

Goose Creek Consolidated Independent School District

David Crockett Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

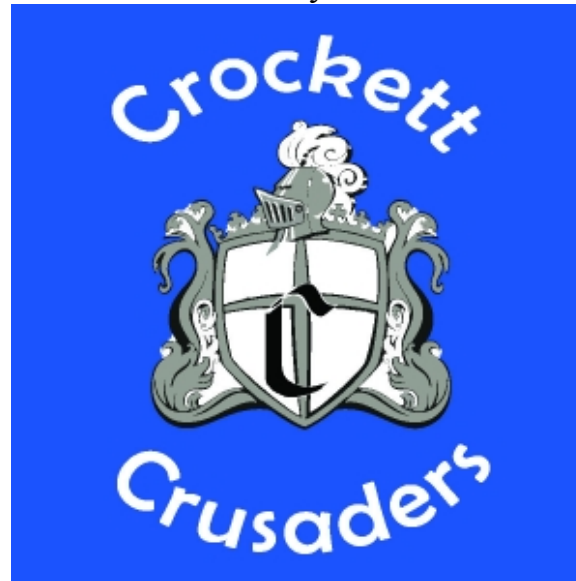
Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



Mission Statement

Crockett Elementary promises to make each day count by educating the whole child academically, socially, and physically with one purpose in mind; to prepare each student for college and not waste a single day, for that day will come no more.

Vision

Crockett Crusaders Can!!!

- Every student will have access to learning experiences that promote student success based on every name, every need - Whatever it takes!!
- Grade level/vertical subject teams will utilize PLCs in order to collaborate and promote achievement through common assessments, shared accountability, and professional development among colleagues (“Sphere of Influence”).
- Data will be analyzed to improve student and teacher performance as well as to develop RtI and enrichment opportunities.
- Crockett Elementary will be relentless in the pursuit of quality instruction driven by our two main initiatives - literacy and numeracy.

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Comprehensive Needs Assessment

Needs Assessment Overview

Crockett Elementary is a campus in Goose Creek Consolidated Independent School District. Crockett opened its doors in 1980 and serves predominantly middle class families. Crockett serves students in grades EE to 5th Grade. Over five years ago, 737 students were served by the campus, which is slightly over what our enrollment is predicted for 2016-2017. Our campus is self-contained in grade Kinder and 1st and departmentalized in grades 2nd -5th. The student population is 12% African-American, 22% Anglo, 1.7% Asian, 60% Hispanic, 50% male and 50% female with a low socioeconomic status of 55%.

The overall mobility rate for the campus is approximately 39%, with a drop-out rate of 0%. The average daily attendance rate for students is 96%. There is a total of number of 144 discipline referrals this year, which is an increase of .7% from last year.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Benchmarks, STAAR Reports, PIEMS Data, (attendance, ethnicity breakdown, discipline reports, etc.)

Committees were formed to look for areas of weaknesses and strengths.

Demographics

Demographics Summary

The biggest change for our campus is the mobility rate, going from 18.2% up to 31.5%. Our ethnicity ratio has not changed much, but it is mirroring our town's. The Economically disadvantaged went up 4% to 64%, and we have 17%LEP. Our Special Ed population went down from 18.2% to 9%. Most of our at-risk students are in these mentioned categories, making up 41% of the students, with some being in more than one indicator. Our economically disadvantaged learners make up 59.4%, which is very like the state ratio. Our FIC and counselor assist the teachers in helping meet the needs of these at-risk students.

With parent support, students desire to be involved with school extracurricular activities. The teachers at our campus provide opportunities for these occasions. The students that are involved appear to be more committed to being a good student. Our school strives to be a positive, safe place for our students. Negative attitudes about schooling can carry on through a student's life, resulting in a lower chance for that student to attend college or other extended education. Correcting the issues of population growth in the educational system is necessary to prevent dropouts and to encourage continued learning (ehow.com population-growth-affects-educational-system). At Crockett we strive to meet our students' needs to make school a positive experience.

Demographics Strengths

Our faculty is 100% highly qualified with a teaching certificate, and 21% have a masters. The average years of experience for teachers is 10.2 years and there is not much turnover at our campus, (14.4%). We are able to offer extracurricular activities weekly because the parents are supportive and provide transportation. Many students want to do activities after school, and are able to without a cost to them. The parents of our students support many of the special events held at night.

