

Bryan Independent School District
Crockett Elementary
2018-2019 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	9
Comprehensive Needs Assessment Data Documentation	10
Goals	13
Goal 1: Improve academic performance of each individual student by providing a strong system of tiered instruction in a structured environment of accountability and support.	13
Goal 2: Crockett will determine the professional development and support needs of our staff to ensure high expectations for our diverse district are achieved.	21
Goal 3: Crockett will optimize the use of operational systems to support district goals and impact student success	26
Goal 4: Crockett will continue to promote awareness of integral components that impact student achievement and the school environment.	27
Comprehensive Support Strategies	31
State Compensatory	32
Budget for Crockett Elementary:	32
Personnel for Crockett Elementary:	33
Title I Schoolwide Element Personnel	34
Campus Funding Summary	35

Comprehensive Needs Assessment

Revised/Approved: May 17, 2018

Needs Assessment Overview

Crockett has established moderate success for all students in the past 2 years. Through consistent staffing and stable interventions progress has been made in identifying needs of students quickly and provided effective interventions. With realignment, there will be many new students to campus, new SPED programs, and teaching staff in new grade levels/content areas. Although there will be a reduction in at-risk students attending the campus and smaller total student population, the new students and staff assignments will be any area to monitor so that academic successes continue to increase for all student groups. The need to develop academic vocabulary and provide effective interventions to at risk students will be a priority.

Student enrollment has decreased from the previous year from 550 students to 440 students. The largest grade level is Pre-K with approximately 125 students. All grade levels K-4 had a reduction of teachers varying from 3-4 teachers per grade level. The number of LEP students decreased by 10% from the previous school year with the addition of bilingual program at Branch Elementary.

STAAR Comparison 2017 & 2018

	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
3 rd Grade Math	76	79	37	35	20	11
3 rd Grade Reading	58	57	32	13	15	3
4 th Grade Writing	32	46	12	21	0	4
4 th Grade Math	50	73	22	34	13	16
4 th Grade Reading	47	74	18	37	13	12

Element 1.1

Demographics

Demographics Summary

Crockett Elementary will have a reduction of staff of 4 teachers for the 2018-2019 school year. Due to the loss of student enrollment with realignment, we anticipate having larger class sizes and will need to help teachers monitor student progress. There will be an additional SPED classroom on campus for the upcoming school year. Pre-K Inclusion will be added and the READY classroom will be SAILS for K-4. There will be some teachers assigned to new grade levels for the upcoming school year. Teachers will continue to be supported by Instructional Coaches weekly during PLC time which is built into the school day.

Demographics Strengths

Consistent staffing on the campus. Return of principal, ap, counselor, and ELA IC will help with consistency on the campus. Consistent enrollment of students and established relationships with students, parents, and families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With a change in SPED programs from READY to SAILS, staff will need additional training to support all learners. **Root Cause:** Change of inclusion student needs on campus with change of program

Student Academic Achievement

Student Academic Achievement Summary

Students have shown consistent growth in all academic areas measured on the STAAR test. Considerable growth in writing and 4th grade reading and math. 3rd grade reading STAAR results were an area on concern and will need to be an area of focus for the upcoming school year.

STAAR Comparison 2017 & 2018

	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
3 rd Grade Math	76	79	37	35	20	11
3 rd Grade Reading	58	57	32	13	15	3
4 th Grade Writing	32	46	12	21	0	4
4 th Grade Math	50	73	22	34	13	16
4 th Grade Reading	47	74	18	37	13	12

Student Academic Achievement Strengths

Growth in the number of students performing at the masters level on STAAR. Increase in the number of students approaching grade level expectations with the increase in number of questions needed to meet this expectation on the STAAR test.

STAAR Comparison 2017 & 2018

	Approaches		Meets		Masters	
	2017	2018	2017	2018	2017	2018
3 rd Grade Math	76	79	37	35	20	11
3 rd Grade Reading	58	57	32	13	15	3

4 th Grade Writing	32	46	12	21	0	4
4 th Grade Math	50	73	22	34	13	16
4 th Grade Reading	47	74	18	37	13	12

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of students scoring at or above EOY expectations is below the state average. **Root Cause:** Continued focus on struggling students due to mobility has taken the focus away from engaging all students in high levels of understanding of grade level content.

