thru Math Brain Pop Jr. Pearson Envision
1	2	19	Provide tutoring to students that have been identified by the RTI process during instructional time. Extended Day Elective Teachers one hour time Reasoning Minds Think Thru Math Reflex Math
1	2	20	Assign Para and Professional to assist classrooms teachers in providing intensive remediation for students having difficulty with Math. Resource- Inclusion Teacher and Assistant Elective Teachers
1	2	21	Reward and recognized the students throughout the school year for their academic accomplishments and hard work in Math with items, such as: Incentive Prizes Healthy Snacks Awards/ Certificates
1	2	22	Reward and recognized staff throughout the school year for their academic accomplishments with items such as: Staff T-Shirts/ Jackets Breakfast/ Luncheon School Bag Candy Treats
1	3	1	Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities. TEKS Resource System Eduphoria-Forethought Planning
1	3	2	Monitor TEKS instruction to ensure all Science Readiness and Supporting Stands are addressed by: Tracking Science TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Science Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans. FOSS Science Kits FOSS Science Edition
1	3	3	Provide Staff Development for teachers, paraprofessionals and support staff in the area of Science, such as: RVGCTM- Science Conference Region I- Science NASA- Trainings FOSS Adopted Textbook STEM District Science Trainings Professional Learning Comm-PLC Happy Hour- CTC
1	3	4	Monitor Science instruction periodically by analyzing data from various areas, such as: Science Fair Process Benchmark Assessment- Aware CBA- Aware
1	3	5	Monitor Science Instruction weekly with the use of: Walkthroughs TTESS Yearly Evaluations SLO- Student Learning Objectives
1	3	6	Monitor students performance of Subgroups through the disaggregation of assessment data during Faculty and Support Staff meetings, such By grade Levels - Pre-k thru 5th Core Subject- Assessment Subgroups, such as: Bilingual, Econ. Disadvantage, Migrant, Sp. Ed., etc

Goal	Objective	Strategy	Description
1	3	7	Monitor STAAR instructions to ensure all Science TEKS are addressed by: Tracking Math TEKS are addressed on Lesson Plan on a weekly basis Reviewing Forethought Eduphoria Lesson Plans Differentiating based on the students' individual needs.
1	3	8	Provide Staff Development, Trainings, and/or Conferences for teachers, paraprofessionals and support staff in the area of Science, such as: PLC- Science Strategies RGVSA- Science Conference Region I- Math Academy NASA Trainings FOSS Textbook Develop/ Review Scope and Sequence with Science Strategiest
1	3	9	Reinforce and improve Science vocabulary through Resources such as: FOSS Kits AIMS TEKS Resource System Blended Learning Motivation Science StemScopes Brain Pop MacKinvia.com
1	3	10	Incorporate the following TEKS based categories in K-2nd Grade: Our Physical Environment Our Natural Environment Our Living Environment: Plants Our Living Environment: Animal
1	3	11	Incorporate the following TEKS based categories in 3rd Grade: The Physical Properties of Matter The Solar System 'The Surface of the Earth Our Living Environment: Plants Our Living Environment: Animals Habitats and Ecosystems WISD Science Supplemental materials
1	3	12	Incorporate the following TEKS based categories in 4th Grade: The Physical Properties of Matter The Solar Energy 'The Earth and Sun The Processes that Shape the Earth Ecosystems Diversity of Life WISD Science Supplemental
1	3	13	Incorporate the following TEKS based categories in 5th Grade: Matter and Physical Properties Transformation of Energy Energy Sources and their Uses The Processes Shape the Earth Objects in the Sky Diversity of Life WISD Science Supplemental
1	3	14	Incorporate the texts with TEKS to provide quality instruction in Science: Science Experiements Flashcard/ Word-Walls Motivation Science STAAR Resources FOSS Kits FOSS Students Books Quizmo
1	3	15	All students shall observe and analyze our natural world by conducting the following: Simple classroom investigations Field Investigations Laboratory Investigations Experiments
1	3	16	Provide tutoring to students that have been identified by the RTI process during instructional time. Extended Day Elective Teachers one hour time Motivational Science
1	3	17	5th Grade student will be provided Science Mentors to plan together with the teacher and reinforce science concept for the students. TEKS Resource System Blended Learning Science Motivation
1	3	18	Purchase supplies needed to deliver and enrich the an effective digital instruction with the use of technology, such as but not limited to: Replace:Toner for Printer Printing Paper Light bulbs Print Artist Software Equipment: Projector,
1	3	19	Incorporate the use of manipulative to deliver effective instruction in understanding Science concepts such as, but not limited to: Paper, colored pencils, file folders, glue sticks, clear tape, tag paper, colored paper, highlighters, makers, post-its pads, scissors, eraser tops, pencils, composition notebooks, writing paper, constructions paper.
1	3	20	Purchase supplies needed to deliver and enrich the an effective digital instruction with the use of technology, such as but not limited to: Toner for Printer Printing Paper Light bulbs

