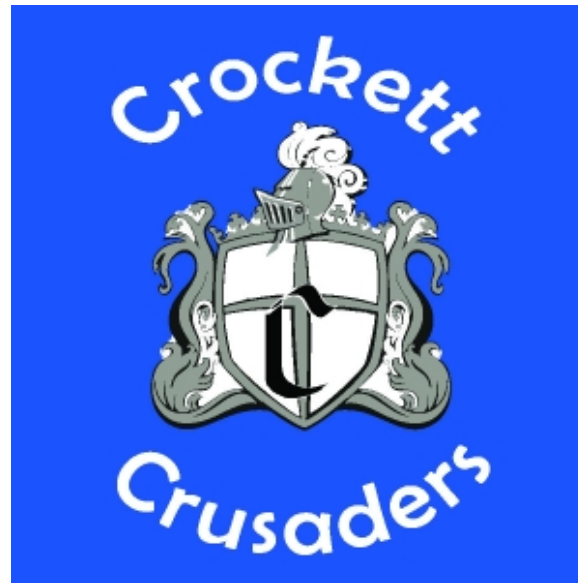


Goose Creek Consolidated Independent School District

David Crockett Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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

Demographics:

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

- Female: 48.75%
- Male: 51.25%
- Hispanic-Latino: 64.32%
- White: 18.65%
- African American: 13.66%
- Two or more: 2.06%
- Asian: 1.03%
- American Indian: 0.15%
- Native Hawaiian-Pacific Islander: 0.15%
- At Risk: 46.7%
- Economically Disadvantaged: 66.96%
- Immigrant: 4.26%
- LEP: 20.81%
- Migrant: 2.65%
- Military: .14%
- Our average class size is 23 students.
- Our attendance rate average for each six weeks is around 96%.

Staff Quality:

Our six campus distinctions speaks volumes in regards to our staff quality. At Crockett we recruit teachers who are state certified and also require all para professionals to become highly qualified. This year our retention rate for employees was 90.4%. Any new teachers are assigned a mentor for the first year. Teachers have the opportunity to attend multiple trainings throughout the year to continue their professional development. They are then encouraged to share what they learned with their PLC teams and vertical teams. This year we also have two instructional coaches who are available to model different lessons in the classroom in an effort to share new ideas.

Demographics Strengths

- Although we have a very diversified group of students our staff is also very diversified to help meet the needs of our students.
- With almost 50% of our campus considered at-risk we have several programs in place to help these students succeed.
- The teachers at Crockett are highly motivated and dedicated teachers who desire to share ideas with other team members in an effort to support the education of all the students at Crockett.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As a committee we feel our campus could benefit from some additional reading resources and trainings. The primary grades feel that their current curriculum does not meet all of the needs of the students and would like to start utilizing Project Read again. The upper grades feel that some additional reading software might help some of their struggling readers with comprehension. **Root Cause:** The current ELA curriculum does not meet all of the needs of the students.

Student Academic Achievement

Student Academic Achievement Summary

- Student achievement is a top priority to teachers at Crockett.
- Student needs are identified by results from benchmarks, CBA scores, unit tests, previous STAAR scores and daily observations.
- Teachers analyze data and use the information to drive instruction.
- Crockett students are successful on state and district assessments.

Student Academic Achievement Strengths

- Goal setting
- Student Led Conferences
- Student growth
- Interventions - AI, RtI, CIS, SST, Backpack Buddies, Lion's Club help with glasses, character development and celebrations, Family involvement nights DARE

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing currently has a 72% passing rate **Root Cause:** Students need more exposure to writing in all grade levels across all content areas.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment:

