Ector County Independent School District

Noel Elementary

2019-2020 Campus Improvement Plan

Mission Statement

Mission Statement

William D. Noel Elementary will develop a community of learners who are socially conscious, self-reliant and academically equipped to take on an ever-changing world.

Vision

At Noel - Its about giving back by leading the way!

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Comprehensive Needs Assessment

Needs Assessment Overview

Based on the needs discussed, the following services and programs will be offered at Noel:

2016-17 Federal/ State Funded Programs & Services Funds 161, 162, 163, 164, 165, 168 , 169, 211, 255, & 263

Fund Description:	Services Provided	Campuses Receiving services:	FTE Associated
Fund 161: State Special Education	Special Education Teachers	Targeted campuses	Bitmap
Fund 161: State Special Education	Speech Pathologists	Targeted Campuses	Bitmap
Fund 161: State Special Education	Occupational Therapist	Targeted Campuses	Bitmap
			Bitmap
Fund 161: State Special Education	OT/PT Assistants	Targeted Campuses	Bitmap
Fund 161: State Special Education	Special education instructional support staff	Targeted campuses	
Fund 163: State GT	CAMP SIP Summer Program	All campuses	X
Fund 163: State GT	GT COGAT Testing Materials	All Campuses	X
Fund 164: State Comp Ed	CCVYP Program: Coca Cola Valued Youth Mentoring	OHS & identified elementary campuses	Bitmap
Fund 164: State Comp Ed	TRAC Program: Student Pregnancy/Parent Services	All secondaries	Bitmap
Fund 164: State Comp Ed	Summer Remediation for STAAR/EOC recovery: Targeted grades	All campuses K-12	X
Fund 164: State Comp Ed	Classworks	All campuses K-12	X
Fund 164: State Comp Ed	Core Teacher Professional Development for at risk strategies	All campuses	X
Fund 164: State Comp Ed	Bilingual ESL Literacy: sub ob 89	Targeted campuses	X
Fund 164: State Comp Ed	Reading Coaches: Itenerant Comp Ed	Targeted campuses	Bitmap

Fund 164: State Comp Ed	TAKS/EOC Course Remediation Teacher	All secondaries	Bitmap
Fund 164: State Comp Ed	DAEP Program	All campuses	X
Fund 164: State Comp Ed	Reading Dyslexia Interventionist	All campuses	Bitmap
Fund 164: State Comp Ed	Instructional Aides & Bilingual Aides	Targeted pre-k-6 campuses	Bitmap
Fund 164: State Comp Ed	Bilingual Specialist	Targeted campuses	Bitmap
Fund 164: State Comp Ed	ESL Specialist	Targeted campuses	Bitmap
Fund 164: State Comp Ed	Community Outreach Services	All campuses	X
Fund 164: State Comp Ed	LTS Stride Software		X
Fund 164: State Comp Ed	Turnaround plans at identified secondary and elementary campuses	Targeted campuses	X
Fund 164: State Comp Ed	Drop Out Prevention Counselors (SAS counselors)	Targeted campuses	Bitmap
Fund 165: State Bilingual ESL	BE & ESL Stipends	Targeted campuses	X
Fund 165: State Bilingual ESL	Teacher Professional Development & Support	Targeted campuses	X
Fund 165: State Bilingual ESL	Classroom Materials	Targeted campuses	X
Fund 165: State Bilingual ESL	Testing Materials for Student Identification to the Program LAS Links	Targeted campuses	X
Fund 165: State Bilingual ESL	Interventions Materials	Targeted campuses	X
Fund 165: State Bilingual ESL	Books for BE & ESL	Targeted campuses	X
Fund 165: State Bilingual ESL	Teacher Created Materials targeted to balanced literacy	Targeted campuses	X
Fund 169: HS Allotment	APIB Teachers, Go Center Counselors	Targeted HS campuses	Bitmap
Fund 169: HS Allotment	AVID teachers/ coordinator	HS campuses & MS campuses	Bitmap
Fund 211: Title One Schoowide	Class Size Reduction Teachers	Targeted campuses	Bitmap
Fund 211: Title One Schoowide	Title One Teachers on Special Assignments	Cameron, Zavala, & Milam	Bitmap
Fund 211: Title One Schoowide		All Title One Campuses - PK/K-6	Bitmap
Fund 211: Title One Schoowide		Targeted Title One Campuses	Bitmap
Fund 211: Title One Schoowide	Parent Involvement Activities	All Title One Campuses - PK/K-6	X