Problem Statement 2: Need to increase the meaningful parent involvement with students on campus **Root Cause:** School has not provided parent involvement activities in a meaningful way to encourage collaboration with academics.

Problem Statement 3: Although there is a decrease in discipline referrals, students behaviors are impacted their academics by removing them from instruction in the classroom. **Root Cause:** Teachers/students lack the skills needed to manage behavior.

School Processes & Programs

School Processes & Programs Summary

For the 2018-2019 school year there are 5 new teachers to campus (2 SPED) and 1 new bilingual teacher, 1 music, 4th grade math. All other staff have been at Crockett but 6 will be teaching in a new grade level. Consistent teaching assignments have been a priority and have helped establish higher academic success, but with reduction of staff moves had to occur.

School Processes & Programs Strengths

Crockett has worked to establish a consistent teacher workforce. The staff retention rate is relatively good compared to other campuses in the district.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although all teachers have experience in teaching, many teachers will be teaching new grade level/content for the upcoming school year and will require content support. **Root Cause:** With reduction of teacher allocations, teachers have been moved within the campus and will be teaching unfamiliar content or grade levels.

Perceptions

Perceptions Summary

All staff members have attended CKH training and have worked to implement with staff, students, and parents. With new families and new teams it will be important to devote focus to building the relationships for all stake holders.

Perceptions Strengths

Campus has been awarded CKH Showcase school for 2016-2017 and 2017-2018 and has established a positive working environment for staff and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: New grade level teams and new teaching assignments will be at each grade level for the 2018-2019 school year. **Root Cause:** Moves across the campus will require extra focus for the upcoming school year.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Goals





Revised/Approved: September 11, 2018














Goal 1: Improve academic performance of each individual student by providing a strong system of tiered instruction in a structured environment of accountability and support.
















Performance Objective 1: The individual instructional needs of each Crockett student will be monitored and supported in order to assist him or her in acquiring a sense of ownership and confidence in their educational success.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 1) Classroom teachers will utilize student performance data to provide differentiated instruction and reteach opportunities that will target learning gaps. Teachers will track the instructional reading levels of students each month to provide the most effective reading instructions.	2.4, 2.5, 2.6	Instructional staff, Instructional coaches, Principal, AP	District and classroom assessments, lesson plans, instructional guided reading levels monthly, agenda minutes				
Funding Sources: Local Funds - District - 0.00							
Comprehensive Support Strategy 2) Student performance data will be made transparent to all students, and teachers will help students set their learning goals. Teachers will share monthly reading levels and ISIP scores to all stakeholders.	2.4	Instructional staff	Lesson plans, walkthroughs, observations				
Funding Sources: Local Funds - District - 0.00							