- Curriculum in each grade level is aligned with TEKS, and English Language Proficiency Standards. Both are displayed with content and language objectives that are updated to reflect what students are learning in class.
- Our campus uses vertical alignment for Reading and Math subject areas to allow discussions between grade levels. This includes using common vocabulary, focusing on areas of weakness, and methods of instruction.
- ELL strategies are provided through Content and Language objects that are taught by ESL and Bilingual certified teachers. Teachers are trained on these strategies at the beginning of each year and monitor ELL student's progress by rating them through TELPAS.
- Inclusion for SPED students in grade K-5 is implemented with campus paraprofessionals to benefit the student's academic needs. Likewise, each teacher is responsible for implementing SPED student's IEP and using their accommodations for teaching.
- Students engage in authentic work and solve complex, real world problems through Junior Achievement, GT end of the year projects, and STEAM in 3rd grade.
- Each grade level has student's personal goal plan from BOY to EOY. 3rd-5th uses class goals for assessments.
- Types of data used include Guided Reading levels, Report Cards, Universal Screeners, Common Formative Assessments, Curriculum Based Assessments, Benchmarks.
- Teachers create Common Formative Assessments (CFA) for each six weeks (Writing/4th grade; Math/Reading/5th grade Science) to assess students understanding of recently taught TEKS concentrating on using a variety of questions at different DOK levels. Teachers use this information for planning of reteaching certain skills and increase awareness of question stems/answer choices that were confusing to students.

Staff Quality, Recruitment and Retention:

- All teachers on campus are highly qualified, meaning they have a bachelor's degree, state certification and have proven they know each subject they teach.
- During the 2016-2017 school year our campus had a retention rate of 98% with only one resignation during the school year.
- New teachers are supported with an assigned grade level mentor. Additional support is provided for new teachers by the Campus Instructional Specialist, grade level teams, and Texas Teacher/College facilitators.
- Expert teachers provide coaching for campus faculty in addition to PLC trainings by staff members focused on continuing growth at our school. Vertical alignment sessions serve to provide support for all teachers as well.
- Professional Development opportunities are provided for all teachers throughout the school year, during Back to School Academies, and the summer break.
- Teachers new to teaching Language Arts attend Balanced Literacy sessions throughout the school year to provided follow up support for implementing curriculum used in the district.

School Context and Organization:

- Our campus goals focus on providing a safe and caring environment where all students develop academic, technological, and social skills necessary to be successful in our changing world.
- Our two main academic objectives are on increasing numeracy and literacy to increase student success on state assessments, as well as increase graduation rates.
- This aligns with the district goal of increasing graduation rates and state assessment passing percentages.
- Campus and district goals are measured with data from STAAR, CBA's, CFA's, district benchmarks, and universal screeners.
- Professional Learning Communities analyze campus data to identify root causes in student's learning to close achievement gaps.
- Formal leadership structures are in place with our campus principal and assistant principal. Both campus leaders facilitate decision-making and provide support to all staff.
- Informal leadership is structured through team leaders.
- Teachers voice their concerns through their team leader, grade level ILT members, and by way of the administrations open door policy.
- The assistant principal provides duty rosters at the beginning of the school year assigning teachers to morning and afternoon duties we must attend throughout the school year.
- The campus master schedule and school building accommodate instruction. Each grade level is given a conference time to plan with their team as part of the PLC process. More formal PLC meetings are consistently scheduled every 3-4 weeks, with vertical teams meeting every 6 weeks.
- Extra-curricular activities include band, choir, volleyball, beach club, character breakfasts, family night, STEAM (3rd grade), UIL, library helpers, coding club, flag helpers.

Technology:

- The district expects technology proficiency for students, teachers, and administrators and an increase in the utilization of instructional technology, aligned with curriculum.
- The district disseminates a self-evaluation survey to staff, for self-reflection about the use of technology during instruction.
- Ultimately, the district desires 1:1 student to device ratio.
- The campus integrates technology with lessons, meaningfully enhancing student learning.
- On our campus, students develop technology skills to be successful in our changing world, which is included as part of our campus mission statement.
- Technology is used to support instruction and learning by enhancing lessons, promoting student achievement.
- Instructional materials are evaluated by the district technology department and pushed out to devices. If software or a program is desired, a process exists through Eduphoria to request an application to be used within the classroom.
- Promethean Boards are present in all classrooms across the district, with grades 4 and up containing 1:1 student/device usage. Grades K-3 are in the process of being provided the opportunity to have 1:1 student/device usage through a bond election, occurring in Spring of 2018.
- The district employs various technology personnel, including instructional technology specialists who co-teach with teachers across the district using technology, campus technology specialists who troubleshoot and maintain campus technology hardware/software, district technology specialists who purchase, support, and maintain campus and district-wide equipment and infrastructure.
- Technology is available for student use throughout the school day, and may be made available to parents/community members at campuses across the district, as needed.
- The district provides opportunities for professional development, regarding technology use in the classroom, by promoting instructional technologists co-teaching alongside classroom teachers, hosting a technology camp every summer, and providing technology instruction during in-service days.