Fund 211: Title One Schoowide	Supplemental materials, science, social studies and math	All Title One Campuses - K-6	X
Fund 211: Title One Schoowide	Title One Supplemental Literacy Materials	All title one campuses	X
Fund 211: Title One Schoowide	Library books & Technology tablets @ targeted title one campuses	Targeted Title One Campuses	X
Fund 211: Title One Schoowide	Professional Development for teachers and campus administrators		X
Fund 211: Title One Schoowide	Homeless Specialist & homeless services for non-title one campuses	All non-title one campuses	Bitmap
Fund 211-01: Title One D, Subpart 2/ Title One A	Supplemental Guidance Counselor	DAEP	Bitmap
Fund 21617: Title One Priority focus Improvement	Supplemental tutors	Identified Priority focus campuses	Bitmap
Fund 21617: Title One Priority focus Improvement	Parent Liaison	Identified Priority focus campuses	Bitmap
Fund 21617: Title One Priority focus Improvement	Instructional technology	Priority focus campuses	X
Fund 21617: Title One Priority focus Improvement	CSS Services from Region 18 & Lead Forward	Priority focus campuses	X
Fund 21617: Title One Priority focus Improvement	Supplemental Instructional Support Activities as identified in planning	Priority focus campuses	Bitmap
Fund 21617: Title One Priority focus Improvement	Professional Development for Administration & Teachers	Priority focus campuses	X
Fund 21617: Title One Priority focus Improvement	Parent Involvement Activities	All School improvement campuses	X
Fund 255: Title 2 Professional Development		Targeted campuses; all grade levels	Bitmap
Fund 255: Title 2 Professional Development		Targeted Campuses	Bitmap
Fund 263: Title 3	Bilingual/ ESL aides	Targeted Campuses	Bitmap
Fund 263: Title 3	Title 3 Bilingual Specialist	Targeted campuses	Bitmap
Fund 263: Title 3	Sheltered Instruction Support and Professional Development	Targeted campuses	X

Demographics

Demographics Summary

18/19 demographics. New enrollment includes all previous Pease students that are currently in 3rd - 5th.

Title I: 516

Eco dis: 319

homeless: 30

at risk: 306

SPED: 71

LEP: 120

bilingual: 104

Immigrant: 2

GT: 27

American Indian: 3, Asian: 4, African America: 20, Hispanic: 452, White: 69, 2 or more: 5

2017-2018 August enrollment- 99 transfers, affidavits or McKinney Vento

2018-2019 August enrollment- 26 transfers, affidavits or McKinney Vento

Demographics Strengths

Overall percentage of White students to score approaches or above in mathematics went from 53% to 60%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 39% of Hispanic students and 40% of all students met standard on STAAR writing 2019. **Root Cause**: No solid writing curriculum, lack of full understanding/development by staff

Problem Statement 2: 47% of white students and 17% of SPED students and 51% of all students met standard on 4th grade STAAR reading 2019. **Root Cause**: Inconsistent reading curriculum, lack of rigorous instruction, data produced from lower grades did not always reflect ability.

Problem Statement 3: 55% of white students met standard on all tests STAAR 2019. **Root Cause**: Teachers lack the confidence and knowledge to accelerate students who are significantly behind.

Student Achievement

Student Achievement Summary

Noel Elementary did not meet standards in the following Domains

Domain 1 - 56

Domain 2- 58

Domain 3- 52

Student Achievement Strengths

math - white - 60%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 39% of Hispanic students and 40% of all students met standard on STAAR writing 2019. **Root Cause**: Ineffective teacher development/ understanding.

Problem Statement 2: 44% of economically disadvantaged students and 54% of all students met standard on STAAR science 2019. **Root Cause**: Teachers have not participated in strong and effective professional development or understand the science TEKS

Problem Statement 3: 54% of economically disadvantaged students met standard on all STAAR 2019 tests. **Root Cause**: Teachers lack confidence to accelerate students who are significantly behind.

School Culture and Climate

School Culture and Climate Summary

Noel Elementary has low parent involvement. For the 2019-2020 school year, Noel will continue to recruit parents to be involved in academic nights. We will continue to do the "fun" activities such as Mother/Son, Daddy/Daughter Nights, Muffins with Mom and Doughnuts with Dad.

