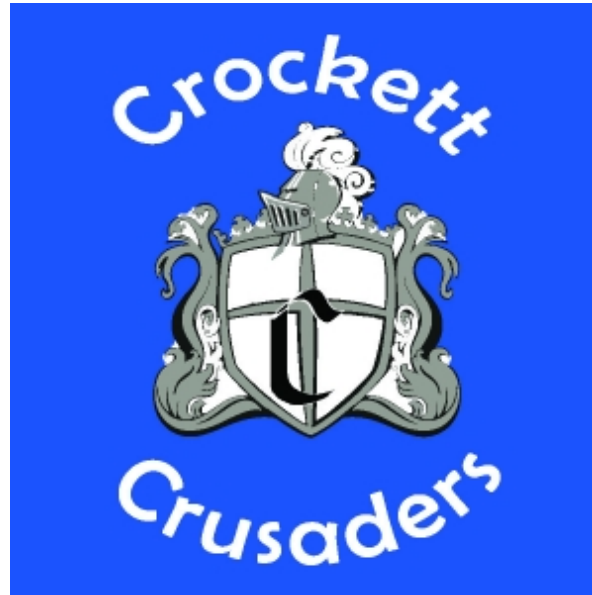# Goose Creek Consolidated Independent School District

# David Crockett Elementary

# 2019-2020 Campus Improvement Plan

# 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.

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The CNA was completed in April and May by the CNA committee on Demographics and the campus ILT:

Demographics:

The following is the percentages of students broken down into the various sub-populations.

- 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 learning time 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 sub-populations.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1**: As a committee, we believe that all teachers of ELA would benefit from more training working with our At-Risk primary students.

**Root Cause**: New ELA TEKS are being added this year, so all teachers need training in the TEKS as well as Project Reading /Phonology training . Phonics is a weakness for our Tier 2 and 3 students.

# Student Academic Achievement

**Student Academic Achievement 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 Academic Achievement Strengths**

Campus Reading:

All Students:

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

Econ. Dis.

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

Campus Math:

All Students:

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

Econ. Disadvantaged:

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

Campus Writing:

Fourth Grade Students:

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

Econ. Disadvantaged:

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

Campus Science:

5th Grade:

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

Econ. Disadvantaged:

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

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1**: Increase the number of students that are scoring at the "masters" level on all content on STAAR. **Root Cause**: Students need to be identified in the PLC process and taught at a higher level of rigor.

# School Processes & Programs

**School Processes & Programs Summary**

The Comprehensive Needs Assessment was completed during April and May, 2019, through the campus teams and the ILT. 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.
- 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.
- 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 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.
- The school librarian conducts a Coding Club.
- Technology is used to support instruction.
- Each classroom has a Promethean Board.
- The campus integrates technology in lessons to enhance the learning experience.

**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**: 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 in April and May 2019, through the campus team and the ILT. 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
- Increase in WatchDog Program

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1**: 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**: As a committee, we believe that all teachers of ELA would benefit from more training working with our At-Risk primary students.

**Root Cause 1**: New ELA TEKS are being added this year, so all teachers need training in the TEKS as well as Project Reading /Phonology training . Phonics is a weakness for our Tier 2 and 3 students.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Increase the number of students that are scoring at the "masters" level on all content on STAAR.

**Root Cause 2**: Students need to be identified in the PLC process and taught at a higher level of rigor.

**Problem Statement 2 Areas**: Student Academic Achievement

**Problem Statement 3**: Ensure that all students are taught at high levels, regardless of which classroom or teacher.

**Root Cause 3**: Utilize PLCs to share and develop best practices across the campus.

**Problem Statement 3 Areas**: School Processes & Programs

**Problem Statement 4**: Provide opportunities for all families to become involved in the academic process of their students.

**Root Cause 4**: 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 4 Areas**: Perceptions

# 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**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

**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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

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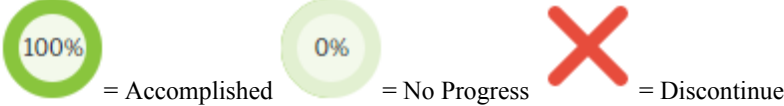
**Performance Objective 1:** Achieve mastery on grade level assessments and meet or exceed the state average on STAAR by all students.

