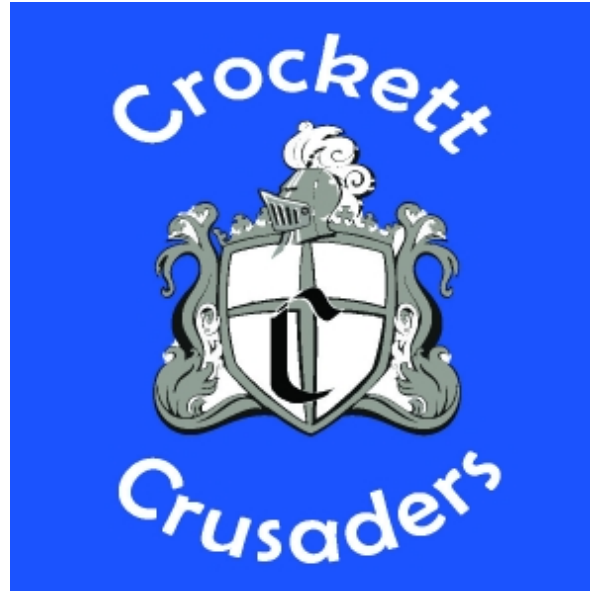


Goose Creek Consolidated Independent School District

David Crockett Elementary

Campus Improvement Plan

2020-2021



Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

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 - "By us, for us."
- 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 three main initiatives - literacy, numeracy and character development.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The following is the percentages of students broken down into the various student groups.

- Female: 48.53
- Male: 51.47
- Hispanic-Latino: 62.87
- African American: 14.49
- White: 19.27
- Asian: 0.84
- Two or more races: 2.25

Demographics Strengths

- We have a very diverse student population and our staff is highly trained to serve the different populations.
- Many programs are in place to serve our large At-Risk populations. Tutors are hired to help work with our At-Risk students.
- Accelerated instruction is scheduled daily to support our at-risk population as well as our high achievers.
- Teachers are highly motivated and dedicated to work with all students.
- PLC meetings are held bi-weekly to discuss and plan for all student groups.
- Teachers utilize goal setting to support students with growth mindsets.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers need additional training on the writing continuum, specifically in K-3. **Root Cause:** New ELA TEKS, new curriculum, and less focus on the 4th grade writing test

Student Learning

Student Learning Summary

- Teachers use data to analyze how students are doing
- Data drives the instruction at Crockett
- Crockett students continue to perform at the the top of the GCCISD

Individual student needs are assessed using:

- universal screeners
- running records
- CFA scores
- CBA scores
- teacher observations
- benchmark scores
- previous year data
- unit tests

Student Learning Strengths

Campus Reading:

All Students:

- 2019-83% at approaches
- 2018-87% at approaches
- 2017-80% at approaches

Econ. Dis.

- 2019-80% at approaches
- 2018-84% at approaches
- 2017-77% at approaches

Campus Math:

All Students:

- 2019 88% at approaches
- 2018-87% at approaches
- 2017-92% at approaches

Econ. Disadvantaged:

- 2019 86% at approaches
- 2018-87% at approaches
- 2017-90% at approaches
-

Campus Writing:

Fourth Grade Students:

- 2019 79% at approaches
- 2018-78% at approaches
- 2017-72% at approaches

Econ. Disadvantaged:

- 2019-75% at approaches
- 2018-75% at approaches
- 2017- 69% at approaches

Campus Science:

5th Grade:

- 2019-87% at approaches
- 2018-89% at approaches
- 2017-86% at approaches

Econ. Disadvantaged:

- 2019-81% at approaches
- 2018-88% at approaches
- 2017-83% at approaches

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): More students should be scoring at the masters level on STAAR assessments. **Root Cause:** Accelerated instruction time is focused on struggling students.

School Processes & Programs

School Processes & Programs Summary

The Comprehensive Needs Assessment was virtually in May 2020. The following was determined:

- Crockett uses vertical alignment for reading and math subject area. Meetings are held throughout the years to assist in the discussions between grade levels. These discussions lead to a common vocabulary, a focus on content/curriculum and instructional strategies.
- Vertical teams worked together to create essential standards.
- ESL strategies are reviewed each year. ESL students are monitored throughout the year and progress is noted through the rating on TELPAS. ESL and Bilingual teachers are highly qualified.
- We utilize ESL teachers in 3-5.
- Special Education students in grades K-5 are provided instruction through the Inclusion model.
- The campus also houses a PPCD and SILC class.
- PLC teams collaborate bi-weekly.
- Common Formative Assessments for reading, writing, math and science are developed through the PLC process.
- Other data used is guided reading levels, report cards, universal screeners, curriculum based assessments, benchmarks and STAAR data.
- Students continue to engage in authentic learning and work on solving complex, real world problems, through Junior Achievement, GT Showcase and STEAM.