School Culture and Climate Strengths

We now have a VIPS leader that speaks Spanish. She is working to build capacity with other parents so they may take the lead. We have increased our communications in both languages and have these two individuals recruiting parents to come work and take part in the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance rate was 95% in 2017-2018 and decreased to 94.5% 2018-2019. **Root Cause**: Increase in McKinney Vento, transfer and affidavit students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Noel Elementary has 2 administrators, 1 counselor, 33 teachers of which 4 are long term subs, 4 classroom aides, 2 dyslexia teacher, 2 instructional specialists.

9 new staff members to the campus. Second-year reconfigured to be a 3rd - 5th-grade campus.

Staff Quality, Recruitment, and Retention Strengths

Noel celebrates employees: staff and teacher of the month, monthly birthday celebrations, frequent "happy" deliveries, jeans passes, positive notes, brag board and recognitions.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teachers and teachers reassigned to new grade levels. **Root Cause**: limited ability to hire experienced teachers due to teacher shortage

Problem Statement 2: Level of staff effectiveness. **Root Cause**: lack of opportunity to building their knowledge base.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Team level planning, CPL (curriculum, planning, and learning) and PLCs have worked to create staff knowledge of the TEKS and form appropriate ways to determine TEK mastery. District training has been provided during CPLs and after school. The teachers will plan together and follow the scope and sequence and year at a glance document.

We are using the data from iStation reading and math, assessments and benchmarks to drive instruction, plan RTI, and structure/teach in small groups and guided reading groups.

Curriculum, Instruction, and Assessment Strengths

SBAs and DBAs were analyzed and plans put into place to meet the needs of students as risk. Data from IStations was relied on heavily. Individualized intervention geared toward each individual student's needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 39% of Hispanic students and 40% of all students met standard on STAAR writing 2019.. **Root Cause**: No solid writing curriculum, lack of full understanding/development by staff

Problem Statement 2: 48% of white students and 13% of SPED students and 58% of all students met standard on 4th grade STAAR reading 2019. **Root Cause**: Inconsistent reading curriculum, lack of rigorous instruction, data produced from lower grades did not always reflect ability.

Problem Statement 3: 55% of white students met standard on all tests STAAR 2019. **Root Cause**: Teachers lack the confidence in own ability to accelerate students who are significantly behind.

Parent and Community Engagement

Parent and Community Engagement Summary

Noel increased its family involvement with new activities- College Days, Daddy Daughter Date Night, Mother and Son Fun Night. Each grade level will provide a monthly musical program and a parent involvement academic night. Noel continues the monthly red folders, open house, orientations, individual student success folders, open meeting with parents and principal, and 2 book fairs.

Food for kids increased over 100 families from last year.

Law Enforcement officers were invited to Noel to speak to students on National Law Enforcement Officers Day and 'Just Say No' activities.

Noel has formed a new partnership with Pathway Baptist Church.

Parent and Community Engagement Strengths

Noel's goal was to have an average of 150 adults per event. Noel will continue the Daddy Daughter Date Night and the Mother Son Dance along with Doughnuts for Dads and Muffins with Mom, with over 500 in attendance at each event.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Number of parents that attend collaboration meetings is less than half the number that attends 'fun' events. **Root Cause**: Importance placed on parent notification by teacher/ student excitement lacks for collaboration activities.

School Context and Organization

School Context and Organization Summary

Noel Elementary uses data to drive instruction and focus interventions. Assessment data is analyzed consistently to determine need and adjust classroom instruction to meet the rigor of the state assessments. CPLs are used to desegregate data and create a better understanding of student needs. PD is used to support student needs and teacher support. Administration and staff have a focus on high yield strategies.

School Context and Organization Strengths

Data is used to drive instructions and identify students at risk and their needs. Teachers participate in weekly CPL to work with data, develop plans, and develop intervention. In addition, teachers log photos to show evidence of engagement and rigor, and participate weekly in team led PLC.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is a first year Mathematics Instructional Specialists, and the Reading Instructional Specialist is new to campus. Relationships need to be developed. **Root Cause**: District continues to remove the Instructional Specialists and place them elsewhere. The campus has no input on who the Instructional Specialists will be.

Technology

Technology Summary

At Noel, technology is being used in all content areas for demonstrations, reinforcement, attainment of skills, and practice. Students have the opportunity to demonstrate and practice skills learned through instruction. The document cameras and smartboards are used to project material, for classroom management, and to conduct research. Computers are used for various support programs, intervention, and RTI.