**Evaluation Data Source(s) 1:** End of year grade-level assessments for K-2 and STAAR scores for grades 3-5

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 1) Provide coaching support for classroom teachers based on individual need. | | Campus Administrators Campus Instructional Specialists Hybrid Teacher/Coaches | 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 as described in 2019 - 2020 Campus Action Plan. | | | |
| 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. | 2.4 | Campus Administrators Campus Instructional Specialists Teachers | Increased STAAR results - Spring/Summer 2020 As noted in 2019 -2020 Campus Action Plan, % increase in Domain 3 for ELA and Math - all special populations. | | | |
| **Funding Sources**: Local Funds - 1000.00 | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | **Nov** | **Feb** | **June** |
| 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. | | Campus Administrators Campus Instructional Specialists Teachers | 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. | | | |
| **Funding Sources**: Local Funds - 200.00 | | | | | | |
| 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. | 2.6 | Campus Administrators Campus Instructional Specialists Teachers | 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. | | | |
| 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. | | Campus Administrators Campus Instructional Specialists Teachers | 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 | | | |
| 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. | 2.6 | Campus Administrators Campus Instructional Specialists Teachers | Increased student achievement as a result of weekly lesson plans, AI plans and schedules per 2019 - 2020 Campus Action Plan, Domain 1. | | | |
| **Funding Sources**: Coordination of Local and State Funds - 15000.00 | | | | | | |
| 7) Provide effective STAAR preparation and materials for math, science, reading, and writing. | | Campus Administrators Campus Instructional Specialists | Increased student achievement as a result of weekly Lesson Plans PLC meeting agendas submitted weekly, per 2019 - 2020 Campus Action Plan, Domain 1. | | | |
| 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. | 2.5 | Campus Administrators Campus Instructional Specialists District Instructional Specialist | 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). | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | **Nov** | **Feb** | **June** |
| 9) Utilize Instructional Rounds as a method of improving instructional delivery and increasing desired student outcome. | 2.5 | Administrators Instructional Rounds Team | 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. | | | |
| 100% = Accomplished　　0% = No Progress　　❌ = Discontinue | | | | | | |
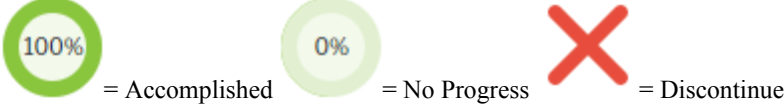
# Goal 2: Crockett Elementary will provide a well balanced and appropriate curriculum to all students.

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

**Evaluation Data Source(s) 1:** Staff Development Reports, PLC Reports, Lesson Plan Review Reports, and Teacher Observation Data
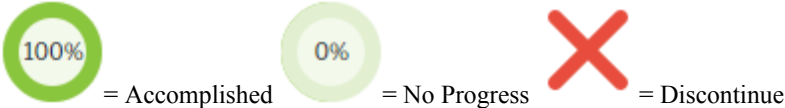
**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 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. | 2.4 | Campus Administrators Teachers | Increased Spring TELPAS Scores | | | |
| **Funding Sources**: Coordination of Local and State Funds - 851.00 | | | | | | |
| 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. | 2.4 | Campus Administrators Teachers | Increased Level III as a result of lesson plans weekly, walk-throughs, and Texas Performance Standards Project completed | | | |
| **Funding Sources**: Coordination of Local and State Funds - 403.00 | | | | | | |
| 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. | 2.4 | Campus Administrators Teachers SPED Staff | 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 | | | |
| **Funding Sources**: Coordination of Local and State Funds - 466.00 | | | | | | |
| 4) Provide staff development to address needs in core content areas, technology, and with at-risk students within special groups. | | Campus Administrators | Increased teacher participation as documented by Sign In sheets for each district PLC day and training schedules provided by C&I department | | | |
| **Funding Sources**: Local Funds - 1751.00 | | | | | | |
| 100% = Accomplished     0% = No Progress     ✗ = 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:** Ensure all Crockett students are enrolled in school and are coming to school on a daily basis.

**Evaluation Data Source(s) 1:** PEIMS Attendance Reports and Accountability Reports
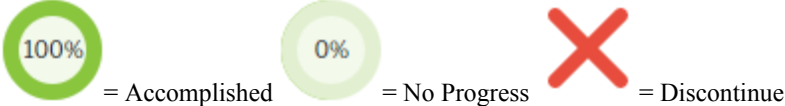
**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 1) Promote high attendance (98%) or above school-wide and incorporate incentive programs for students and teachers. | | Campus Administrators Counselor Campus Student Support Specialist Teachers | Increased student attendance as documented in PEIMS report each six weeks | | | |
| 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 | Increased opportunities as documented by list of activities completed | | | |
| 3) Continue to use mentors to make connections with students at-risk for low academic performance and low self-esteem. | | Campus Administrators Counselor Campus Student Support Specialist Teachers | Decreased office referrals as noted in PBIS meetings each six weeks 2020 STAAR results Attendance Rate each six weeks | | | |
| 4) Request support from the counselor,Campus Student Support Specialist and SST to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom. | | Campus Administrators Counselor | Decreased office referrals as noted in PBIS meeting agendas each six weeks PBIS Matrix developed at the beginning of school year | | | |