Goal	Objective	Strategy	Description
1	3	21	All students shall observe and analyse our natural world by utilizing the following strategies and resources: TEKS based field trips as needed AIMS Curriculum Bill Nye and Science Content Videos PowerPoint Presentations Document Camera/ Elmo Machiine STEMSCOPES DinaZykes Foldables Consumable materials purchased for science labs, experiments, and activities. Brain Pop Jr. SmartBoard Lakeshore Science Kits FOSS Kits National Geographic- Exploring for Kids Teacher Created Materials Science Library Books CVP3 Science Stories Science Exploration (2nd- 5th) Neo K-12 YouTube.com Blended Learning Motivation Science UnitedStreaming. com
1	3	22	Incorporate the material resources and equipment with the use of General Supplies to deliver effective instruction in understanding Science concepts such as: Solar beads, radiometer, curcuit material, lazer, prisms, mirrors, magnets, dropp-ers, magnifying glasses, goggles, microscopes, balance scales beaker test tubes, ets
1	3	23	Utilize Science Experiments Lab. to provide studetns in grades K- 5th with opportunities to conduct the following: Simple classroom investigations Field investigations Laboratory investigations Experiments Science Lab Journals Formative verbal/ written assessments
1	3	24	Develop students' understanding of science concepts with differentiated instruction with various observations, hands-on and science laboratory activites: Science Lab Investiagations Blended Learning
1	3	25	Students will be given the opportunity to compete with a Science Fair Project: Pre-K thru 2nd Grade - Campus Level Competition 3rd thru 5th- District Level Competition
1	3	26	All students participating in the Science Fair Events will be rewarred and recognized for their accomplishments with: Certificates Ribbons
1	3	27	Reward and recognized students throughout the school year for their academic accomplishments and hard work in Science with items such as: Incentive Prizes Healthy Snacks Awards/ Certificates
1	3	28	Reward and recognized staff throughout the school year for their academic accomplishments with items such as: Staff T-Shirts/ Jackets Breakfast/ Luncheon Candy Grams School Bag Snacks
1	4	1	Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities. TEKS Resource System Eduphoria-Forethought Planning Region- One ELPs Training
1	4	2	Monitor TEKS instruction to ensure all Writing and Science for ESL Students are met in the Readiness and Supporting Stands and are addressed by: ELPS- Expectations Tracking Reading TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Reading Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans. Bilingual Representative Bilingual Director
1	4	3	Provide Staff Development for teachers, paraprofessionals and support staff in the area of Writing and Science For ESL students, such as: Writing: Region I Academy Presentation by Dr. Yanez PLC Region One- ELPs Training 12 Hour Training