Technology Strengths

Campus technology is adequate to support the basic needs of the campus and students. Having smartboards and computer lab access creates better time management and less loss of classroom instruction during transitions and workstations.

Monthly technology training will be provided on campus by technology department.

Problem Statements Identifying Technology Needs

Problem Statement 1: WiFi is to weak to support simultaneous multiple student usage. **Root Cause**: Insufficient network

Problem Statement 2: There is no follow up after students receive instruction through technology. **Root Cause**: Teachers lack confidence to carry out instructional programs to enhance learning.

Priority Problem Statements

Problem Statement 1: 47% of white students and 17% of SPED students and 51% of all students met standard on 4th grade STAAR reading 2019.
Root Cause 1: Inconsistent reading curriculum, lack of rigorous instruction, data produced from lower grades did not always reflect ability.
Problem Statement 1 Areas: Demographics

Problem Statement 2: 55% of white students met standard on all tests STAAR 2019.
Root Cause 2: Teachers lack the confidence and knowledge to accelerate students who are significantly behind.
Problem Statement 2 Areas: Demographics

Problem Statement 3: 39% of Hispanic students and 40% of all students met standard on STAAR writing 2019.
Root Cause 3: Ineffective teacher development/ understanding.
Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 54% of economically disadvantaged students met standard on all STAAR 2019 tests.
Root Cause 4: Teachers lack confidence to accelerate students who are significantly behind.
Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Student attendance rate was 95% in 2017-2018 and decreased to 94.5% 2018-2019.
Root Cause 5: Increase in McKinney Vento, transfer and affidavit students.
Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: New teachers and teachers reassigned to new grade levels.

Root Cause 6: limited ability to hire experienced teachers due to teacher shortage

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: 39% of Hispanic students and 40% of all students met standard on STAAR writing 2019..

Root Cause 7: No solid writing curriculum, lack of full understanding/development by staff

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: 48% of white students and 13% of SPED students and 58% of all students met standard on 4th grade STAAR reading 2019.

Root Cause 8: Inconsistent reading curriculum, lack of rigorous instruction, data produced from lower grades did not always reflect ability.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: 55% of white students met standard on all tests STAAR 2019.

Root Cause 9: Teachers lack the confidence in own ability to accelerate students who are significantly behind.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Number of parents that attend collaboration meetings is less than half the number that attends 'fun' events.

Root Cause 10: Importance placed on parent notification by teacher/ student excitement lacks for collaboration activities.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Level of staff effectiveness.

Root Cause 11: lack of opportunity to building their knowledge base.

Problem Statement 11 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 12: Only 39% of Hispanic students and 40% of all students met standard on STAAR writing 2019.

Root Cause 12: No solid writing curriculum, lack of full understanding/development by staff

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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)
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Noel Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 22% to 33% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 1) Teachers will focus on differentiating lessons	2.4, 2.5, 2.6	Administrators, Teachers, Instructional Specialists	Increase tier I and decrease tier III students				
Problem Statements: Demographics 3 - Student Achievement 3 - Curriculum, Instruction, and Assessment 2, 3							
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✖ = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 55% of white students met standard on all tests STAAR 2019. **Root Cause 3**: Teachers lack the confidence and knowledge to accelerate students who are significantly behind.

Student Achievement

Problem Statement 3: 54% of economically disadvantaged students met standard on all STAAR 2019 tests. **Root Cause 3**: Teachers lack confidence to accelerate students who are significantly behind.

Curriculum, Instruction, and Assessment

Problem Statement 2: 48% of white students and 13% of SPED students and 58% of all students met standard on 4th grade STAAR reading 2019. **Root Cause 2**: Inconsistent reading curriculum, lack of rigorous instruction, data produced from lower grades did not always reflect ability.

Problem Statement 3: 55% of white students met standard on all tests STAAR 2019. **Root Cause 3**: Teachers lack the confidence in own ability to accelerate students who are significantly behind.

Goal 1: Noel Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 10% to 21% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Teachers will plan D.O.K. levels of questioning.	2.4, 2.5, 2.6	Administrators, Teachers, Instructional Specialists	Increased student achievement in all subject areas.				
Problem Statements: Demographics 2 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 2							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 47% of white students and 17% of SPED students and 51% of all students met standard on 4th grade STAAR reading 2019. **Root Cause 2**: Inconsistent reading curriculum, lack of rigorous instruction, data produced from lower grades did not always reflect ability.