School Processes & Programs Strengths

Curriculum, Instruction and Assessment:

- Scientifically based research methods of instruction are communicated and implemented in classrooms through Accountable Talk discussions where students openly talk about what they are learning with each other. Instructional Rounds training and classroom observations help teachers to be aware of “Problem of Practice.”
- Teachers attend professional development sessions throughout the year to provide more purposeful instruction on campus.
- Accelerated Instruction (AI) is used in 1st-5th grade where small groups are created after assessing data and instruction is provided by tutors to focus on meeting the students academic needs and close learning gaps. Students monitor their own academic progress by setting goals before CBAs and Benchmark assessments. This has led to Student Led Conferences where students communicate what they are learning and their goals for the school year with adults.

Recruitment and Retention:

- Our highly qualified teachers and paraprofessional staff have resulted in a high retention rate at our campus with 98% of teacher returning during the 2016-2017 school year. This cultivates an environment and campus culture of cohesiveness and effectiveness which attributes to student achievement made clear through the six Campus Distinctions we received during the 2016-2017 school year.

School Organization:

- Crockett’s leadership provides clear expectations and communicates campus goals focused on literacy, numeracy and social development for all students.
- The school has a positive climate and culture by providing support in grade level teams and across subject areas. All grade levels have a team leader/ representative to voice concerns and to help effectively communicate information from the principal.
- Students are given many ways to become involved at our school through the various extracurricular activities teachers facilitate throughout the year.

Technology:

- Promethean Boards in all classrooms across the district.
- Secondary students have access to school-use devices (1:1).
- Intermediate students have access to school-use devices (1:1).
- The district employs instructional technology personnel that co-teach/train with teachers across the district.
- The district employs campus technology specialist for each campus.
- The district provides training for all employees in the summer at a technology camp.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The scope and sequence is broad in areas such as phonics instruction which does not allow for instruction to transfer from one grade level to the next. **Root Cause:** Teachers need more training to implement a single phonics curriculum which would allow consistent phonics instruction that teachers build upon each year through the grade levels.

Perceptions

Perceptions Summary

- Overall, our committee shared more positive aspects about our School Culture, Climate, Values, and Beliefs.
- Crockett strives to develop well-rounded young people who will one day serve as a functioning member of society.
- The team feels Crockett is unified and proactive in doing what is best for students, faculty, and staff.
- As a team, we set high expectations for academics and behavior.
- In addition, development of strong family and community support has been an ongoing effort for our campus.
- At Crockett Elementary, every student has access to learning experiences that promote student success based on every name and every need.
- We do whatever it takes! 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.

Perceptions Strengths

Campus Strengths include:

- Strategies implemented to reduce the threat of bullying. Strategies include: PBIS, character development, monthly character awards, six weeks behavior assembly, and Olweus lessons.
- Parents feel welcomed at our campus based on data from surveys, sign-in sheets, and the increasing number of volunteers. Currently, we have parents involved at Crockett with over 5,000 volunteers hours.
- Effective communication is an ongoing effort on our campus, and has proven to be a success. At Crockett, we offer mobile apps, monthly newsletters, Remind 101, Class Dojo, call outs, etc.
- At Crockett, teachers and staff have high expectations for parental involvement. With that being said, every teacher must meet with every parent during the school year. At the beginning of the school year, a discipline contract is sent home informing the parents of our campus policies. In addition, every grade level has their own unique behavior management plan.