Staff Quality, Recruitment and Retention:

- All teachers are highly qualified.
- New teachers are assigned a mentor for the first year.
- The Campus Instructional Specialist also models and coaches new teachers.
- Quality staff development is offered in our district as well as on the campus.

School Context and Organization:

- Campus goals are assessed using data from STAAR, CBA'S, CFA'S benchmarks and the universal screener.
- PLC'S are held bi-weekly as well as district supported PLC Days.
- Each grade level has a team leader that facilitates team meetings, and planning.

Technology:

- The campus goal is a 1:1 student device ratio. Pre-Kindergarten and fourth grade have a 1:1 student to iPad ratio. 5th grade has a 1:1 laptop ratio.
- Technology is used to support instruction.
- Each classroom has a Promethean Board.

School Processes & Programs Strengths

- Crockett has effective instructional planning, a collaborative PLC process, an effective master schedule that provides Accelerated Learning time for all students and a proactive, supportive Special Education team.
- Technology is integrated into the curriculum which provides a highly interactive environment.
- Highly qualified staff provide interactive and highly engaging lessons. Teachers differentiate lessons through a variety of instructional strategies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Ensure that all students are taught at high levels, regardless of which classroom or teacher. **Root Cause:** Utilize PLCs to share and develop best practices across the campus.

Perceptions

Perceptions Summary

The Comprehensive needs assessment was completed virtually in May. The following was acknowledged:

- Every student will have equal access to learning.
- The staff of Crockett Elementary will be relentless in the pursuit of quality instruction.
- Collaboration not competition is important.
- As a team, we set high expectations for learning and behavior.
- Building a strong community and generating family support is an on-going effort.

Perceptions Strengths

Campus strengths are:

- Reduction of bullying through PBIS strategies, Olweus lessons, character development and behavior assemblies.
- Increase in parent involvement
- Use of a variety of methods to increase parent communication, such as Remind & Facebook

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Provide opportunities for all families to become involved in the academic process of their students. **Root Cause:** Due to the high percentage of working parents, other means of communications need to be considered, such as Facebook Pages, further and a more comprehensive use of Remind.

Priority Problem Statements

Problem Statement 1: More students should be scoring at the masters level on STAAR assessments.

Root Cause 1: Accelerated instruction time is focused on struggling students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Ensure that all students are taught at high levels, regardless of which classroom or teacher.

Root Cause 2: Utilize PLCs to share and develop best practices across the campus.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Provide opportunities for all families to become involved in the academic process of their students.

Root Cause 3: Due to the high percentage of working parents, other means of communications need to be considered, such as Facebook Pages, further and a more comprehensive use of Remind.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

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

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Parent/Community Data

- Parent surveys and/or other feedback

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 mastery on grade level assessments and meet or exceed the state average on STAAR by all students.

Evaluation Data Sources: End of year grade-level assessments for K-2 and STAAR scores for grades 3-5

Summative Evaluation: None

<p>Strategy 1: Provide instructional coaching support for classroom teachers based on identified subject area data analysis information.</p> <p>Strategy's Expected Result/Impact: Increased student success as noted in Walk-throughs and student assessment Anecdotal records obtained from coaching visits documented coaching cycle Tier II and III teacher support.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Hybrid Teacher/Coaches</p> <p>Funding Sources: Instructional Coaching provided by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased STAAR results Increase in Domain 3 for ELA and Math - all special populations.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Utilize Professional Learning Communities to facilitate data meetings in order to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through meeting agendas in grade level PLC binders submitted weekly As noted in 2019 - 2020 Campus Action Plan, an increase in Meets/Masters % regarding Domain 3.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 4: Teachers track and discuss all K-2 and 3-5 at-risk students' DRAs, 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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of data reviewed on "CRE Data Talks" form after each assessment every 6 weeks with information from Eduphoria and Lead4Ward Closing the Achievement Gap as referenced in 2019 - 2020 Campus Action Plan, Domain 3.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Teachers and students in K-5 will monitor CBAs, CFAs, and Benchmarks each six weeks through the use of individual and class goal setting in order to make the necessary instructional adjustments to meet the individual needs of each student - by student and teacher.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of PLC Agendas produced and reviewed weekly per 2019 - 2020 Campus Action Plan, Domain 1. Individual/Class goal setting charts Student Led Conferencing Scripts/Notes</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of weekly lesson plans, AI plans and schedules per 2019 - 2020 Campus Action Plan, Domain 1.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p> <p>Funding Sources: Payroll costs for tutorials - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 7: Provide effective STAAR preparation and materials for math, science, reading, and writing.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of weekly Lesson Plans PLC meeting agendas submitted weekly, per 2019 - 2020 Campus Action Plan, Domain 1.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of PLC products and agendas submitted weekly District PLC agenda noting learning time - "By us, For us" (Tier II teacher support as described in 2019-2020 Campus Action Plan).</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p> <p>Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 9: Utilize Instructional Rounds as a method of improving instructional delivery and increasing desired student outcome.</p> <p>Strategy's Expected Result/Impact: Increased academic talk ("discourse") about students' learning by students, as well as teacher talk moves as noted in data gathered during Instructional Rounds - 2019 - 2020 Campus Action Plan, Domain 1.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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.