Staff Quality, Recruitment, and Retention
Problem Statement 1: New teachers and teachers reassigned to new grade levels. **Root Cause 1**: limited ability to hire experienced teachers due to teacher shortage
Problem Statement 2: Level of staff effectiveness. **Root Cause 2**: lack of opportunity to building their knowledge base.

Curriculum, Instruction, and Assessment
Problem Statement 2: 48% of white students and 13% of SPED students and 58% of all students met standard on 4th grade STAAR reading 2019. **Root Cause 2**: Inconsistent reading curriculum, lack of rigorous instruction, data produced from lower grades did not always reflect ability.

Goal 1: Noel Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.
3rd Grade Reading from 25% to 35%
4th Grade Reading from 18% to 28%
5th Grade Reading from 29% to 39%

4th Grade Writing from 5% to 15%.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Small group intervention, individual intervention, computer based intervention, student success folders with individual needs addressed.	2.4, 2.5, 2.6	Administrators, Teachers, Instructional Specialists	Meet or exceed state accountability				
	Problem Statements: Student Achievement 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: 54% of economically disadvantaged students met standard on all STAAR 2019 tests. **Root Cause 3**: Teachers lack confidence to accelerate students who are significantly behind.

Staff Quality, Recruitment, and Retention
Problem Statement 1: New teachers and teachers reassigned to new grade levels. **Root Cause 1**: limited ability to hire experienced teachers due to teacher shortage
Problem Statement 2: Level of staff effectiveness. **Root Cause 2**: lack of opportunity to building their knowledge base.

Curriculum, Instruction, and Assessment

Problem Statement 1: 39% of Hispanic students and 40% of all students met standard on STAAR writing 2019.. **Root Cause 1**: No solid writing curriculum, lack of full understanding/development by staff

Problem Statement 2: 48% of white students and 13% of SPED students and 58% of all students met standard on 4th grade STAAR reading 2019. **Root Cause 2**: Inconsistent reading curriculum, lack of rigorous instruction, data produced from lower grades did not always reflect ability.

Problem Statement 3: 55% of white students met standard on all tests STAAR 2019. **Root Cause 3**: Teachers lack the confidence in own ability to accelerate students who are significantly behind.

Goal 1: Noel Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.
3rd Grade Math from 33% to 43%
4th Grade Math from 20% to 30%
5th Grade Math from 29% to 39%

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Small group intervention, individual intervention, computer based intervention, student success folders with individual needs addressed.	2.4, 2.5, 2.6	Administrators, Teachers, Instructional Specialists	Meet or exceed state accountability				
	Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1						
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Only 39% of Hispanic students and 40% of all students met standard on STAAR writing 2019. **Root Cause 1**: No solid writing curriculum, lack of full understanding/development by staff

Student Achievement
Problem Statement 1: 39% of Hispanic students and 40% of all students met standard on STAAR writing 2019. **Root Cause 1**: Ineffective teacher development/ understanding.

Staff Quality, Recruitment, and Retention
Problem Statement 1: New teachers and teachers reassigned to new grade levels. **Root Cause 1**: limited ability to hire experienced teachers due to teacher shortage

Goal 1: Noel Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020.
5th Science from 26% to 36%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Small group intervention, individual intervention, computer based intervention, student success folders with individual needs addressed.	2.4, 2.5, 2.6	Administrators, Teachers, Instructional Specialists	Meet or exceed state accountability				
	Problem Statements: Student Achievement 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 3: 54% of economically disadvantaged students met standard on all STAAR 2019 tests. **Root Cause 3**: Teachers lack confidence to accelerate students who are significantly behind.

Staff Quality, Recruitment, and Retention
Problem Statement 1: New teachers and teachers reassigned to new grade levels. **Root Cause 1**: limited ability to hire experienced teachers due to teacher shortage
Problem Statement 2: Level of staff effectiveness. **Root Cause 2**: lack of opportunity to building their knowledge base.

Curriculum, Instruction, and Assessment
Problem Statement 1: 39% of Hispanic students and 40% of all students met standard on STAAR writing 2019.. **Root Cause 1**: No solid writing curriculum, lack of full understanding/development by staff

Curriculum, Instruction, and Assessment

Problem Statement 2: 48% of white students and 13% of SPED students and 58% of all students met standard on 4th grade STAAR reading 2019. **Root Cause 2**: Inconsistent reading curriculum, lack of rigorous instruction, data produced from lower grades did not always reflect ability.