Goal	Objective	Strategy	Description
1	4	4	Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Spelling, Phonics, Phonological Awareness, Shared Reading, Independent Reading, Including fluency, comprehension, and vocabulary for ESL students. By incorporating the following Reading: Read Aloud Shared Reading- Journey Adoption Independent Reading Dr. Maggie Allen Guided Reading SIPPS IStation MyOn Literacy Center
1	4	5	Improve oral language for Bilingual Students through: Think Pair Share Shared/Guided Reading Read Aloud Listening Stations Author's Chair Journal Writing ESL Adoption Read to Someone Independent Reading SIPPS Dr. Maggie Guided Reading
1	4	6	Print instructional resources for instruction: Reading A-Z Books SIPPS Reading Passages
1	4	7	Assign Paraprofessional to assist classrooms teachers in providing intensive remediation for students having difficulty with Reading and Writing in the English.
1	4	8	Improve reading fluency for ESL students through the incorporation of : Journeys Adopted Textbooks Independent Reading Reading contracts/ Reading Logs Point Sheets AR Program Incentives for AR Program Book It Guided Reading/ Dr. Maggie Morning Message/ Daily News Reader's Theater Classroom Libraries Wordwalls IStation/ MyOn Reading Glass Sets Literacy Centers SIPPS Fountas and Pinnell IRI (Informal Reading)
1	4	9	Through the participation i nthe AR program students will participate in the following activities: Field Trip Record Progress Biweekly
1	4	10	Plan and particitpate in events such as: District Literacy Night Campus Family Night
1	4	11	Reward and recognize students throughout the school year for their academic accomplishments and hard work for growing in the English Language in Speaking, Reading, Listening, and Writing with items such as: Incentive Prizes Healthy Snacks Awards/ Certificates
1	5	1	Support the implementation of systems that include alignment, instruction, and assessment that will instruct in Differentiating for our students individual needs through Professional Learning Communities. TEKS Resource System Eduphoria-Forethought Planning SLO- Student Learning Objective Blended Learning
1	5	2	Provide Staff Development for teachers, paraprofessionals and support staff in area that will service various student group populations, such as: RVGCTM- Math Conference Region I- Math Academy Sharon Well's Pearson Enrichment Math Textbook NASA Dr. Yanez- Staff Development Region One- Reading Academy Dr. Maggie SIPPS RTI Process
1	5	3	Provide a quality education to students with special disabilities such as: LD- Learning Disability Au- Autism VI- Visually Impaired SI- Speech AI- Auditory Impaired OI- Orthopedically Impaired 504- Dyslexia ADHD ADD Physically Impaired
1	5	4	Reinforce and improve vocabulary through: Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Guided Reading/Dr. Maggie Shared Reading/ Dr. Maggie Readers Theater SIPPS Journeys Adopted Textbooks
1	5	5	Provide learning styles/ strategies for children with special disabilities so that they master IEP goals and objectives as well as advance to the next level. Mainstreaming Resource Teacher Assist Supplements RTI Process
1	5	6	Incorporate Muti-sensory strategies to improve/develop prerequisite reading skill, decoding, and fluency.

Goal	Objective	Strategy	Description
1	5	7	incorporate educational games and songs to improve and develop prerequisite skills in: Reading Math Science Social Studies
1	5	8	Offer inclusion support and supplement aids to scaffold grade level instruction in the subject areas with the RTI Process Language Arts Science Math Social Studies
1	5	9	Implement instructional strategies to assist in all core subjects and lifelong skills concepts. Dyslexia Program- Dyslexia Teacher Resource/ Inclusion Program Speech Specialist Mild/Severe Units
1	5	10	Ensure coordination between general education teacher and special ed/ Resource teachers and teacher assistant. Planning for Individual Needs Scheduling Individual Instruction 504 Committee Meeting ARD Meeting RTI Process
1	5	11	CTC will work with Reg. Education, Resource Teacher, and Migrant Assistant to incorporate more technology into students investigations. Chrome-Books On-Line Research
1	5	12	Ensure that the modifications and accommodations stated in the IEPs are implemented in lessons for students who have been identified as having special disabilities. Life Long Skills Speech Mainstreaming Occupational Therapy
1	5	13	Reward and recognize students throughout the school year for their hard work, accomplishments and growth in their academics with items such as: Incentive Prizes Healthy Snacks Awards/ Certificates
1	6	1	Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities. TEKS Resource System Eduphoria-Forethought Planning
1	6	2	Monitor TEKS instruction to ensure all the Readiness and Supporting Stands and are addressed by: Tracking Reading TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Reading Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans.
1	6	3	Provide Staff Development for teachers, and support staff in the area of Gifted Students, such as: Differentiated Students Chess Training Edivate Videos
1	6	4	Provide staff development for teachers needing the state-required: 30 hours New Teachers serving GT students 6 hours Up Date
1	6	5	Open GT nomination window for two weeks for students in Kinder thru 5th grades. Quest teacher presents to teachers Teachers nominate Parents nominate
1	6	6	Purchase testing material for student assessment process to qualify in GT Program Administer GT screening tests for Kinder though 5th Grade students to determine qualification into the program.
1	6	7	CTC will work with Quest teachers to incorporate more software into students investigations. See-Saw- One line Portfolio Lego We Do Code.Org.
1	6	8	CTC will work with Quest teacher to assist in technology integration in the enrichment of the GT instruction. Lab-Tops Power Point Presentations
1	6	9	Instruct students using the Texas Performance Standards Projects for G.T. Students STEMS Destination Imagination- Instant Challenger Products will be showcased products/ projects from designated units in the TPSP

