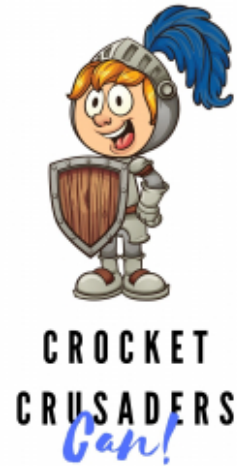


**Goose Creek Consolidated Independent School District**  
**David Crockett Elementary**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

The mission of Crockett elementary is to inspire future leaders by embracing diversity, promoting independent thinking, and committing to excellence in preparing students for college and careers.

## Vision

Crockett Elementary will be an exemplary learning community that embraces diversity, supports innovation, and is committed to continuous improvement.

## Core Beliefs

Create a culture of kindness.

All staff, students, and parents will function within a culture of collaboration and feedback.

Provide students with various opportunities to be successful utilizing a variety of teaching strategies to meet the needs of each student.

All children can learn.

We will provide a safe and nurturing environment for all students.

Developing the whole child by nurturing students emotionally, socially and academically.

Providing a variety of learning opportunities for a diverse population.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics have changed over the years at Crockett. African American and White population has decreased, while Hispanic has increased. Our economic disadvantaged population has increased. Enrollment numbers are also declining. We have many students online and virtual. The mobility rate decreased by 4%. The SST meetings allow the support team to look at student issues that cause mobility concerns. Kindergarten round up helps push parents to enroll in advance. Home visits as well as the CYS worker is a support system utilized. Some of our population temporarily moved to Mexico due to the pandemic or neighboring school district. Attendance rates dropped this year. To promote attendance rates, students earn pickles and popcorn by grade level when they meet a percentage goal. Classroom teachers do a “make a word” to earn rewards just for the classroom. Virtual teachers end class with a hook to bring students back the next day. Ms. DaSilva and Ms. Nieto will meet with new students to promote the importance of attendance. Teachers also implement engaging lessons to motivate students to attend school. The average class size is 20:1. The ratio of the white teachers to white students was very high on teachers. The African American teacher student ratio was pretty equal. We are lacking on Hispanic teachers to meet the ratio of our students, but our teacher population is diverse. Our at-risk percentages have dropped. We currently have a PBIS system in place with expectations, a House System as well as rewards on the announcements. We celebrate hard-working students with our character traits and end of year academic excellence. The teacher’s classroom environment entices at-risk students to work hard and come to school. UIL and after school programs also entice them. We have paraprofessionals that come into the classroom to support students’ needs and IEP goals. We have two special education teachers for K-5 to cover the demand of mainstream special education students. We also have speech for online and face to face students. Crockett had the highest percentage of students successfully working on Imagine Learning. Okapi books for bilingual classrooms were new resources this year provided by the bilingual department. Many students are working on average or a little below. Personnel from the Migrant Department check in with students and tutor those needing assistance. Migrant percentages have increased a small percentage.

### Demographics Strengths

- The administration team reaches out and helps when possible.
- Resources and support are given in a timely manner.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our LEP and SPED students are performing below their peers. **Root Cause:** There is a need for training for teachers to differentiate instruction for all students, including special populations.