Evaluation Data Sources: Staff Development Reports, PLC Reports, Lesson Plan Review Reports, and Teacher Observation Data

Summative Evaluation: None

<p>Strategy 1: Implement the Bilingual/ESL program so that English Language Learner (ELs) progress at least one language proficiency level yearly and reach English attainment within 3-5 years.</p> <p>Strategy's Expected Result/Impact: Increased Spring TELPAS Scores</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Computer based language programs, instructional materials for vocabulary development - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased Level III as a result of lesson plans weekly, walk-throughs, and Texas Performance Standards Project completed</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased SPED student achievement as a result of lesson plans weekly, Spring 2020 STAAR results, IEP schedules, and SPED Progress Reports produced each six weeks</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers SPED Staff</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 4: Provide staff development to address needs in core content areas, technology, and with at-risk students within special groups. Strategy's Expected Result/Impact: Increased teacher participation as documented by Sign In sheets for each district PLC day and training schedules provided by C&I department Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 5: Provide writing training, specifically to Kindergarten through 3rd grade to prepare teachers and students for the upcoming assessment change. Strategy's Expected Result/Impact: Sign in sheets from training, walk through documentation that denotes a change in practice Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Provide the necessary attendance, academic, and/or behavior support to students and their parents in order to increase the success of all Crockett students.

Evaluation Data Sources: Academic reports, PEIMS Attendance Reports, Discipline Reports, and Accountability Reports

Summative Evaluation: None

<p>Strategy 1: Promote high attendance (98%) or above school-wide and incorporate incentive programs for students and teachers.</p> <p>Strategy's Expected Result/Impact: Increased student attendance as documented in PEIMS report each six weeks</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Support Specialist Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide support through the SST Team (Counselor, CSSS, and CYS) to students who are missing class due to identified attendance, academic, and/or behavior.</p> <p>Strategy's Expected Result/Impact: Increase in Attendance, Increase in Academic performance, and Decreased office referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Campus Student Success Specialist Support costs - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Continue to use mentors to make connections with students at-risk for low academic performance and low self-esteem.</p> <p>Strategy's Expected Result/Impact: Decreased office referrals as noted in PBIS meetings each six weeks</p> <p>2020 STAAR results Attendance Rate each six weeks</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Support Specialist Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 4: Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness. Strategy's Expected Result/Impact: Increased opportunities as documented by list of activities completed Staff Responsible for Monitoring: Campus Administrators Counselor Teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify



Discontinue

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.


Evaluation Data Sources: Discipline Reports, Olweus Implementation Reports, DARE Data

Summative Evaluation: None

<p>Strategy 1: Implement a school-wide reward and incentive program for positive student behavior.</p> <p>Strategy's Expected Result/Impact: Fewer number of discipline referrals as noted in PBIS meeting agendas each six weeks Signed C - Cards</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Support Specialist Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Continue school-wide conflict resolution and problem-solving program to reduce discipline referrals and bullying incidents.</p> <p>Strategy's Expected Result/Impact: Fewer number of discipline referrals as noted in PBIS Meeting agendas each six weeks Olweus Surveys in Spring 2020</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Organize incentives to boost student citizenship and morale.</p> <p>Strategy's Expected Result/Impact: Increased number of incentives earned PBIS Meeting Minutes each six weeks</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Support Specialist Librarian</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Promote positive staff morale with a variety of incentives and opportunities to learn and grow together as a campus team.</p> <p>Strategy's Expected Result/Impact: Increased number of staff recognized once a month at faculty meetings, incentives, and PLC meetings weekly</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Support Specialist Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

Performance Objective 1: Recruit and retain highly effective personnel.