Goal	Objective	Strategy	Description
1	6	10	Provide enrichment activities during Quest elective times in the area of Reading and Math. Promote Advance in the Reading StAAR Promote Advance in the Math STAAR
1	6	11	Purchase of materials to enhance and support students work in projects such as STEM and Little Bits products. Items such as Memory sticks Printer ink/toner Upgrade 4 students desk computers IPAD 2 for students use Digital cameras/ flip videos Portable CD Player Webcam to Skype with experts in the STEM fields IPAD for teacher use
1	6	12	Purchase UIL material for district meet such as: Food Snacks Drinks
1	6	13	Purchase UIL material for coaches in the following events: English Story telling (2nd-3rd) Number Sense (3rd- 5th) Spelling (3rd- 5th) Oral Reading English (4th- 5th) Oral Reading Spanish (4th- 5th) Ready Writing (3rd- 5th) Creative Writing (2nd) Art Smart (4th- 5th) Chess Puzzles (5th)
1	6	14	Local field trips to develop student awareness and knowledge in the fields of science, technology, robotics, and fine arts. Challenger Trip Winter Wonder Lights Local Museums 5th Grade STC Leadership Conference
1	6	15	Student work/projects will be showcased at the district level through events provided by the district such as Art Showcase Robotic Showcase Theater/ Drama Showcase Science Fair Showcase
1	6	16	Reward and recognize UIL students for their achievements in UIL through: Ribbons Certificates Trophies Assemblies EOY Quest Party
1	7	1	Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities. TEKS Resource System Eduphoria-Forethought Planning
1	7	2	Provide Staff Development for Migrant Assistant in the area of all Core- Subjects such as: CIF- Staff Development in the areas of Math, Reading, Writing, Science, and Social Studies.
1	7	3	Monitor TEKS instruction to ensure all the Readiness and Supporting Stands are addressed by: Aware- Reports Lead4Ward Reports- Group Pop. Tracking Reading TEKS addressed on Lesson Plan documentation forms on a weekly basis Planning Reading Lessons that specifically target TEKS. Using Forethought Planning System to monitor Lessons Plans. Blended Learning Progress Review with Principal
1	7	4	Provide Staff Development for Migrant Assistant in areas that will enrich the Migrant Program and promote growth of our migrant students , such as: Achiever First Aid/ CPR/ AED Music Training Clear Touch Interactive Boards
1	7	5	CTC will work with Migrant Assist to incorporate software into the Migrant Program. Imagination Learning Achiever/ Mechanics Snowflake
1	7	6	Use online phonics curriculum with Pre-kinder- 2nd graders migrant students to improve reading skills.
1	7	7	CTC will work with Migrant Assistant to assist in technology integration in the Migrant Program. Computers Power Point Presentations Clear Touch Board



Goal	Objective	Strategy	Description
1	7	8	Assign Support Staff/ Paraprofessional to assist classrooms teachers in providing intensive remediation for students having difficulty with Reading and Writing due to late enrollment. Guided Reading Books Tutorial before Electives Reading Math Science
1	7	9	Tutor Migrant students with the use of Instructional Games, such as: Lake Shore- Reading- Reading Comprehension Math- Fractions, Place Value, etc Phonics/ Syllables Science- Concepts
1	7	10	Tutor Migrant students who are reading below level utilizing the following materials and resources: Educational Board Games- Swinging Syllables PSP IPod Books with CDs Imagine Learning Reading Program using computers Dry Erase Board Writing Boards Dice Place Value Manipulatives Sight Words Part of a Sentence- Noun, Verb, Adjectives, etc.
1	7	11	Migrant students will receive supplies: Notebooks Pencils Paper Eraser Glue Color Pencils
1	7	12	Migrant Students will receive a credit amount, so they may purchase books at the: Scholastic Book Fair
1	7	13	Build experiences for migrant students by participating field trips and hands-on experiences, such as: Challenger Trip Digital Star Lab- Math/ Science Camp using portable planetarium and digital software Bee-Bote Robotics
1	7	14	Parent Specialist will coordinate with Migrant Assistant to invite migrant parents to school, discuss concerns, such as: Academic Achievement AR Tutoring District Level Parent Meetings Parent Conference- Parent Call Log
1	7	15	Plan and particitpate in events such as: District Literacy Night Campus Family Night
1	7	16	Reward and recognize students throughout the school year for their academic accomplishments and hard work for growing in the English Language in Speaking, Reading, Listening, and Writing with items such as: Incentive Prizes Healthy Snacks Awards/ Certificates
1	8	1	Support the expecatations/TEKS of the State that include alignment, instruction, and assessment with providing the teachers with instructional material from Planning Systems, such as. TEKS Resource System Eduphoria-Forethought Planning
1	8	2	Provide Staff Development for the Librarian , such as: DLS- District Library Services Region One- Library Texas Library Associates Leader In Me
1	8	3	Librarian will work with teachers to encourage Reading into students . Accelerated Reading- AR Leader In Me- Contests Author Visits National Reading Events
1	8	4	Librarian will promote Reading with the use of lessons on Library Skills/ Reading Lessons, such as: Data Basis- Search for Books Destiny E-Book- Resources Region One- Library Book Talk- Picture Walk, Parts of a Book AR and Goals Maker Space On-Line Book Resources
1	8	5	Promote Reading with the use of events, such as: Book Fair- Scholastic National Reading Event- Dr. Suess and Author Visits Leader In Me- Poetry and Essays
1	8	6	Librarian Technology Instructional Material: Internet- On-Line Computer- Lab Top You-Tube Resources
1	8	7	CTC will work with Librarian to incorporate more software. Google Classroom A.R. Words A.R. Reading Program