3) Instructional staff will build intentional relationships with students and their families utilizing Capturing Kids Hearts and Conscious Discipline; counseling-related services will be provided to manage discipline, violence prevention, conflict resolution, and to meet the special needs of homeless and students who may be suicidal.		Instructional staff, including Principal AP, Counselor, Behavior Specialist	Decrease in referrals, walkthroughs, observations				
Funding Sources: Local Funds - District - 0.00							
4) Instructional staff will integrate technology in instructional and administrative programs, use data to discuss student growth and needs with students, and use the information for goal setting with students and their families.	2.4	Leadership Team	Data folder reviews, notes, SST notes				
Funding Sources: Title I, A - 13644.00							
5) General Education and Special Education teachers will work collaboratively to provide the least restrictive educational setting appropriate to meet students' IEP with an intentional effort to increase the amount of time in the General Education classroom.	2.5	General Ed teachers, Special Ed teachers, Principal, AP, Counselor	Class schedule, walk-throughs, SPED documentation				
Funding Sources: Local Funds - District - 0.00							
6) G/T and high-achieving students will receive differentiated instruction with a similar-ability peer group that will enrich and accelerate the curriculum. G/T student data will be updated and modified annually. Parents are included in the process. GT Showcase held each semester to allow students to share their learning with parents, school, and community.		Instructional staff, including Principal, AP, Counselor	Class lists, academic group lists, lesson plans				
Funding Sources: Local Funds - District - 0.00							
7) Dyslexia services will be provided for students that are identified as dyslexic. A plan through Section 504 will be developed to address individual student needs.	2.4	Dyslexia Specialist, Principal	Dyslexia schedule				
Funding Sources: Local Funds - District - 0.00							
8) PreK, Kinder, and 4th grade students will be prepared for the next school year by gradually increasing schedule expectations for transitions and lunch during the last quarter of the year.		PreK teachers, Kinder teachers, 4th grade teachers, Counselor, Principal, AP	Restructured transitions to class and lunch				
Funding Sources: Title I, A - 500.00							
9) Instructional staff will utilize performance data to provide intervention for students performing below grade level. Tier II and Tier III intervention needs will be determined, supported, and monitored through the RtI process.	2.4, 2.6	Instructional staff, Principal, AP, Instructional Coaches	Student data of growth based on DRA/EDL, TPRI/Tejas Lee, TELPAS, mastery checks, unit tests, universal screener, and STAAR				
Funding Sources: Local Funds - Campus - 5879.00, State Comp - 17621.00, Title I, A - 0.00							

<p>10) School health is maximized with CATCH instruction, health instruction, PE minutes weekly, running club, basketball and soccer teams, free and reduced breakfast and lunch, and backpack meal program. Fitness Gram is implemented yearly, and progress is monitored. PE Coaches integrate foundation math skills with the physical education activities.</p>	<p>PE teachers, School Nurse, Principal, AP</p>	<p>Fitness Gram Report cards</p>				
<p>Funding Sources: Local Funds - Campus - 150.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>11) GT/HA students and potential HA/GT students will meet in small groups daily to work on differentiated activities and projects that will build on problem solving and higher order thinking.</p>	<p>Instructional staff, Instructional Coaches, AP, Principal</p>	<p>Increase in student-creating enrichment projects . Increase number of Advanced results on STAAR. Increase number of GT/HA students on campus.</p>				
<p>Funding Sources: Local Funds - District - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>12) Conduct campus wide data review to identify campus goals and TIP goals. Share all campus goals with staff and use goals to direct all learning activities through the school year.</p>	<p>Principal, AP, IC, Teachers, Instructional Coaches</p>	<p>Creation of TIP goals, Reference to TIP goals on agenda items</p>				
<p>Funding Sources: Local Funds - Campus - 0.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>13) Grades 3/4 GT/HA students and potential HA/GT students will meet in small groups weekly in preparation for the Robotics competition. This project will build on problem solving and higher order thinking.</p>	<p>Teachers/Instructional Coaches</p>	<p>Attendance sheets for work sessions, Attendance at Robotics competition, Campus showcase of robots, Increase in the number of students scoring at Advanced on STAAR testing, Increase in the number of GT/HA identified students.</p>				
<p>Funding Sources: Title I, A - 1500.00</p>						
<p>14) Implementation of Gross Motor Lab in all classrooms. Teachers will lead whole class through gross motor activities biweekly to ensure that all students have the age appropriate gross motor skills. Students in need of additional support in building gross motor skills will receive daily time in motor lab. PK-2 3 times per week, 3/4 2 times per week</p>	<p>Classroom teachers, SPED teachers, Counselor, Behavior Management Specialist, AP, Principal</p>	<p>Decrease in behavior referrals, increase in reading levels</p>				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: Title I, A - 24500.00</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 3: Although there is a decrease in discipline referrals, students behaviors are impacted their academics by removing them from instruction in the classroom. **Root Cause 3:** Teachers/students lack the skills needed to manage behavior.

















Goal 1: Improve academic performance of each individual student by providing a strong system of tiered instruction in a structured environment of accountability and support.







Performance Objective 2: Support the effective implementation of the district curriculum in every classroom .