100% = Accomplished     0% = No Progress     ✗ = 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 Source(s) 1:** Discipline Reports, Olweus Implementation Reports, DARE Data

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 1) Implement a school-wide reward and incentive program for positive student behavior. | | Campus Administrators Counselor Campus Student Support Specialist Teachers | Fewer number of discipline referrals as noted in PBIS meeting agendas each six weeks Signed C - Cards | | | |
| 2) Continue school-wide conflict resolution and problem-solving program to reduce discipline referrals and bullying incidents. | | Campus Administrators Counselor Teachers | Fewer number of discipline referrals as noted in PBIS Meeting agendas each six weeks Olweus Surveys in Spring 2020 | | | |
| 3) Organize incentives to boost student citizenship and morale. | | Campus Administrators Counselor Campus Student Support Specialist Librarian | Increased number of incentives earned PBIS Meeting Minutes each six weeks | | | |
| 4) Promote positive staff morale with a variety of incentives and opportunities to learn and grow together as a campus team. | | Campus Administrators Counselor Campus Student Support Specialist Teachers | Increased number of staff recognized once a month at faculty meetings, incentives, and PLC meetings weekly | | | |
| | 100% = Accomplished | 0% = No Progress | ✗ = Discontinue | | | |

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

**Performance Objective 1:** Recruit and retain highly effective personnel.

**Evaluation Data Source(s) 1:** Staffing Reports and Professional Development Reports

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 1) Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas. | | Campus Administrators | Increased number of highly effective teachers hired | | | |
| 2) Assure all assignments and re-assignments are filled with highly effective staff. | | Campus Administrators | All staff will be highly effective | | | |
| 3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers. | | Principal Lead Mentor | Increased participation in mentorship program as documented by minutes and feedback from new teacher orientation August 2019 | | | |
| 4) Ensure low-income students and minority students are taught at higher rates than other student groups by highly effective teachers. | | Campus Administrators | 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 | | | |
| 5) Assess the staff development needs of those teachers not meeting highly effective standards. | | Campus Administrators | Increased number of staff attending Staff Development based on needs assessment complete at end of year T-TESS review May 2020 | | | |
| 6) Select only highly effective teachers from the applicant pool. | | Campus Administrators | Increased highly effective teachers as documented on highly effective Audit Report - Spring 2020 | | | |
| 7) Encourage and solicit teachers to add subject area certifications. | | Principal | Increase in subject area certifications by Spring 2020 | | | |
| 8) Encourage all teachers to become ESL and GT certified. | | Campus Administrators | Decreased number of teachers without ESL and GT certification<br>Those still lacking will note plans for getting certified on Teacher Participation Page during 2020 T-TESS end of year conferences | | | |
| 9) Recruit actively to fill vacant positions with highly effective teachers. | | Campus Administrators | Reduced number of vacant positions reviewed in Spring 2020 | | | |

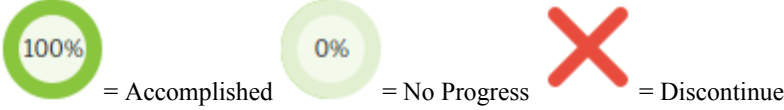| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | **Nov** | **Feb** | **June** |
| | | 100% = Accomplished | 0% = No Progress | ✖ = Discontinue | | |

# 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.

**Evaluation Data Source(s) 1:** Parent Engagement Reports, Volunteer Reports, and PIE EOY Report

**Summative Evaluation 1:**

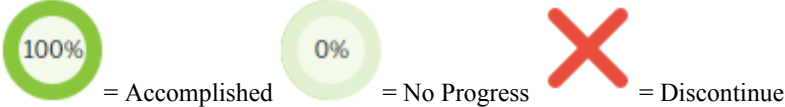| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents 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. | 3.1, 3.1 | Campus Administrators Campus Student Support Specialist | Increase in parent participation | | | |
| 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. | 3.2, 3.2 | Campus Administrators Campus Student Support Specialist | Increased family participation as noted on Fall 2019 and Spring 2020 Sign in sheets Increase in volunteer support | | | |
| | **Funding Sources**: Coordination of Local, State, and Federal Funds - 500.00 | | | | | |
| 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 | | Campus Administrators Counselor Campus Student Support Specialist | 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 | | | |
| 4) Continue recruiting active parent and teacher members for PTO as well as create and promote PTO Committees for parental involvement. | | Campus Administrators Counselor Campus Student Support Specialist Teachers | Increased parent participation as documented by Spring 2020 Parent Surveys, PTO Meeting Sign-in sheets from September 2019, December 2019 and March 2020 meetings | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Feb | June |
| 5) Provide field trips, volunteer opportunities on campus, and classroom lessons inviting parent help and participation. | | Campus Administrators Teachers | 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 | | | |
| 6) Collaborate with community members, organizations, teachers, parents and students to create and maintain partnerships to support students as life-long learners. | | Campus Administrators Counselor Campus Student Support Specialist PIE | 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 | | | |
| | 100% = Accomplished | 0% = 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.