Demographics Needs

Our mobility rate has grown to 32% from out-of-district. The in-district transfers tend to be students with more needs, and we have learned to address and identify these as quickly as possible. Our ratio of Hispanic children, 58% , does not match the ratio of the teachers at 19%. Our teacher/student ratio, 15.3, is not ideal in meeting these extra needs. For example, we only have one CIS to cover all subjects in all grades. The RTI goals are difficult to implement without additional support. We need more teachers to be ESL certified to match the needs

of our campus.

Student Achievement

Student Achievement Summary

Teachers are routinely able to re-structure their AI groups based on data. Poorly performing students go to content area teachers. Now that STAAR is over in 5th grade, they are pulling higher performing students for novels and lower performing students go to the computer lab. Fifth grade GT students also help Kindergarten during their AI time. After school tutorials are in process for 3rd and 4th grades. Some teachers utilize small groups within their normal class time as well. It is felt that teachers have a voice in the campus decision making through committees, team meetings, PLC groups, and ILT. Open communication and problem solving takes place across the campus. Teachers feel as though they have a voice in their stakes- such as how to handle tutoring, field trips, etc. We feel that the parents, students, and community has a positive opinion of the campus. They know that there is a high level of expectations and support those expectations. We have numerous volunteers, visitors to lunch, JA/ PTO volunteers, and a partnership with Chevron. Crockett feels like a family atmosphere!

Student Achievement Strengths

Our team feels that the strengths in this area include open communication among teachers to teachers, between administrators and teachers, and between school personnel and parents. The staff cooperates and works well toward a common goal. Staff input is valued by administration.

Student Achievement Needs

Weaknesses that could be addressed include: group sizes for AI groups, time allotted for AI groups and the lack of enrichment opportunities for those on or above grade level. It is hoped that the proposed master schedule for 2016-2017 will help alleviate some of these weaknesses.

School Culture and Climate

School Culture and Climate Summary

Overall our committee shared more positive aspects about our School Culture and Climate. The team feels Crockett is unified in doing what is best for students, faculty, and staff. Team members especially liked that if a misbehavior occurred in special areas such as library, music, art, etc. teachers supported them. One grade level in particular has the students bring their checkbook (classroom behavior system) to special areas and this was noted as appreciated to reduce behavior issues. Furthermore, members feel a strong pride in our school by showing respect in keeping it clean in all areas on campus and being accountable for what needs to be taken care of in the moment.

School Culture and Climate Strengths

- Olweus data from 2014 to 2015 indicates that students feel safer-We are now below the national comparison.
- Youth Truth Survey from 2014-15 school year indicates that we are in the 57th in students feeling good about school
- Friendly, supportive, collaborative faculty and staff
- WatchDog Program-the involvement of many dads volunteering on campus
- Individual Crockett "C" Cards especially with the primary grades tends to deflect behaviors schoolwide
- Classroom Crockett "C" Cards seem to appeal more to the intermediate grade levels schoolwide
- Everyone knows the Crockett Expectations on campus
- Consistency with discipline, consequences and communicating to teachers
- PTO involvement and especially with numerous hours of volunteering on campus
- Plethora of after school student activities such as volleyball, band, choir, book club, etc.
- An overall pride in our school
- Implementation of Detention after school

School Culture and Climate Needs

- 360 Data-Incidents by Behavior reports our highest area of concern as Bus-Bus Misconduct-67 incidents 20.6% then FAI-Failure to Follow Rules with 65 incidents at 20%
- Staff members in portables feel disconnected at times with their teams or with the main building

- Need more access entrances into the building such as cafeteria outside door entrance

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- 17 out of 35 teachers are ESL or Bilingual certified (49%)
- 23 out of 35 teachers are GT certified (66%)
- Highly Qualified is 100%, we are not at 100%
- More than half of our classroom teachers do NOT have their ESL certification.
- We need 10 more of our teachers to become GT certified for us to meet Highly Qualified status in the GT area.
- Systems are in place to support new teachers such as New teacher orientation, mentor program, and Barbara Wilson. Support is also available for teachers whose student performance is below district and or state standards such as: AI, Tutoring, After school tutoring, iStation, Fast forward, Mrs. Miller the CIS, and Mrs. Olsen for Dyslexia (but only for 2-5).