# Student Learning

## Student Learning Summary

- Crockett students outperformed the state and the district. Most of our student groups met satisfactory performance. This is happening because of the great teachers at Crockett. In the primary grades teachers are making sure to focus on those groups that are hitting us 2 or 3 times. There is not a significant difference between the performance of the different groups because for years we have been focusing on data. We focus on the sub-population that is the lowest from the previous year and focus on that group in the current year. Our instruction is based on data-based decisions. Our Hispanic sub-pop performed the lowest. Accountability talk and student led conferences in previous years have contributed to success.
- Many of our students met growth expectations because of intense training, accountable talk, and making student led conferences. There were no significant differences between performances of different student levels.
- Bilingual students are performing significantly lower due to language barrier. Certain things don't transfer the same way, such as figurative language. They struggle with the academic vocabulary and this is where we see the gap.
- Students are identified through classroom observations, data, IEP, etc. During our WIN time we are taking the lowest TEKS and targeting them during this time. We are continuously looking at the data to make informed decisions based on that data. We use CFAs, CBAs, baseline assessments, BOY assessments, MOY, and benchmarks. We offer WIN (What I Need), Dyslexia, resource, peer tutoring, LLI, and small groups.
- The achievement rate of our special education students is significantly lower than the general population. Plans to support these students include RTI, Resource, tutoring, and in class support. The data confirms that these interventions are helping students show growth.
- Data based decision making is used to place and target students and we focus on lowest performing TEKS.
- Student writing abilities need to be addressed in the lower grades and continue building throughout school. COVID slide and guidelines interfering with student learning and performance.

## Student Learning Strengths

- Students perform better in math than other content areas
- Students perform the most consistently in reading

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The Bilingual/ESL achievement data indicates that performance is lower than other student achievement groups. **Root Cause:** The lack of academic language may be impacting their ability to perform. With 3rd - 4th grade transitioning to mostly English instruction, it may be widening the language barrier.

# School Processes & Programs

## School Processes & Programs Summary

Analyzing state and district assessments, Crockett's data proves that what we currently have in place is working for our campus. The data reveals that Crockett's overall performance is above the state average, consistently, in the approaches, meets, and masters categories. This is partly due to our district's scope and sequence lending itself to rigor and relevant instruction that is aligned with the TEKS, ELPS, and CCRS. The district provides teachers with questioning stems that promote higher order thinking questions that allows for advanced cognitive demand on students. Part of Crockett's ongoing success is due to the professional learning communities analyzing data that drives teachers' lessons/curriculum. Our PLC meetings have been regular and consistent this school year. During PLC meetings, the committee assesses current data, determining where we need to go as a campus, grade-level, and individual teachers. From the data gathered, teachers use this information to track students, create their small groups, determine which students need to receive more intensive intervention through our campus tutors, work with our Dyslexia Interventionist, and/or our Special Education Specialist. Our campus holds regular RTI meetings where individual students are analyzed on a deeper level determining which tier of intervention a student needs to be on to reach that level of success and meet their goal. Teachers and campus administrators track student's progress and performance in eSped and in the RTI documentation. Programs are being used that support scientifically based research and are tightly aligned with the TEKS. Such programs are: Mission Math, Fast Focus, Education Galaxy, ST Math, Waterford, Stem scopes, Seesaw, Google Classroom. Differentiation and learning scaffolds are addressed through daily warm-ups that are spiraled across the TEKS, with hands-on activities in the primary grades, the use of math manipulatives provided by the district, and built into teacher's lessons. Professional development strategies are implemented and monitored through TTESS goals/objectives. Teachers communicate content and language objectives with ELL students by having them posted in the room daily, posting them on the slide-shows in Google Classroom/Seesaw, and in Activinspire. ELL sheltered instruction strategies are provided through visuals, labels, and through vocabulary work. Instructional and Linguistic accommodations are routinely used in instruction through sentence stems. These practices are useful based on students' responses verbally and in their writing. TELPAS samples are also shown that these practices are beneficial and work in students' favor. Crockett is focused on student academic achievement. Our philosophy of "whatever it takes" can be seen throughout our campus with everyone contributing. From our daily tutors, teachers staying after school for tutorials, our campus administrators pulling small groups, Dyslexia interventionists working with other students - everyone is committed! Administrators are visible throughout our school and in the classrooms conducting walk-throughs providing constructive feedback to teachers to ensure the daily demands for schools do not overshadow the focus on improvement. Crockett's school improvement monitoring calendar is in place and allows teachers/staff enough time to gather the information/data to make appropriate adjustments throughout the year. Our campus expectations for the integration of technology is that all students have a district ipad (1:1). This school year all students were issued a new ipad through the district. Technology is used daily due to virtual instruction. Because of Covid, programs such as Seesaw for the primary grades and Google Classroom are used daily for virtual instruction. Our district Ed Tech Department provides numerous technology training/videos that are beneficial to teachers. Ed Tech is available for campus and individual needs and comes to campus with helpful tips and programs/apps that teachers and students can use. Moving forward, technology plans are being made for the next 5 years to replace the Promethean Boards with new smartboards. Most classrooms have already had these replaced. Teachers were provided new iPads, wireless keyboards, and mice. Barriers that reduce the use of technology are the internet/wifi (slow and lag time), students not bringing their iPad charged, struggles with the virtual students not being engaged because of the many distractions at home and/or not knowing how to use the technology. Another barrier is students not knowing how to type on their iPads. Students need headphones, especially in the primary grades and/or students that have oral accommodations, so as not to disrupt the other classmates. Classes need charging carts for iPads. Teachers prefer to have laptops instead of iPads so when we are off campus at a training, it's more conducive to teacher's needs.