Problem Statement 3: 55% of white students met standard on all tests STAAR 2019. **Root Cause 3**: Teachers lack the confidence in own ability to accelerate students who are significantly behind.

Goal 1: Noel Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: ECISD retention rates will be 0.1% below state average in all grade levels K-8 by 2020.

Evaluation Data Source(s) 6: District PEIMS Retention Report

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Small group intervention, individual intervention, computer based intervention, student success folders with individual needs addressed.	2.4, 2.5, 2.6	Administrators, Teachers, Instructional Specialists	Retention rates will decrease				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 6 Problem Statements:

School Culture and Climate
Problem Statement 1: Student attendance rate was 95% in 2017-2018 and decreased to 94.5% 2018-2019. **Root Cause 1**: Increase in McKinney Vento, transfer and affidavit students.

Parent and Community Engagement
Problem Statement 1: Number of parents that attend collaboration meetings is less than half the number that attends 'fun' events. **Root Cause 1**: Importance placed on parent notification by teacher/ student excitement lacks for collaboration activities.

Goal 1: Noel Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: ECISD student attendance rate will increase from 94.6% to 95.7% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Source(s) 7: District attendance reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
				Formative			
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) School wide incentives offered to students with perfect attendance.	2.4, 2.5, 2.6	Administrators, Teachers, Instructional Specialists	Attendance rates will increase				
Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Parent and Community Engagement 1							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 7 Problem Statements:

School Culture and Climate
Problem Statement 1: Student attendance rate was 95% in 2017-2018 and decreased to 94.5% 2018-2019. **Root Cause 1**: Increase in McKinney Vento, transfer and affidavit students.

Staff Quality, Recruitment, and Retention
Problem Statement 2: Level of staff effectiveness. **Root Cause 2**: lack of opportunity to building their knowledge base.

Parent and Community Engagement
Problem Statement 1: Number of parents that attend collaboration meetings is less than half the number that attends 'fun' events. **Root Cause 1**: Importance placed on parent notification by teacher/ student excitement lacks for collaboration activities.

Goal 1: Noel Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: The percentage of At Risk students that will graduate high school will increase from 81.82% to 87% by May 2020. Accelerated instructional materials & remedial programs will be offered to all At Risk students to help close the achievement gap.

Evaluation Data Source(s) 8: Graduation rates, drop out rates, course credits received

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Small group intervention, individual intervention, computer based intervention, student success folders with individual needs addressed.	2.4, 2.5, 2.6	Administrators, Teachers, Instructional Specialists	At Risk student graduation rate will increase				
Problem Statements: Staff Quality, Recruitment, and Retention 2 - Parent and Community Engagement 1							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 8 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Level of staff effectiveness. **Root Cause 2**: lack of opportunity to building their knowledge base.

Parent and Community Engagement
Problem Statement 1: Number of parents that attend collaboration meetings is less than half the number that attends 'fun' events. **Root Cause 1**: Importance placed on parent notification by teacher/ student excitement lacks for collaboration activities.

Goal 1: Noel Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 9: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all district physical education classes.

    Evaluation Data Source(s) 9: FitnessGram Annual Report

    Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Weekly activities include daily exercises and active engagement activities through campus and grade levels.	2.5, 2.6	Coach, teachers, administrators	Increased health awareness				
	Problem Statements: Parent and Community Engagement 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 9 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Number of parents that attend collaboration meetings is less than half the number that attends 'fun' events. **Root Cause 1**: Importance placed on parent notification by teacher/ student excitement lacks for collaboration activities.

Goal 1: Noel Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 10: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

TELPAS Advanced Level from 18% to 23%
TELPAS Advanced High Level from 25% to 30%

Evaluation Data Source(s) 10: TELPAS ratings 2020

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Small group intervention, individual intervention, computer based intervention, student success folders with individual needs addressed.	2.4, 2.5, 2.6	Administrators, Teachers	TELPAS scores will increase by 5%				
	Problem Statements: Demographics 1						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: Only 39% of Hispanic students and 40% of all students met standard on STAAR writing 2019. **Root Cause 1**: No solid writing curriculum, lack of full understanding/development by staff

Goal 2: Noel Elementary will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: By May 2021, the ECISD teacher turnover rate will decrease from 18.6% to 16% (state turnover rate is 16.6%).