School Culture and Climate

- At Crockett, our school climate and culture encompasses the experience of individuals in the school, including learning and building relationships, while also capturing the collective beliefs and attitudes that are present on our campus.
- Our campus exhibits the norms, values, and expectations that support people feeling physically, emotionally, and intellectually safe.
- All staff, students, and families work together to develop and contribute a shared school vision.
- OLWEUS 2016-17 data indicates that 81.7% of our students are NOT involved in bullying.
- Campus above national average (51.7) for teacher intervention with bullying at 64%
- 64% Teachers/Adults try to stop bullying (We are above national comparison)

- 93% of students show empathy (we are above national comparison)
- 28% Students try to help stop bullying (at national norm)
- 71% Teacher talks about bullying behavior (high above national norm)
- Friendly, supportive, collaborative faculty and staff
- WatchDOG program helps campus feel safer
- Classroom/individual Crockett Cards help deflect bad behavior
- Everyone knows the Crockett Expectations on campus: Be Safe, Be Respectful, Be Responsible, and Be Ready to Learn
- Consistency with discipline, consequences and communicating to teachers
- Plethora of after school activities for students such as book club, volleyball, band, choir, etc.
- Kelso's Choices - School-wide Problem Solving strategies
- Six week behavior assemblies to acknowledge students who follow Crockett's Four Expectations
- Character traits taught and awards given for good character
- Class Dojo being utilized more for communicating grades, work habits or behaviors with parents
- Remind APP being utilized more to send out class information in a group text setting
- Mentor/mentee programs to assist students
- PTO/volunteering encouraged on campus

Family and Community Involvement:

- David Crockett Elementary School continually focuses on family engagement and community connections in order to maintain an exemplary school environment.
- Crockett focuses on a home/school connection to educate and engage parents in understanding how to support their children through the following events/activities:
 - Literacy Family Night
 - Math/Science Family Night
 - WatchDOGS Program
 - PTO
 - Volunteer Involvement
 - Book Fairs
 - Parent ESL Classes
 - Parent Sessions (Behavior Training, Pre-K Smart Start & Circle E Wave Reports)
 - STAAR Related Events (Informational Meeting, Pep Rally, Lock-In)
 - Red Ribbon Week/Bully Prevention Rally
 - Texas Public Schools Week – Folk Dance Night
 - Student Led Conferences
 - K-1 Parent Boot Camp
- Both parents/guardians and community members are involved with the school in meaningful ways that support student learning through the following events/activities:

- Literacy Family Night
- Math/Science Family Night
- Mentoring Program
- Junior Achievement
- WatchDOGS Program
- PTO
- Volunteer Involvement
- Crockett's Fine Arts Extravaganza
- Book Fairs
- PTO/Parent Portal
- DARE Program
- Lock-In/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
- Career Portrait Night
- Clothing Swap
- Chili Cook Off
- Veteran's Day Program
- Choir
- Gentry Band

In addition to parents/guardians/family members, the following is a list of community members involved in the above events/activities:

- Chevron Phillips (Crockett's Partner in Education)
- Sterling High School Students (PALS, Ready Set Teach, Key Club, AVID)
- Beach Club
- Harris County Department of Education
- Trinity Episcopal Church
- DARE Officer
- Speakers for Career Day
- Sterling Municipal Library
- The Wetlands
- Lee College
- Sterling High School Students
- Pennies for Justice
- St. John's Youth Group

- Business Leaders
- City Council Member
- NASA
- Houston Zoo
- T A2 Dickey

Parents'/Guardians' perceptions of school's effectiveness is best shown by the high attendance rate to school events/activities.