Evaluation Data Sources: Staffing Reports and Professional Development Reports

Summative Evaluation: None

Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Increased number of highly effective teachers hired Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: All staff will be highly effective Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers. Strategy's Expected Result/Impact: Increased participation in mentorship program as documented by minutes and feedback from new teacher orientation August 2019 Staff Responsible for Monitoring: Principal Lead Mentor	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 4: Ensure low-income students and minority students are taught at higher rates than other student groups by highly effective teachers. Strategy's Expected Result/Impact: Increased amount of students taught by highly effective teachers as documented by master schedule and Teacher Service Record reviewed at the end of each year prior to staffing Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 5: Assess the staff development needs of those teachers not meeting highly effective standards. Strategy's Expected Result/Impact: Increased number of staff attending Staff Development based on needs assessment complete at end of year T-TESS review May 2020 Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 6: Select only highly effective teachers from the applicant pool. Strategy's Expected Result/Impact: Increased highly effective teachers as documented on highly effective Audit Report - Spring 2020 Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 7: Encourage and solicit teachers to add subject area certifications. Strategy's Expected Result/Impact: Increase in subject area certifications by Spring 2020 Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 8: Encourage all teachers to become ESL and GT certified. Strategy's Expected Result/Impact: Decreased number of teachers without ESL and GT certification Those still lacking will note plans for getting certified on Teacher Participation Page during 2020 T-TESS end of year conferences Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 9: Recruit actively to fill vacant positions with highly effective teachers. Strategy's Expected Result/Impact: Reduced number of vacant positions reviewed in Spring 2020 Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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.

Evaluation Data Sources: Parent Engagement Reports, Volunteer Reports, and PIE EOY Report

Summative Evaluation: None

<p>Strategy 1: The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p>Strategy's Expected Result/Impact: Increased family participation as noted on Fall 2019 and Spring 2020 Sign in sheets Increase in volunteer support</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: CSSS costs for PAFE training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$4,000, Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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 *Remind App</p> <p>Strategy's Expected Result/Impact: Increased parent communication and parent participation as documented by 2020 Spring Parent/Teacher Surveys, Parent Contact Logs by teacher submitted in December 2019 and May 2020</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Continue recruiting active parent and teacher members for PTO as well as create and promote PTO Committees for parental involvement.</p> <p>Strategy's Expected Result/Impact: Increased parent participation as documented by Spring 2020 Parent Surveys, PTO Meeting Sign-in sheets from September 2019, December 2019 and March 2020 meetings</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June





Strategy 5: Provide field trips, volunteer opportunities on campus, and classroom lessons inviting parent help and participate. Strategy's Expected Result/Impact: Increased parent volunteer hours as noted on Volunteer Reports for 2020, Watch Dog Calendar developed monthly and sign in sheets submitted after each teacher's invitation Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 6: Collaborate with community members, organizations, teachers, parents and students to create and maintain partnerships to support students as life-long learners. Strategy's Expected Result/Impact: Increased number of volunteers as documented on volunteer reports, Sign-in sheets for meetings, monthly Partner in Education Meetings, and special outreach programs such as JA in a Day and Exxon's STEAM program for girls Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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.

Evaluation Data Sources: Accountability Scorecard Data, Lab Schedules, and STAAR, CBAs, and Benchmark Reports

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as documented by 2020 STAAR scores, CBAs each six weeks, and Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators Librarian District Educational Technology</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Use 1 to 1 laptops in the 5th grade classrooms and iPads in 4th grade to maximize learning. Also, iPad carts teachers can check out from our librarian.</p> <p>Strategy's Expected Result/Impact: Increased use of laptops and iPads as noted in weekly lesson plans and weekly sign-out sheet in library</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Librarian</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Utilize technology programs to support classroom instruction and improve student academic performance. (EduSmart, Think Thru Math, ESL Reading Smart, Imagine Learning, Waterford, Renaissance 360 (AR), etc).</p> <p>Strategy's Expected Result/Impact: Increased student technology usage as documented by weekly Computer Lab Schedules and improved student academic scores at the end of each six weeks</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CIS Librarian</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaching provided by Campus Instructional Specialist	Title I, Part A	\$65,000.00
3	1	2	Campus Student Success Specialist Support costs	Title I, Part A	\$65,000.00
6	1	2	CSSS costs for PAFE training sessions	Title I, Part A	\$4,000.00
6	1	2	Materials for parent academic sessions	Title I Part A	\$500.00
Sub-Total					\$134,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Payroll costs for tutorials	SCE Funds	\$8,000.00
2	1	1	Computer based language programs, instructional materials for vocabulary development	Bilingual/ESL Funds	\$300.00
2	1	2	Supplemental instructional materials	GT Funds	\$400.00
2	1	3	Supplemental instructional materials	Special Education Funds	\$300.00
Sub-Total					\$9,000.00
Grand Total					\$143,500.00