## School Processes & Programs Strengths

One of Crockett's strengths is our state assessment data. Crockett is consistently above the state when it comes to state assessment in the approaches, meets, and masters categories across all contents. Another strength of Crockett is our student tracking data in our PLC meetings. With regular PLC meetings, we can target the needs of our struggling students and provide them with the accommodations and interventions for student growth.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Virtual learners are not engaged or progressing adequately. **Root Cause:** The root cause is lack of face-to-face instruction. Classroom management is difficult with students at home due to distractions, teachers cannot successfully work in small groups during WIN or guided reading, parents are helping and/or completing work for the students making the data inadequate and skewed.

# Perceptions

## Perceptions Summary

- Overall, most of the staff strongly agrees that they are respected and supported with behavior and in their relationships with faculty and staff. Areas that need to be addressed include: more behavior support and teacher support with parents.
- Teachers feel there is an overall decline in parent involvement this year. Teachers expect parents to check Seesaw and Google Classroom to monitor student's work, to monitor grades/attendance through the parent portal, to read with their child, to be sure homework is completed and returned, and to communicate any concerns with the teacher (phone call, emails, Remind, Class Dojo) in a respectful manner. Teachers also feel that parents of virtual students should be communicating with teachers as well. Parents of virtual students should be monitoring and checking assignments before they are submitted. Teachers understand these are the expectations through team meetings, PLCs, parent conferences, and phone logs.
- In a recent GCCISD survey completed by 273 2nd-5th grade students, students feel respected and supported by school staff and peers some to most of the time. They also feel teachers are fair. Approximately 78% of students responded with "some to most of the time" to the question asking if they feel safe from being picked on, teased, embarrassed, or harassed by others at my school. Twenty 22% of students responded "Never" to this same question. We will roll out a kindness and anti-bullying initiative for the 21-22 school year.
- Teachers' perception regarding how students describe campus life with regards to respect, relationships, behavior, support, belonging, is that there seems to be a lack of communication/social skills this year. Students are not communicating with each other in a respectful and appropriate manner. Attendance is not as strong this year as well. It plummets right before and after many holidays/asynchronous days. However, students do respect teachers and staff. Teachers believe that students feel they can talk to their teacher about problems/issues.
- Thus, students and staff both feel a sense of support and trust. It's the relationship among students that seems to be the biggest area of concern.
- Support systems for students include: Keystone/Guidance lessons, teachers supporting students, counselor/counselor lessons, school nurse, principal/AP support, Student Support Team, CYS Worker and resources available through her, Backpack Buddies, community resources (listed in Newsletter) such as Hearts and Hands/Be Well Baytown/Lions Club, DARE officer for 5th grade, and Ready Set Teach students.
- Crockett does have strategies in place to reduce the threat of bullying. Ms. DaSilva, the school counselor, addresses bullying topics as much as possible through her guidance lessons. There is a place on the website for parents to report bullying. There is also support from the staff and through PBIS. According to data in Review 360, bully prevention strategies are working.
- Effective safety procedures that are in place at Crockett include: CATCH/Sun Safety Lessons, Drills (Fire, Lock-down, etc), PBIS, overall school expectations, and the DARE officer. Teachers feel that a majority of the students feel safe. This is confirmed by student responses on the previously mentioned survey. In addition, students do not express concerns for safety to teachers, the counselor or staff.
- Discipline data reveals that class disruptions and failure to follow rules are the infractions occurring the most. In regards to consequences, the most common is conferencing with parents and/or students and In-School Suspension. Kindergarten has the highest number of referrals. This could be due to the current COVID restrictions, lack of freedom to move around. The next highest is 5th grade. This could be attributed to where they are developmentally. Most behavior incidents occur in the morning, during lunch, and the middle of the week. In regards to disciplinary removals, one student said they have a sense of feeling isolated and depressed due to COVID. Lack of social skills and their inability to control their emotions comes into play for the younger students (Kinder). Most infractions are occurring in the classroom. The following interventions are in place at Crockett to increase appropriate behaviors: consequences, PBIS, class guidance lessons, behavior specialist assigned to the campus, school counselor, BIPs, individual behavior contract charts.