Staff Quality, Recruitment, and Retention Strengths

- GCCISD offers some online certifications.
- GCCISD has various online professional development.
- GCCISD offers various face to face professional development.
- There is a lot of technology professional development and support.
- We feel appreciated by Mrs. James.

Staff Quality, Recruitment, and Retention Needs

- No math or science professional development.
- The Administrator turnover rate is high
- Lack of social studies professional development.
- Separate math CIS is needed.
- Separate LA CIS is needed.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Evidence that the curriculum is clearly linked to the TEKS and other standards for student learning: GCCISD Scope and Sequence in all subjects and Eduphoria data (CBA, Benchmarks, STAAR results, ISIP reading levels)
- Evidence that teachers/teams are teaching the TEKS: Lesson plans, teacher evaluations by administrators, student work samples
- Evidence that there is a process for monitoring, evaluating, and renewing the curriculum to meet the needs of all learners: PLC's, Eduphoria data, ISIP reading levels, Progress Reports, Professional Development CUE meetings, update/modify Accelerated Instruction groups, modify instruction, utilizing professional resources on campus (dyslexia teacher, SPED teachers, campus instructional specialist), ways in which instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skill, problem solving, critical thinking, etc., and differentiation, vertical alignment, rigorous questioning, student centered/led learning, common academic vocabulary, building on common schema

Curriculum, Instruction, and Assessment Strengths

- Support resources
- Co-teachers
- Technology
- Campus administrator support
- Kathy Payne/Science curriculum

Curriculum, Instruction, and Assessment Needs

- Reading (comprehension, phonics, phonemic awareness, grammar)
- Vocabulary (all content areas)
- Reasoning skills (all content areas)
- Connections/Transfer
- Attention/Mobility
- No resource/pull out time

- District Social Studies curriculum & resources
- Reading support for Kindergarten and 1st grade (aide/extra tutor or both needed)

Family and Community Involvement

Family and Community Involvement Summary

- What evidence exists that families and community members are involved in meaningful activities that support student's learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?
 - Sign in sheets from events at Crockett
 - Volunteers on Raptor
 - Teacher's Parent Contact Logs
 - Visitors on Raptor
 - Community members involved in events at school
- Activities:
 - Literacy Family Night
 - Math/Science Family Night
 - Mentoring Program
 - Junior Achievement
 - WatchDOGS Program
 - PTO
 - Volunteer Involvement
 - Crockett's Fine Arts Extravaganza
 - Book Fairs
 - Fun Day
 - Parent ESL Classes
 - Bingo Night/PTO/Parent Portal
 - DARE Program
 - Pep Rally
 - Red Ribbon Week/Bully Prevention Rally
 - Goodies with Grandparents/Dining with Dad/A Meal with Mom
 - Texas Public Schools Week
 - HS Senior Celebration
 - Choir to Veteran's Hospital, Nursing Home
- Parents/Community Members Involved
 - Chevron Phillips
 - PALS
 - Student's Parents
 - Ready Set Teach

- Beach Club
- Harris County Department of Education
- Trinity Episcopal Church
- DARE Officer
- Speakers for Career Day
- Sterling Municipal Library
- Lee College
- Sterling High School Students
- PTO
- Pennies for Justice
- Trends/Patterns:
 - Families look forward to events every year
 - Increases parent participation
 - Students are excited about school
- How are families and the community members involved in school decisions?
 - Parent/Community Member serve on ILT
 - BOY Surveys
 - PTO
 - EOY Surveys
 - Committee of Parents/Faculty Reviews Compact & Parental Involvement Policy
 - Parent serves on LPAC committee
- If families speak languages other than English, what are these languages? How does the school communicate in those languages?
 - Vietnamese
 - Sign Language
 - Spanish
 - Korean
 - Urdu
- How we communicate:
 - Translators provided by district & Special Ed. Department
 - Faculty members who speak Spanish
 - Notes sent home in English/Spanish

Family and Community Involvement Strengths

- Everything mentioned in the summary above.