Faculty/Staff encourage parents to support their student in the following ways:

- Promote attendance and punctuality.
- Oversee completion of homework.
- Maintain regular communication with teachers.
- Support campus Discipline Plan.
- Have knowledge of campus Parental Involvement Policy.
- Help children to resolve conflicts in positive ways.
- Be involved in school activities.
- Spend time each day with their child reading, writing, listening, or just talking.
- Respect cultural differences of students, their families, and school staff.
- Attend school events/activities

Based on family/community participation, individuals seem to respond better to:

- Call messenger
- “Remind” App, Class Dojo
- GCCISD/Crockett website
- School Newsletter

Community partnerships are built on outreach efforts on behalf of the school staff:

- Chevron Phillips Lab Group
- Chevron Phillips Safety Department
- PALS
- Student's Parents and other family members
- Ready Set Teach
- Key Club
- 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
- St. John's Youth Group
- Business Leaders
- City Council Member
- NASA
- Wetlands
- Houston Food Bank
- Shine Dental
- Anchor Printing
- Baytown Police Department
- Baytown Fire Department
- Baytown SWAT Team
- Animal Shelter
- Military – Help Our Heroes

Parents and community members are invited to participate on the following committees by staff members:

- LPAC
- ILT
- Title I Compact for Learning/Parental Involvement Policy Review Committee
- Campus Publicity Parent Representative

Our campus and/or district structure allow parents and the community to be heard and be part of decisions and solutions to identified problems through:

- Title I BOY/EOY surveys
- Parents welcome to attend/speak at public forum portion of School Board meetings
- Parents are encouraged to address concerns/suggestions with teachers/campus administrators
- Parent/Community Member serve on ILT
- PTO
- Committee of Parents/Faculty Reviews Compact & Parental Involvement Policy
- Parent serves on LPAC committee
- Communications are translated into Spanish by Spanish speaking staff members, since this is the other language spoken by a majority of Crockett

families. Therefore, notes, flyers, newsletters, messenger call outs, etc. are sent to parents in English and Spanish.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Provide opportunities for our parents for greater parent participation and student success. **Root Cause:** We need to take into consideration the single parents and/or grandparents who are caring for the students.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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
- Study of best practices
- Action research results
- Other additional 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.

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 completed by May 2019 Anecdotal records obtained from coaching visits documented coaching cycle Tier II and III teacher support as described in 2018 - 2019 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 Hybrid Teacher/Coaches Teachers	Increased STAAR results - Spring/Summer 2019 As noted in 2018 -2019 Campus Action Plan, % increase in Domain 3 for ELA and Math - all special populations.			
Problem Statements: Student Academic Achievement 1 Funding Sources: Local Funds - 1000.00						
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 Hybrid Teacher/Coaches Teachers	Increased student achievement through meeting agendas in grade level PLC binders submitted every Wednesday Sign-in sheets As noted in 2018 - 2019 Campus Action Plan, an increase in Meets/Masters % regarding Domain 3.			
Problem Statements: Demographics 1 - School Processes & Programs 1 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 Hybrid Teacher/Coaches 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 2018 - 2019 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 Hybrid Teacher/Coaches Teachers	Increased student achievement as a result of PLC Agendas produced and reviewed each Wednesday per 2018 - 2019 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 Hybrid Teacher/Coaches	Increased student achievement as a result of weekly lesson plans, AI plans and schedules per 2018 - 2019 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 Hybrid Teacher/Coaches	Increased student achievement as a result of weekly Lesson Plans PLC meeting agendas submitted each Wednesday, per 2018 - 2019 Campus Action Plan, Domain 1.			
Problem Statements: Student Academic Achievement 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 Hybrid Teacher/Coaches	Increased student achievement as a result of PLC products and agendas submitted each Wednesday District PLC agenda noting learning time - "By us, For us" (Tier II teacher support as described in 2018 - 2019 Campus Action Plan).			
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 - 2018 - 2019 Campus Action Plan, Domain 1.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: As a committee we feel our campus could benefit from some additional reading resources and trainings. The primary grades feel that their current curriculum does not meet all of the needs of the students and would like to start utilizing Project Read again. The upper grades feel that some additional reading software might help some of their struggling readers with comprehension. **Root Cause 1:** The current ELA curriculum does not meet all of the needs of the students.

Student Academic Achievement

Problem Statement 1: Writing currently has a 72% passing rate **Root Cause 1:** Students need more exposure to writing in all grade levels across all content areas.

School Processes & Programs


Problem Statement 1: The scope and sequence is broad in areas such as phonics instruction which does not allow for instruction to transfer from one grade level to the next. **Root Cause 1:** Teachers need more training to implement a single phonics curriculum which would allow consistent phonics instruction that teachers build upon each year through the grade levels.