Goal	Objective	Strategy	Description
1	8	8	Student AR Word Counts will be showcased/ Announced at the campus level in the hallways. Campus Bulletin Boards AR Certificates
1	8	9	Reward and recognize highest AR counts students for their achievements in reading through: Ribbons Certificates Assemblies EOY Party Celebration Limo Ride
1	9	1	Support the expectations/TEKS of the State that include alignment, instruction, and assessment with providing the Fine Arts teachers with system that assist with planning. such as. T-TESS Walkthroughs SLO Eduphoria-Forethought Planning
1	9	2	Provide Staff Development for the Fine Arts and support staff in the area of appreciating fine arts, such as in: Music Art
1	9	3	Provide Staff Development for the Music Teacher and support staff in the area of appreciating music, such as in: Quaver- Music On-line
1	9	4	Provide Staff Development for the Art Teacher and support staff in the area of appreciating Art, such as in: Concert Photography How to Photograph Art Work Creation of a Pocket Instation Fine Arts- Policy and Procedures Fine Arts Coordinator - Monthly Meetings
1	9	5	Art teacher will work with teachers to encourage Reading and Math with the use of Art Skill in students . Pre-k and Kinder Coordinating- Motor skills- Write name Cut with scissors curved and straight lines Hold scissors/ pencils/ crayolas Pattern coloring Geometry- recognition
1	9	6	Music teacher will work with teachers to encourage Reading and Math with the use of Music Skill in students . Memorization to enforce memory skills Song/ Nursery Rhymes Part of the Body- Chant Multiplication Chant Addition Chant Subtraction Chant
1	9	7	Music and Art teacher will work with teachers to encourage Reading and Math during tutoring time . Phonics Phonemic Awareness Fluency Comprehension Math
1	9	8	Music teacher will promote Art Appreciation with the use of TEKS expectations on Music, such as: TEKS- State Rhythmic Integrity Comprehension Body Percussion Verbal Rhythmic Modalic Patterns Imitate The Pentatonic Scale
1	9	9	Art teacher will promote Art Appreciation with the use of TEKS expectations on Art, such as: Thick and Thin Lines Calm Picture Art Expression Art Curved Lines
1	9	10	Provide all students with hands-on experience in Music Instruments: Piano Unpitched percussion Mallet instruments Recorders Guitar
1	9	11	Piano Tuning for maintenance of music instruments.
1	9	12	Equipment for the Music Program to enhance and support students work in performances, such as: Pianos ORff Instruments- Grant Guitars Lowes Buckets Drum sticks DJEMBA- Drums
1	9	13	Equipment for the Art Program to enhance and support students work in displays, such as: Construction Paper Drawing Paper Water Colors Paint Brushes Chalk Pastels