Family and Community Involvement Needs

- Increase PTO member involvement
- Work with other FIC's to increase parent participation in parent classes
- District should have translators available for languages other than Spanish

School Context and Organization

School Context and Organization Summary

- Teachers are routinely able to re-structure their AI groups based on data (CBAs, etc.). Poorly performing students go to content area teachers. Now that STAAR is over in 5th grade, they are pulling higher performing students for novels and lower performing students go to the computer lab. Fifth grade GT students also help Kindergarten during their AI time. After school tutorials are in process for 3rd and 4th grades. Some teachers utilize small groups within their normal class time as well. It is felt that teachers have a voice in the campus decision making through committees, team meetings, PLC groups, and ILT. Open communication and problem solving takes place across the campus. Teachers feel as though they have a voice in their stakes such as how to handle tutoring, field trips, etc. We feel that the parents, students, and community has a positive opinion of the campus. They know that there is a high level of expectations and support those expectations. We have numerous volunteers, visitors to lunch, JA/ PTO volunteers, and a partnership with Chevron. Crockett feels like a family atmosphere!

School Context and Organization Strengths

- Our team felt that the strengths in this area include open communication among teachers to teachers, between administrators and teachers, and between school personnel and parents. The staff cooperates and works well toward a common goal. Staff input is valued by administration.

School Context and Organization Needs

- Weaknesses that could be addressed include: group sizes for AI groups, time allotted for AI groups and the lack of enrichment opportunities for those on or above grade level. It is hoped that the proposed master schedule for 2016-2017 will help alleviate some of these weaknesses.

Technology

Technology Summary

- Technology is used across the curriculum in all content areas. (Reading, Writing, Math, Science, and Social Studies) On our campus we have desktops, laptops with the Promethean Board, Teacher iPad, Classroom iPads, Promethean Board, Document Camera, Clickers, and Student Computers. Overall on our campus we have a wide range of technology that is utilized and successful.

Technology Strengths

- Technology is utilized and supports curriculum, instruction, and assessment through lessons, Apps, student's interaction, media/videos, visuals, students attention, hardware, motivating students, flipcharts, differentiated instruction, engaged lessons and assessments.

Technology Needs

- Technology can be utilized to support curriculum, instruction, and assessment integration and implementation if some teachers had time for training. There are a few problems with Promethean Boards that need trouble shooting.

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

- 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
- Accountability Distinction Designations
- 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
- 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)
- 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
- 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
- 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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Crockett Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Achieve 90% or mastery on grade level assessments and meet or exceed the state average on STAAR by all students.

Summative Evaluation: End of year grade-level assessments for K - 2. STAAR scores for grades 3 - 5.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Provide coaching support for classroom teachers based on individual need.	4	Campus Administrators, Campus Instructional Specialists, Teachers	Walk throughs			
2) Disaggregate and analyze test data and grade distributions to target specific objectives and determine strengths from areas of concern, including achievement discrepancies among various student groups.	1	Campus Administrators, Campus Instructional Specialists, Teachers	STAAR results			
3) Use team meetings, and administrators to facilitate data meetings to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.	2	Campus Administrators, Campus Instructional Specialists, Teachers	Meeting agendas and sign-in sheets			
4) Teachers track and discuss all K-2. and 3-5 at-risk students' DRAs, ISIP, and Guided Reading Levels at the beginning/end of each six weeks or after each assessment in order to make instructional adjustments based on each student's need.	9	Campus Administrators, Campus Instructional Specialists, Teachers	Eduphoria, Google Document			
5) Teachers monitor and discuss all K-5 students' CBAs and Benchmarks each six weeks in order to make the necessary instructional adjustments to meet the needs of all students.		Campus Administrators, Campus Instructional Specialists, Teachers	Eduphoria			
6) Provide specific resources, personnel, and extended instructional time to meet the needs of all students, including at-risk students, to improve their chance for success and close the achievement gap.	3	Campus Administrators, Campus Instructional Specialists	Lesson plans, AI plans and schedules			

7) Provide effective STAAR preparation and materials for math, science, reading, and writing.		Campus Administrators, Campus Instructional Specialists	Lesson Plans, CQR Meetings			
8) Use Professional Learning Communities to provide an opportunity for teachers to share instructional strategies and work together to meet the needs of all students in their grade levels.		Campus Administrators, Campus Instructional Specialists	Team Meeting Notes			

Goal 2: Crockett Elementary will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Provide staff members with information, materials, and training necessary to ensure student success both academically and behaviorally.