**Evaluation Data Source(s) 1:** Accountability Scorecard Data, Lab Schedules, and STAAR, CBAs, and Benchmark Reports

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | 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. | | Campus Administrators Librarian District Educational Technology | Increased student achievement as documented by 2020 STAAR scores, CBAs each six weeks, and Benchmarks | | | |
| 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. | | Campus Administrators Teachers Librarian | Increased use of laptops and iPads as noted in weekly lesson plans and weekly sign-out sheet in library | | | |
| 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). | | Campus Administrators Teachers CIS Librarian | Increased student technology usage as documented by weekly Computer Lab Schedules and improved student academic scores at the end of each six weeks | | | |
| 100% = Accomplished | | 0% = No Progress | ✗ = Discontinue | | | |

# Plan Notes

Campuss Comprehensive Needs Assessment conducted:

- Monday, April 8, 2019- Campus CNA Committees established through ILT Meeting 3:3o Conference Room
- Wednesday, April 24, 2019- Faculty Meeting review of CNA process and update 3:30 Library
- Monday, April 29, 2019 -ILT Meeting team reports on current CNA work 3:30 Conference Room
- Wednesday, May 1, 2019- Faculty Meeting review four areas of CNA 3:30 Library
- Wednesday, May 15, 2019- Faculty update and share CNA work 3:30-Library

Parent and Family Engagement Policy and Compact Review/Revisions:

- Thursday, May 23, 2019- Parent Meeting 9:30 a.m. CS3 Office

Title 1 Components/Parent and Family Engagement policy/Compact /CIP Meeting

- Tuesday, September 25,2019- Parent Meeting 6:00 p.m. Cafeteria

Campus Improvement Plan revising:

- Monday, September 17, 2018-ILT Meeting 3:30 Conference Room

Formative Review Update/Revise CIP:

- Monday, November 19, 2019 ILT Meeting 3:30 p.m. Conference Room
-

# Campus Instructional Leadership Team

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Stephanie Sanchez | assistant principal |
| Administrator | Jennifer Roach | principal |
| Classroom Teacher | Evelyn Kincl | teacher |
| Classroom Teacher | Patricia Sierra | teacher |
| Classroom Teacher | Janie Hook | teacher |
| Non-classroom Professional | Christine Miller | CIS |
| Non-classroom Professional | Veronica Nieto | CS3 |
| Parent | Yuridia Gonzalez | PTO |
| Classroom Teacher | Lindsey Davis | teacher |
| Classroom Teacher | Anitria Collette | teacher |
| Classroom Teacher | Juan Raymundo | teacher |
| Classroom Teacher | Cathy Leija | teacher |
| Classroom Teacher | Natasha Patterson | teacher |
| Non-classroom Professional | Julie DaSilva | counselor |
| Parent | Latasha William | parent |

# Family and Community Involvement Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Jennifer Roach | principal |
| Parent | Patrick Yarbrough | parent |
| Parent | Latosha Williams | parent |
| Parent | Matt Pinney | parent |
| Parent | Janet Pulido | parent |
| Parent | Veronica Tafolla | parent |
| Classroom Teacher | Juan Raymundo | teacher |
| Classroom Teacher | Patricia Sierra | teacher |
| Classroom Teacher | Anastasia Patterson | PPCD teacher |

# Campus Funding Summary

**Local Funds**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 2 | PLC Training for staff | | $1,000.00 |
| 1 | 1 | 3 | Resources from published texts - book studies | | $200.00 |
| 2 | 1 | 4 | Language development computer based programs for all learners | | $1,751.00 |
| | | | | **Sub-Total** | $2,951.00 |

**Coordination of Local, State, and Federal Funds**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 6 | 1 | 2 | Materials for parent academic sessions | Title I Part A | $500.00 |
| | | | | **Sub-Total** | $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 | $15,000.00 |
| 2 | 1 | 1 | Computer based language programs, instructional materials for vocabulary development | Bilingual/ESL Funds | $851.00 |
| 2 | 1 | 2 | Supplemental instructional materials | GT Funds | $403.00 |
| 2 | 1 | 3 | Supplemental instructional materials | Special Education Funds | $466.00 |
| | | | | **Sub-Total** | $16,720.00 |
| | | | | **Grand Total** | $20,171.00 |