Evaluation Data Source(s) 1: TAPR
System Data
Exit Survey Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals	2.4, 2.5, 2.6	administrators	Teacher turnover rate will decrease				
1) Instructional Specialists will provide support to teachers by coaching and modeling lessons in the ELAR and mathematics classrooms.	**Problem Statements**: Staff Quality, Recruitment, and Retention 1, 2						

100% = Accomplished　　→ = Continue/Modify　　0% = No Progress　　✗ = Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: New teachers and teachers reassigned to new grade levels. **Root Cause 1**: limited ability to hire experienced teachers due to teacher shortage
Problem Statement 2: Level of staff effectiveness. **Root Cause 2**: lack of opportunity to building their knowledge base.

Goal 3: Noel Elementary will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families.

Evaluation Data Source(s) 1: Parent involvement sign-in sheets and surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Include community members in parent involvement activities	3.1	administrators, teachers	Partnerships will be formed with parents, local community and business members.				
	Problem Statements: Parent and Community Engagement 1						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Number of parents that attend collaboration meetings is less than half the number that attends 'fun' events. **Root Cause 1**: Importance placed on parent notification by teacher/ student excitement lacks for collaboration activities.

Goal 4: Noel Elementary will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs such as, trauma-informed schools, will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

    Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) The counselor will train all staff over trauma informed schools and suicide prevention.	2.6	administrators, counselor, teachers	The staff will be prepared to support the unique needs of students.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Level of staff effectiveness. **Root Cause 2**: lack of opportunity to building their knowledge base.

Goal 4: Noel Elementary will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: Noel Elementary will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) The counselor will provide training's for supporting unique needs of students at various social/emotional levels of functioning before school starts and as needed.	2.6	administrators, counselor	All staff members will be trained and prepared to support students social/emotional needs				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 5: Noel Elementary will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: All 2020-2021 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

      Evaluation Data Source(s) 1: Professional Development Plans

      Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Implementation plan will include financial needs for years 2 and 3 with support in CPL's (Campus Planning and Learning) and Instructional Specialists will provide training's to new employees.	2.4, 2.5, 2.6	administrators, instructional specialists	Financial needs for follow up training's will be included in Professional development plan.				
Problem Statements: Staff Quality, Recruitment, and Retention 2							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Level of staff effectiveness. **Root Cause 2**: lack of opportunity to building their knowledge base.

Goal 6: Noel Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Increase the use of parent portal activity from 37% to 60% by 2020.

Evaluation Data Source(s) 1: txConnect administrator reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) During parent night activities, teachers will support parents with accessing and utilizing parent portal.	2.6, 3.1	administrators, teachers	Parent portal activity will increase				
	Problem Statements: Parent and Community Engagement 1						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Number of parents that attend collaboration meetings is less than half the number that attends 'fun' events. **Root Cause 1**: Importance placed on parent notification by teacher/ student excitement lacks for collaboration activities.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Utilized data to determine areas of need for campus. Participated in root cause analaysis.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Developed, revised, and collaborated with team.

2.2: Regular monitoring and revision

Quarterly leadership team meetings.

Ongoing data analysis.

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

All campus notes sent in English and Spanish.

Translator at all parent meetings.

Orientation, open house, 2 face to face parent meetings a year.

2.4: Opportunities for all children to meet State standards

Individualized intervention through student success folders.

Parent/teacher meetings that are student led.

Monthly student data folders.

Student participation in RTI and ARDs.

2.5: Increased learning time and well-rounded education

Removed obstacles to teacher's schedules.

Created teacher learning time at end of day.

Created campus intervention time.

Indviidualized student interventions

2.6: Address needs of all students, particularly at-risk

1. Daily Formative Loop practice grades 1-5 (math facts)
2. Walk-throughs for staff at least once per week (some individualized meetings to conference with staff- not just areas of improvement- positive meetings also)
3. Targeted goals for developed by teacher and student- campus wide (each room, special area, and office)
4. iNova interventions and monitoring
5. Strict adherence to RtI process
6. Administrators grading and conferencing with individual students concerning Formative Loop
7. Daily fluency practice time built into schedule for all students K-5
8. CPL (curriculum, planning, and learning) meetings built into schedule, one time per week for all staff
9. Weekly feedback on lesson plans by administrators
10. Strict lesson plan format. Must include Kagan, DOK of questions, lesson cycle