A recent parent survey conducted by GCCISD reflects positive responses by parents regarding parent/school communication, discipline and feeling welcomed by the school. Parents shared positive comments about Crockett. A concern shared by some parents included insufficient communication with



teachers. Most concerns were related to issues resulting from COVID guidelines and inevitable situations.

- There are a variety of ways parents and the community are involved at Crockett Elementary. These include participation in Virtual Family Nights, communication through Class Dojo/Remind, PTO involvement, support from our Partner in Education - Chevron Phillips, CYS worker support, donations from churches, Houston Food Bank donations, donations from community businesses including Walmart (water bottles), and educational support from the Houston Zoo. Recruitment occurs through building relationships with staff members and many times they reach out to us.
- Parents and community members do participate in the site-based planning committee. ILT includes a parent representative and a Chevron Phillips Chem representative who were recruited by staff members. Our parent and community representatives do seem to feel that their participation is important. This is indicative by the amount of input that they contribute, their asking for clarification of information shared at meetings, and their wanting to learn/know more. PTO is also very involved on our campus.
- Our campus structure makes it easy for parents and the community to be heard and be part of solutions to identified problems in the following ways: Technology Help Desk, Remind, Crockett's weekly newsletter ("The Crusader Journal"), call outs, emails and texts through "School Messenger", and our office staff fields many questions from parents.

### **Perceptions Strengths**

- Overall, we have overcome many obstacles this year especially in light of COVID. Faculty and staff support each other as needed.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Social interaction among students is a concern this year. Students are not consistently treating each other in a respectful and kind manner. **Root Cause:** COVID restrictions seem to be at the root of the problem including gaps in learning, not in school consistently, losing many months at the end of the previous year, and lack of social interaction among their peers.

# Priority Problem Statements

**Problem Statement 1:** Our LEP and SPED students are performing below their peers.

**Root Cause 1:** There is a need for training for teachers to differentiate instruction for all students, including special populations.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The Bilingual/ESL achievement data indicates that performance is lower than other student achievement groups.

**Root Cause 2:** The lack of academic language may be impacting their ability to perform. With 3rd - 4th grade transitioning to mostly English instruction, it may be widening the language barrier.

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- TTESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals





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

**Performance Objective 1:** Achieve 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

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> Provide instructional coaching support for classroom teachers based on identified subject area data analysis information.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Instructional Specialists</p> <p><b>Funding Sources:</b> Instructional Coaching provided by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p> | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased STAAR results Increase in Domain 3 for ELA and Math - all special populations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>  | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |

| Strategy 3 Details  | Formative Reviews |            |             |
|---|-------------------|------------|-------------|
| <p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement through meeting agendas in grade level PLC binders submitted weekly<br/>As noted in 2021-2022 Campus Action Plan, an increase in Meets/Masters % regarding Domain 3.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Instructional Specialists<br/>Teachers</p>  | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 4 Details  | Formative Reviews |            |             |
| <p><b>Strategy 4:</b> Teachers track and discuss all K-2 and 3-5 at-risk students' DRAs, and Guided Reading Levels at the beginning/end of each nine weeks or after each assessment in order to make instructional adjustments based on each student's need and implement intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as a result of data reviewed on digital data wall after each assessment every 9 weeks with information from Eduphoria and Lead4Ward<br/>Closing the Achievement Gap as referenced in 2021-2022 Campus Action Plan, Domain 3.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Instructional Specialists<br/>Teachers</p> | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 5 Details  | Formative Reviews |            |             |
| <p><b>Strategy 5:</b> Teachers and students in K-5 will monitor CBAs, CFAs, and Benchmarks each 9 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement as a result of PLC Agendas produced and reviewed weekly per 2021-2022 Campus Action Plan, Domain 1.<br/>Individual/Class goal setting charts<br/>Student Led Conferencing Scripts/Notes</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Instructional Specialists<br/>Teachers</p>                                 | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 6 Details  | Formative Reviews |            |             |
| <p><b>Strategy 6:</b> Provide effective STAAR preparation and materials for math, science, reading, and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as a result of weekly PLC meetings<br/>PLC meeting agendas submitted weekly, per 2021-2022 Campus Action Plan, Domain 1.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Instructional Specialists</p>   | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|   |                   |            |             |

| Strategy 7 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement as a result of PLC products and agendas submitted weekly (Tier II teacher support as described in 2021-2022 Campus Action Plan).</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Instructional Specialists</p> <p><b>Additional Targeted Support Strategy</b></p>  | Formative         |     |      |
|  | Nov               | Feb | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                   |     |      |





**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, social-emotionally, and behaviorally.

**Evaluation Data Sources:** Staff Development Reports, PLC Reports, Lesson Plan Review Reports, PD plans, implementation data, and Teacher Observation Data

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> Implement the Dual language/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><b>Strategy's Expected Result/Impact:</b> Increased Spring TELPAS Scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Computer based language programs, instructional materials for vocabulary development - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300</p> | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased Level III as a result of lesson plans weekly, walk-throughs, and Texas Performance Standards Project completed</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400</p>                                  | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |



| Strategy 3 Details  | Formative Reviews |            |             |
|---|-------------------|------------|-------------|
| <p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased SPED student achievement as a result of lesson plans weekly, Spring 2022 STAAR results, IEP schedules, and SPED Progress Reports produced each nine weeks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Teachers<br/>SPED Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300</p> | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 4 Details  | Formative Reviews |            |             |
| <p><b>Strategy 4:</b> Provide staff development to address needs in core content areas, technology, and with at-risk students within special groups and monitor implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher participation as documented by Sign In sheets for each district PLC day and training schedules provided by C&amp;I department</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>   | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 5 Details  | Formative Reviews |            |             |
| <p><b>Strategy 5:</b> Provide writing training, specifically to Kindergarten through 4th grade to prepare teachers and students for the upcoming assessment change.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets from training, walk through documentation that denotes a change in practice</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>   | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 6 Details  | Formative Reviews |            |             |
| <p><b>Strategy 6:</b> Implement CATCH program to promote the whole child initiative.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in healthy habits by students and staff members as evidenced by CATCH lesson logs.</p> <p><b>Staff Responsible for Monitoring:</b> CATCH Champion<br/>Campus administrators</p>  | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|   |                   |            |             |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |                   |            |             |

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Our LEP and SPED students are performing below their peers. **Root Cause:** There is a need for training for teachers to differentiate instruction for all students, including special populations.

### Student Learning





**Problem Statement 1:** The Bilingual/ESL achievement data indicates that performance is lower than other student achievement groups. **Root Cause:** The lack of academic language may be impacting their ability to perform. With 3rd - 4th grade transitioning to mostly English instruction, it may be widening the language barrier.