Goal	Objective	Strategy	Description
1	9	14	On-Line and Software Resources for the Fine Arts Programs, such as: Art: On-line Art Zona Exploration in Art- Adopted Textbook Music: Quaver- On-line
1	9	15	Technology Instructional Material for the Fine Arts Program: Art- One Lab Top One Computer Elmo Projector Document Camera Music- Overhead Projector
1	9	16	Student Art work/projects will be showcased at the district/campus level and the Community through various events: Post work around the campus Display at the Live Stock Show Central Office Decoration
1	9	17	Student Music Performance will be recognized at the district/campus level and the Community through various events: Community Performance- Christmas Campus Performance- BOY, EOY Christmas Program, ACE Program, and Leader In Me
1	9	18	Student will be given the opportunity to join an Art Club, such as: Art Club UIL- Art Smart
1	9	19	Student will be given the opportunity to join an Music Club, such as: Art Club UIL- Music Memory Choir Club
1	10	1	Support the implementation of systems that include alignment, instruction, and assessment through Professional Learning Communities for our CTC. TEKS Resource System Eduphoria-Forethought Planning
1	10	2	Provide Staff Development for CTC, teachers, paraprofessionals and support staff in the area of Computers, such as: Blended Learning SLO
1	11	1	Support the implementation of systems that include monitoring the Attendance of students and staff, such as: FMLA- Risk Management Employee Absence System E-School Student Abence
1	11	2	Ensure all attendance of our students' and staffs' are reported: Student Daily Attendance on-line Clock-In Finger Print
1	11	3	Provide Staff Development for Attendance in the area of reporting attendance, such as: Attendance Policy Training PEIMS Training per Semester TIME Clock Training SAM's Training (Staff Attendance Monitor)
1	11	4	Staff and Parents will be informed of "off days" District Calendar Activities with: School Messenger School Calendar District Calendar Newsletter
1	11	5	The Attendance Clerk will follow a process of reporting to parents/ caregiver about their child's absences with the use of: School Messenger Report Card Progress Report Letter regarding the child's absence Warning letter of Truancy
1	11	6	The Attendance Clerk will have a Truancy Intervention Measures process in place for encouraging students' attendance to improve: Call home to parents Send Letter Home Conference with teacher Conference with counselor
1	11	7	Attendance Clerk will enter any District and Campus absences: PLC Staff Developments Substitute System/ Absence System Trainings
4	1	1	Provide Staff Development for teachers, paraprofessionals and support staff in the area of Reading, such as: Guided Reading/ Dr. Maggie Shared Reading/ Dr. Maggie Think Pair Share Literature Circles Running Records Grouping Students Balanced Literacy Abydos

Goal	Objective	Strategy	Description
4	1	2	Provide Staff Development for teachers, paraprofessional, and support staff with Writing topics: Dr. Marez Write Time for Kids Professional Learning Communities
4	1	3	Provide Staff Development for teachers, paraprofessionals and support staff in the area of Math, such as: PLC- MathStrategies RVGCTM- Math Conference Region I- Math Academy Sharon Well's Pearson En
4	1	4	Provide Staff Development for teachers, paraprofessionals and support staff in the area of Science, such as: RVGCTM- Science Conference Region I- Science NASA- Trainings FOSS Adopted Textbook STEM District Science Trainings Professional Learning Comm-PLC Happy Hour- CTC
4	1	5	Provide Staff Development for teachers, paraprofessionals and support staff in the area of Writing and Science For ESL students, such as: Writing: Region I Academy Presentation by Dr. Yanez PLC Region One- ELPs Training 12 Hour Training
4	1	6	Provide Staff Development for teachers, paraprofessionals and support staff in area that will service various student group populations, such as: RVGCTM- Math Conference Region I- Math Academy Sharon Well's Pearson Enrichment Math Textbook NASA Dr. Yanez- Staff Development Region One- Reading Academy Dr. Maggie SIPPS RTI Process
4	1	7	Provide Staff Development for teachers, and support staff in the area of Gifted Students, such as: Differentiated Students Chess Training Edivate Videos
4	1	8	Provide staff development for teachers needing the state-required: 30 hours New Teachers serving GT students 6 hours Up Date
4	1	9	Provide Staff Development for Migrant Assistant in the area of all Core- Subjects such as: CIF- Staff Development in the areas of Math, Reading, Writing, Science, and Social Studies.
4	1	10	Provide Staff Development for Migrant Assistant in areas that will enrich the Migrant Program and promote growth of our migrant students , such as: Achiever First Aid/ CPR/ AED Music Training Clear Touch Interactive Boards
4	1	11	Provide Staff Development for the Librarian , such as: DLS- District Library Services Region One- Library Texas Library Associates Leader In Me
4	1	12	Provide Staff Development for the Music Teacher and support staff in the area of appreciating music, such as in: Quaver- Music On-line
4	1	14	Provide Staff Development for CTC, teachers, paraprofessionals and support staff in the area of Computers, such as: Blended Learning SLO