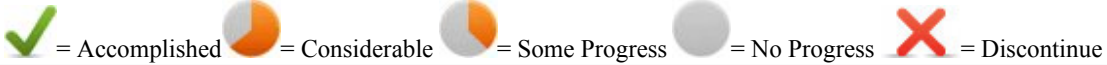
Summative Evaluation: Campus staff development training rosters, schedules, minutes as well as lesson plans and teacher observation documentation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Implement the Bilingual/ESL program so that English Language Learner (ELLs) progress at least one language proficiency level yearly and reach English attainment within 3-5 years.		Campus Administrators, Teachers	TELPAS scores			
2) Implement the GATE program so that all GATE students are taught at their highest potential through accelerated instruction and achieve Level III performance on the STAAR.		Campus Administrators, Teachers	Lesson Plans, walk-thrus, and GATE Project displays			
3) Implement the Special Education program so that all Special Education students are taught in the least restrictive environment, as noted in IEP, to improve student achievement.		Campus Administrators, Teachers, SPED Staff	Lesson plans, STAAR results, IEP schedules, SPED Progress Reports			
4) Provide staff development to address needs in core content areas, technology, and with at-risk students within special groups.	10	Campus Administrators	Sign In Sheets, Training Schedules			
						

Goal 3: Crockett Elementary, through enhanced and dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Ensure all Crockett students are enrolled in school and are coming to school on a daily basis.


Summative Evaluation: Attendance report through PEIMS and information gathered and evidenced in school accountability scorecard.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Promote high attendance (98%) or above school-wide and incorporate incentive programs for students and teachers.	5	Campus Administrators, Counselor, Family Involvement Coordinator, Teachers	PEIMS report			
2) Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.		Campus Administrators, Counselor, Teachers	List of activities completed, School Report Card			
3) Continue to use mentors to make connections with at-risk students, and students with self-esteem concerns.		Campus Administrators, Counselor, Family Involvement Coordinator, Teachers	Decreased office referrals, STAAR results, Attendance Rate			
4) Request support from the counselor, FIC and HOPE team to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.		Campus Administrators, Counselor	Decreased office referrals			
						

Goal 4: Crockett Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Provide a safe learning environment by utilizing our PBIS and Olweus Bullying Program models.






Summative Evaluation: Office referrals as documented in Review 360. Campus counselor's Olweus lesson plans and completion documentation. DARE graduation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Implement a school-wide reward and incentive program for positive student behavior.		Campus Administrators, Counselor, Family Involvement Coordinator, Teachers	Fewer number of discipline referrals, signed C - Cards			
2) Continue school-wide conflict resolution and problem-solving program to reduce discipline referrals and bullying incidents.		Campus Administrators, Counselor	Fewer number of discipline referrals, Olweus Surveys			
3) Organize incentives to boost student citizenship and morale.		Campus Administrators, Counselor, Family Involvement Coordinator, Librarian	Incentives Earned			
4) Promote positive staff morale with a variety of incentives and opportunities to learn and grow together as a campus team.		Campus Administrators, Counselor, Family Involvement Coordinator, Teachers	Incentives and PLC meetings			
						

Goal 5: Crockett Elementary will recruit, develop, and retain highly qualified and highly effective personnel.

Performance Objective 1: Recruit and retain highly qualified personnel.