**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

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in Attendance, Increase in Academic performance, and Decreased office referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Campus Student Success Specialist Support costs - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>  | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> Provide specific resources, personnel, tutorials (in and after school), 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement as a result of weekly lesson plans, AI plans and schedules per 2021-2022 Campus Action Plan, Domain 1.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Instructional Specialists<br/>Teachers</p> <p><b>Funding Sources:</b> Payroll costs for tutorials - Coordination of Local and State Funds - SCE Funds - \$8,000</p> | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 3 Details   | Formative Reviews |            |             |
| <p><b>Strategy 3:</b> Promote high attendance (98%) or above school-wide and incorporate incentive programs for students and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance as documented in PEIMS report each nine weeks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Counselor<br/>Campus Student Support Specialist<br/>Teachers</p>  | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |





| Strategy 4 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 4:</b> Continue to use mentors to make connections with students at-risk for low academic performance and low self-esteem.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased office referrals as noted in PBIS meetings each month<br/>2022 STAAR results<br/>Attendance Rate each 9 weeks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Counselor<br/>Campus Student Support Specialist<br/>Teachers</p>  | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 5 Details   | Formative Reviews |            |             |
| <p><b>Strategy 5:</b> Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities as documented by list of activities completed</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Counselor<br/>Teachers</p>   | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                   |            |             |

**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, Character Strong and Bullying Program models.

**Evaluation Data Sources:** Discipline Reports, Bullying investigations, DARE Data

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> Implement a school-wide reward and incentive program for positive student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer number of discipline referrals as noted in PBIS meeting agendas each nine weeks<br/>Signed C - Cards<br/>Reduction in bullying referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Counselor<br/>Campus Student Support Specialist<br/>Teachers</p> | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> Continue school-wide conflict resolution and problem-solving program to reduce discipline referrals and bullying incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer number of discipline referrals as noted in PBIS Meeting agendas each month<br/>Student Surveys in Spring 2022</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Counselor<br/>Teachers</p>                          | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 3 Details   | Formative Reviews |            |             |
| <p><b>Strategy 3:</b> Organize incentives to boost student citizenship and morale.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of incentives earned<br/>PBIS Meeting Minutes each month</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Counselor<br/>Campus Student Support Specialist<br/>Librarian<br/>Teachers</p>   | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |





| Strategy 4 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 4:</b> Promote positive staff morale with a variety of incentives and opportunities to learn and grow together as a campus team.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of staff recognized once a month at faculty meetings, incentives, and PLC meetings weekly<br/>Increased morale</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Counselor<br/>Campus Student Support Specialist<br/>Teachers</p>  | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                   |     |      |

**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

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.<br/> <b>Strategy's Expected Result/Impact:</b> Increased number of highly effective teachers hired<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>   | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> Assure all assignments and re-assignments are filled with highly effective staff.<br/> <b>Strategy's Expected Result/Impact:</b> All staff will be highly effective<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators</p>  | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 3 Details   | Formative Reviews |            |             |
| <p><b>Strategy 3:</b> Evaluate campus Teacher Induction Program/Mentoring initiatives and make changes to improve the program efforts to retain teachers.<br/> <b>Strategy's Expected Result/Impact:</b> Increased participation in mentoring program as documented by minutes and feedback from new teacher orientation August 2021<br/> <b>Staff Responsible for Monitoring:</b> Campus administrators<br/>                     Lead Mentor</p>                | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 4 Details   | Formative Reviews |            |             |
| <p><b>Strategy 4:</b> Ensure low-income students and minority students are taught at higher rates than other student groups by highly effective teachers.<br/> <b>Strategy's Expected Result/Impact:</b> 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<br/> <b>Staff Responsible for Monitoring:</b> Campus Administrators</p> | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |

| Strategy 5 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 5:</b> Assess the staff development needs of those teachers not meeting highly effective standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of staff attending Staff Development based on needs assessment complete at end of year T-TESS review May 2022</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>   | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 6 Details   | Formative Reviews |            |             |
| <p><b>Strategy 6:</b> Encourage all teachers to become ESL and GT certified by offering incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of teachers without ESL and GT certification<br/>Those still lacking will note plans for getting certified on Teacher Participation Page during 2022T-TESS end of year conferences</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
|  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

| Strategy 1 Details  | Formative Reviews |            |             |
|---|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Student Success Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>   | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 2 Details  | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased family participation as noted on Fall 2019 and Spring 2020 Sign in sheets<br/>Increase in volunteer support</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Student Success Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> 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> | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 3 Details  | Formative Reviews |            |             |
| <p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased parent communication and parent participation as documented by 2022 Spring Parent/Teacher Surveys, Parent Contact Logs by teacher submitted in December 2021 and May 2022</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Student Success Specialist</p>   | <b>Formative</b>  |            |             |
|   | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|   |                   |            |             |





| Strategy 4 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 4:</b> Continue recruiting active parent and teacher members for PTO as well as create and promote PTO Committees for parental involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent participation as documented by Spring 2022 Parent Surveys, PTO Meeting Sign-in sheets from meetings</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>   | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 5 Details   | Formative Reviews |            |             |
| <p><b>Strategy 5:</b> Provide field trips, volunteer opportunities on campus, mentoring opportunities, tutoring opportunities, and classroom lessons inviting parent help and participate.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent volunteer hours as noted on Volunteer Reports for 2022, Watch Dog Calendar developed monthly and sign in sheets submitted after each teacher's invitation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Campus Student Success Specialist</p>   | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 6 Details   | Formative Reviews |            |             |
| <p><b>Strategy 6:</b> Collaborate with community members, organizations, teachers, parents and students to create and maintain partnerships to support students as life-long learners.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Counselor<br/>Campus Student Success Specialist</p> | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
|  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

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> Integrate technology into all content areas by using the Promethean Board and Active and 1:1 iPads 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement as documented by 2022 STAAR scores, CBAs , and Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Librarian<br/>District Educational Technology</p>          | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> Use 1:1 iPads to maximize learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of iPads as noted in weekly lesson plans<br/>Increased student achievement as documented by 2022 STAAR scores, CBAs , and Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Teachers<br/>Librarian</p>   | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 3 Details   | Formative Reviews |            |             |
| <p><b>Strategy 3:</b> Utilize technology programs to support classroom instruction and improve student academic performance. (EduSmart, RazPlus, Success-Maker, Education Galaxy, Prodigy, Think Through Math, ESL Reading Smart, Imagine Learning, Waterford, Renaissance 360 (AR), etc).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student technology usage as documented on lesson plans and improved student academic scores at the end of each nine weeks</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators<br/>Teachers<br/>CIS<br/>Librarian</p> | <b>Formative</b>  |            |             |
|  | <b>Nov</b>        | <b>Feb</b> | <b>June</b> |
|  |                   |            |             |

| Strategy 4 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 4:</b> Provide headphones and styluses to support 1:1 iPad initiative in classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as documented by 2022 STAAR scores, CBAs , and Benchmarks.<br/>           Increased handwriting performances on devices.<br/>           Decrease of off task behavior due to noise of multiple devices playing loudly for students without headphones.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p>  | Formative         |     |      |
|  | Nov               | Feb | June |
|  |                   |     |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                   |     |      |

# 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         | 1        | 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            |
| <b>Sub-Total</b>                                |           |          |  |                         | <b>\$134,500.00</b> |
| Coordination of Local and State Funds           |           |          |  |                         |                     |
| Goal  | Objective | Strategy | Resources Needed   | Account Code            | Amount              |
| 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            |
| 3   | 1         | 2        | Payroll costs for tutorials  | SCE Funds               | \$8,000.00          |
| <b>Sub-Total</b>                                |           |          |  |                         | <b>\$9,000.00</b>   |
| <b>Grand Total</b>                              |           |          |  |                         | <b>\$143,500.00</b> |