11. Strong leadership team- involved in all decisions
12. Monthly writing displayed in hallways- with administrator checking all each month
13. Posted TEK, learning objective, and evidence on board in classrooms
14. Posted TEK in hallway with displayed work
15. Data cards for iStation- monthly
16. Data cards for all assessments- monthly: as tested
17. Campus wide commitment to growth
18. Culture of learning and excellence for all
19. Learning Lab for staff
20. Close monitoring of SPED and 504 students
21. Monthly data folders sent with each student concerning progress and areas of growth- parent signatures obtained
22. Two face-to-face parent meetings a year- student led
23. Daily planner for parent communication, behavior and homework
24. Weekly graded papers sent home for corrections and parent signatures
25. CHAMPS expectations throughout campus
26. Secured reading support from Region 18 consultant to strengthen Guided Reading (3 years in row)
27. Principal signs and writes comments on every progress report and report card that goes home to parents.
28. Students 3-5 attend RtI meetings and ARDs.
29. Fair, firm, consistent
30. MONITOR, MONITOR, MONITOR

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

sent in registration packet, feed back through surveys, meetings and written responses

3.2: Offer flexible number of parent involvement meetings

after school meetings

meetings before school

meetings during school day

Plan Notes

Federal/State Required Priority Goals:

Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.

(SP1.1) Noel will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO5)

(SP1.2) Noel students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO 5)

(SP1.3) Improved performance for physical education: Noel students engaged in the state physical education assessment will show improvement. (Goal 1, PO 12)

(SP1.4) Noel students will be graduate prepared for college or career readiness. (Goal 1, PO 8, PO 9)

(SP1.5) Improved performance for attendance rate: The attendance rate for Noel students in all targeted subgroups will increase to a minimum of 95%. (Goal 1, PO 13)

(SP1.6) Early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur. (Goal 1, PO 1, PO 6)

(SP1.7) Improved performance for participation: TAKS/STAAR: Noel will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested. (Goal 1, PO 13)

(SP1.8) Noel students will graduate from high school to include all student subgroups. (Goal 1, PO 10, PO11)

(SP1.9) Noel will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students. (Goal 1, PO 1)

(SP2.1) Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur. (Goal 1, PO 1)

(SP2.2) Noel will reduce drop outs through drop out recovery efforts. (Goal 1, PO 1, PO 9, PO 11)

(SP2.3) Transition planning will be addressed at Noel as appropriate to ensure minimal student interruption. (Goal 1, PO 3, PO 4, PO 5 & PO 6)

(SP2.4) Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination. (Goal 5, PO1)

(SP2.5) Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school. (Goal 1, PO 1, PO 3, PO5)

(SP2.6) Noel will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning. (Goal 2, PO 1, PO 3, PO5; Goal 3, PO 4)

(SP2.7) Noel will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence. (Goal 2, PO 9)

(SP2.8) Noel will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI). (Goal 2, PO 9)

(SP2.9) Conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs. (Goal 2, PO 9)

(SP2.10) Noel will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education. (Goal

(SP3.1) Noel will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing. (Goal)

(SP3.2)Noel will ensure that teachers are given the opportunity to give input in the development of academic assessments. (Goal)

(SP 3.3) Noel will provide professional development in utilizing technology. (Goal)

(SP 3.4) Noel students will be taught by highly qualified teachers and highly qualified instructional paraprofessionals. (Goal 1, PO 1, PO 3, PO5)

(SP 3.5) Noel will recruit, hire and retain highly qualified teachers and instructional paraprofessionals. (Goal 3, PO 1, PO 4, PO 7, PO 8)

(SP 3.6) Noel will utilize instructional technology as a teaching tool for student success. (Goal)

(SP4.1) Noel will work to improve parent participation to include targeted subgroups: title one, bilingual ESL, and migrant. (Goal)

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Candace Brady	Dyslexia Specialist
SPED	Frances Carlos	Special Education Teacher
Administrator	Jennie Chavez	Principal
Classroom Teacher	Keri Rivas	5th grade Teacher
Classroom Teacher	Nelda McGuire	5th grade Teacher
counselor	patricia forester	Counselor
District-level Professional	Stacy Johnson	Executive Director
Community Representative	Luis Chavez	Lawyer
Parent	Rosa Montez	Parent
Classroom Teacher	Sabrina Teague	5th grade Teacher
Non-classroom Professional	Gabriela Barry	Instructional Specialist
Administrator	Raquel Rodriguez	Assistant Principal
Classroom Teacher	Yureima Ramirez	5th grade Teacher