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 (ELLs) progress at least one language proficiency level yearly and reach English attainment within 3-5 years.		Campus Administrators Teachers	Increased Spring TELPAS Scores 2019			
	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.		Campus Administrators Teachers	Increased Level III as a result of lesson plans weekly, walk-throughs by May 2019, and Texas Performance Standards Project completed Spring 2019			
	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.		Campus Administrators Teachers SPED Staff	Increased SPED student achievement as a result of lesson plans weekly, Spring 2019 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			
	Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Local Funds - 1751.00					
						

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: As a committee we feel our campus could benefit from some additional reading resources and trainings. The primary grades feel that their current curriculum does not meet all of the needs of the students and would like to start utilizing Project Read again. The upper grades feel that some additional reading software might help some of their struggling readers with comprehension. Root Cause 1: The current ELA curriculum does not meet all of the needs of the students.</p>

School Processes & Programs


Problem Statement 1: The scope and sequence is broad in areas such as phonics instruction which does not allow for instruction to transfer from one grade level to the next. **Root Cause 1:** Teachers need more training to implement a single phonics curriculum which would allow consistent phonics instruction that teachers build upon each year through the grade levels.

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 and submitted in 2018 Accountability Scorecard			
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 2018 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			
						

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 2018			
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 twice a month at faculty meetings, incentives, and PLC meetings every Wednesday			
						

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 as noted on Job fair report - Spring 2019			
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	Increased participation in mentorship program as documented by minutes and feedback from new teacher orientation August 2018			
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 created May 2018 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 2019			
6) Select only highly effective teachers from the applicant pool.		Campus Administrators	Increased highly effective teachers as documented on highly effective Audit Report - Spring 2019			
7) Encourage and solicit teachers to add subject area certifications.		Principal	Increase in subject area certifications by Spring 2019			
8) Encourage all teachers to become ESL and GT certified.		Campus Administrators	Decreased number of teachers without ESL and GT certification Those still lacking will note plans for getting certified on Teacher Participation Page during 2019 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 2019			
 = 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.

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	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	Campus Administrators Campus Student Support Specialist	Increased family participation as noted on Fall 2018 and Spring 2019 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 2019 Spring Parent/Teacher Surveys, Parent Contact Logs by teacher submitted in December 2018 and May 2019			
Problem Statements: Perceptions 1						
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	Increased parent participation as documented by Spring 2019 Parent Surveys, PTO Meeting Sign-in sheets from September 2018, December 2018 and March 2019 meetings			
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 2019, 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	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			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: Provide opportunities for our parents for greater parent participation and student success. Root Cause 1: We need to take into consideration the single parents and/or grandparents who are caring for the students.

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	Increased student achievement as documented by 2019 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	Increased student technology usage as documented by weekly Computer Lab Schedules and improved student academic scores at the end of each six weeks			
						

2018-2019 Needs Assessment Team

Committee Role	Name	Position
Classroom Teacher	Katrina Schubert	CNA Lead - Demographics
Classroom Teacher	Vanessa Reitmeyer	CNA Lead - Perceptions
Classroom Teacher	Amy Moser	CNA Lead - Student Achievement
Classroom Teacher	Gigi Brooks	CNA Lead - Processes & Programs

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Michelle James	principal
Administrator	Stephanie Sanchez	AP
Classroom Teacher	Gigi Brooks	teacher
Classroom Teacher	Vanessa Reitmeyer	teacher
Classroom Teacher	Janie Hook	teacher
parent Liaison	Veronica Nieto	CS3
SPED Teacher	Charol Malak	sped res/incl
District-level Professional	Kevin Foxworth	AED
Classroom Teacher	Laura Dudley	teacher
Non-classroom Professional	Christine Miller	CIS
Classroom Teacher	Melaine Washington	teacher
Classroom Teacher	Kathy Nelson	teacher
Non-classroom Professional	Julie Dasilva	counselor
District-level Professional	Vicky Blalock	Lit Specialist

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