# State Compensatory

## Budget for North Bridge Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
164.11.6119.00.112.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,400.00
164.11.6119.27.112.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$84,122.00
164.13.6119.00.112.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75,949.00
164.11.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$29,263.00
164.11.6129.00.112.8.34	6129 Salaries or Wages for Support Personnel	\$18,148.00
164.12.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$19,077.00
164.23.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$19,601.00
164.33.6129.00.112.8.30	6129 Salaries or Wages for Support Personnel	\$25,008.00
164.11.6141.00.112.8.30	6141 Social Security/Medicare	\$832.00
164.11.6141.00.112.8.34	6141 Social Security/Medicare	\$263.00
164.11.6141.27.112.8.30	6141 Social Security/Medicare	\$3.00
164.12.6141.00.112.8.30	6141 Social Security/Medicare	\$277.00
164.13.6141.00.112.8.30	6141 Social Security/Medicare	\$1,101.00
164.23.6141.00.112.8.30	6141 Social Security/Medicare	\$284.00
164.33.6141.00.112.8.30	6141 Social Security/Medicare	\$363.00
164.23.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.33.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.00.112.8.30	6142 Group Health and Life Insurance	\$3,853.00
164.11.6142.00.112.8.34	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.112.8.30	6142 Group Health and Life Insurance	\$5,779.00

164.11.6143.00.112.8.30	6143 Workers' Compensation	\$171.00
164.11.6143.00.112.8.34	6143 Workers' Compensation	\$54.00
164.11.6143.27.112.8.30	6143 Workers' Compensation	\$253.00
164.12.6143.00.112.8.30	6143 Workers' Compensation	\$57.00
164.13.6143.00.112.8.30	6143 Workers' Compensation	\$228.00
164.23.6143.00.112.8.30	6143 Workers' Compensation	\$59.00
164.33.6143.00.112.8.30	6143 Workers' Compensation	\$75.00
164.11.6145.00.112.8.30	6145 Unemployment Compensation	\$51.00
164.11.6145.00.112.8.34	6145 Unemployment Compensation	\$16.00
164.11.6145.27.112.8.30	6145 Unemployment Compensation	\$76.00
164.12.6145.00.112.8.30	6145 Unemployment Compensation	\$17.00
164.13.6145.00.112.8.30	6145 Unemployment Compensation	\$68.00
164.23.6145.00.112.8.30	6145 Unemployment Compensation	\$18.00
164.33.6145.00.112.8.30	6145 Unemployment Compensation	\$23.00
164.11.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$1,534.00
164.11.6146.00.112.8.34	6146 Teacher Retirement/TRS Care	\$408.00
164.11.6146.27.112.8.30	6146 Teacher Retirement/TRS Care	\$3,552.00
164.12.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$429.00
164.13.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$1,709.00
164.23.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$441.00
164.33.6146.00.112.8.30	6146 Teacher Retirement/TRS Care	\$813.00
<b>6100 Subtotal:</b>		<b>\$380,270.00</b>
<b>6200 Professional and Contracted Services</b>		
164.13.6219.57.112.8.30	6219 Professional Services	\$405.00
<b>6200 Subtotal:</b>		<b>\$405.00</b>
<b>6300 Supplies and Services</b>		

164.11.6399.00.112.8.30	6399 General Supplies	\$18,750.00
		<b>6300 Subtotal: \$18,750.00</b>

**Personnel for North Bridge Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Alton	Instructional Aide	North Bridge Elementary School	1
Dr. Mercedes Yanez	Campus Instructional Facilitator	North Bridge Elementary School	1
Gina Gonzalez	Instructional Aide (Pre-K)	North Bridge Elementary School	1
Jacqueline Garcia	At Risk Attendance Clerk	North Bridge Elementary School	1
Juanita Cardoza	Reading Interventionist Teacher	North Bridge Elementary School	1
Julie Meza	LVN	North Bridge Elementary School	1
Lori Shontz	Campus Technology Coordinator	North Bridge Elementary School	1
Melissa Diaz	STAAR Teacher	North Bridge Elementary School	1
Priscilla Mariscal	Media Aide	North Bridge Elementary School	1