Summative Evaluation: Reduced number of vacant positions at end of year as noted in TEAMS other than retirement or relocation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from pool of Highly Qualified teachers in core academic subject areas.		Campus Administrators	Job fair report			
2) Assure all assignments and re-assignments are filled with Highly Qualified staff.		Campus Administrators	Master Schedule			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Campus Administrators	Minutes			
4) Ensure low-income students and minority students are taught at higher rates than other student groups by highly qualified teachers.		Campus Administrators	Master Schedule and Teacher Service Record			
5) Assess the staff development needs of those teachers not meeting HQ standards.		Campus Administrators	Staff Development needs assessment			
6) Select only HQ teacher from the applicant pool.		Campus Administrators	HQ Audit Report			
7) Encourage teachers who have not met NCLB requirement by the time required to become Highly Qualified.		Campus Administrators, Director of Personnel	Teachers who are not HQ in their subject area will share with administration their timeline for doing so.			
8) Encourage and solicit teachers to add subject area certifications.		Principal, Assistant Principal and Director of Personnel	Additional HQ teachers with additional subject area certification			
9) Encourage all teachers to become ESL and GT certified.		Campus Administrators, Director of Bilingual/ESL	Teachers with ESL and GT certification			
10) Recruit actively to fill vacant positions with "Highly Qualified" teachers.		Campus Administrators, Director of Personnel	Reduced number of vacant positions			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Crockett Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Establish/Maintain Parent and Community Partnerships.


Summative Evaluation: End of year volunteer report, parent sign-in pages, and end of year summary written by Partner in Education.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Collaborate with community members, organizations, teachers, parents and students to create and maintain partnerships to support students as life-long learners.	7	Campus Administrators, Counselor, Family Involvement Coordinator	Volunteer Reports, Sign-in sheets for meetings			
2) Continue recruiting active parent and teacher members for PTO as well as create and promote PTO Committees for parental involvement.	6	Campus Administrators, Counselor, Family Involvement Coordinator	Parent Surveys, PTO Meeting Sign-in sheets			
3) Utilize a variety of methods to communicate between school and home to support ongoing student success * Campus Newsletters *Tuesday Folders *School Messenger *Grade Level Behavior Plans *Flyers in both English/Spanish	8	Campus Administrators, Counselor, Family Involvement Coordinator	Parent/Teacher Surveys, Parent Contact Logs			
4) Continue offering parent volunteer training as well as coordinate and schedule parent workshops as needed.		Campus Administrators, Counselor, Family Involvement Coordinator	Parent Surveys, Sign-in sheets			
5) Coordinate and schedule family involvement nights each semester.		Campus Administrators, Family Involvement Coordinator	Sign in sheets			
6) Provide field trips, volunteer opportunities on campus, and classroom lessons inviting parent help and participation.		Campus Administrators, Evaluation, Teacher	Volunteer Reports, Watch Dog Calendar, Sign-in sheets			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Crockett Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Maximize student achievement by integrating technology in all content areas.

Summative Evaluation: Exceeds Expectations regarding technology usage on Accountability Scorecard. Also noted in lab schedules. Student achievement documented by STAAR, CBAs, and Benchmarks.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Integrate technology into all content areas by using the Promethean Board and Active Inspire in order to enhance the curriculum and reduce the achievement gap for at-risk students (including M1 and M2 students) with assistance from campus and district technology specialist.		Technology specialists and Campus Administrators	STAAR, CBAs, and Benchmarks			
2) Use laptops in the 5th grade classrooms and iPads in 4th to maximize learning.		Campus Administrators, Teachers	Increased use of laptops and iPads			
3) Utilize technology programs to support classroom instruction and improve student academic performance. (EduSmart, I-Station, Think Thru Math, ESL Reading Smart, Imagine Learning, CogMed, Fastforward, etc).		Campus Administrators, Teachers	Lab Schedules, Improved student academic scores			
						

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Michelle James	Principal
Administrator	Stephanie Sanchez	AP
Classroom Teacher	Danielle Ashlock	2nd grade teacher
Classroom Teacher	Albert Bear	Specials - Music
Classroom Teacher	Albert Bear	Specials - Music
Classroom Teacher	GiGi Brooks	KG teacher
Classroom Teacher	Patricia Camacho	4th teacher
Classroom Teacher	Melissa Fitz	1st teacher
Classroom Teacher	Chris Langhorne	SPed teacher PPCD
Classroom Teacher	Diane Shultz	3rd teacher
Non-classroom Professional	Julie DaSilva	Counselor
Non-classroom Professional	Christine Miller	CIS
Non-classroom Professional	Veronica Nieto	FIC