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Improved differentiation strategies will be utilized by classroom teachers to ensure all students meet the state's proficient and advanced levels of performance.	2.4	Principal, Instructional Coaches	Walkthroughs and Observations				
	Funding Sources: Local Funds - District - 0.00						
2) Particular focus on meeting the needs of students where there is an achievement gap, based on data that will be used to guide instruction.		Instructional staff, Instructional coaches	Classroom performance and assessment data, STAAR				
	Funding Sources: Title I, A - 6500.00						
3) Support the implementation of aligned lesson plans and the use of best practices through planning times with the instructional coaches.	2.4, 2.6	Instructional Coaches	Agendas, meeting records, walkthroughs				
	Funding Sources: Title I, A - 150451.00						
4) Conduct weekly grade level meetings and department meetings to discuss interventions provided, the needs of the students, lesson plan review, RTI, and other information to be shared.	2.6	Principal	Agendas, meeting records, walkthroughs				
	Funding Sources: Local Funds - District - 0.00						
5) Implement the Early Reading Plan including interventions and parent notifications beginning after the beginning of the year testing. Monthly sharing of reading levels through take home folders.		Principal, AP, Instructional Coaches	Open House agenda, letters sent to parents				
	Funding Sources: Local Funds - District - 0.00						
6) During individual teacher meetings, review disaggregated student data (with a monitoring of LEP, Sp-Ed, 504, homeless, and at-risk students).		Principal, AP, Instructional Coaches	Agenda/notes, plan developed				
	Funding Sources: Local Funds - District - 0.00						

7) Monitor instructional practices related to the district-wide curriculum through walk-throughs, monitoring lesson plans, and coaching days.		Principal, AP, Instructional Coaches	Walkthrough, observation data				
	Funding Sources: Local Funds - District - 0.00						
8) Improve implementation and documentation of Response to Intervention (RtI) through individual teacher meetings, grade level meetings, and faculty meetings.		Principal, AP, Counselor	Walkthrough, observation data, Branching Minds Records				
	Funding Sources: Local Funds - District - 0.00						
9) Intervene with at-risk students using RtI process to identify students for tutoring and interventions.		Principal, AP	Schedule, plan developed, SST notes				
	Funding Sources: Title I, A - 750.00						
10) Tutoring will be held at times that are best to meet the needs of low-achieving students without interrupting instructional time (with a monitoring of LEP, Sp-Ed, and at-risk students).	2.5	Principal, AP	Schedule, plan developed, progress notes				
	Funding Sources: Title I, A - 4000.00						
11) Utilize research-based materials in tutoring and small group instruction for extended practice to target specific objectives for improvement. Use of ISIP, I-Station, & Imagine Math to build student academic skills. Include measures to hold students accountable for independent learning.		Principal, AP, Instructional coaches	Walkthrough, observation data				
	Funding Sources: Local Funds - Campus - 0.00						
12) Purchase classroom instructional materials to support small group instruction and tutoring for at-risk students at the level of rigor and appropriate alignment required for mastery of skills.		Principal, AP, Instructional Coaches	Items purchased, walkthroughs, observations				
	Funding Sources: Local Funds - Campus - 5500.00						
13) Implement and monitor the data of individual plans for students who are predicted to not meet the states' proficient levels of performance on the 2018 STAAR assessment.	2.4	Principal, AP, 3rd-4th grade teachers	Plan developed, agenda/notes				
	Funding Sources: Local Funds - District - 0.00						
14) Review failure report each 6 weeks (with a monitoring of LEP, Sp-Ed, 504, and at-risk students).		Principal, AP	Agenda, meeting notes, plan				
	Funding Sources: Local Funds - District - 0.00						

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>15) Embedded grade-specific Writing Workshop training and lesson planning for K-4 ELA and SLA teachers. School-wide writing focus including writing across all content areas daily and shared writing.</p>		Principal, AP, Instructional Coaches, Teachers	PD sessions, agendas, sign in sheets, posted writing samples, unit test scores				
<p>Funding Sources: Local Funds - District - 0.00</p>							
<p>Critical Success Factors CSF 1</p> <p>16) Language Development Strategies used routinely in classrooms to build academic vocabulary for all students. (ELL)</p>		Instructional staff, Principal, AP, Instructional Coaches	Improved student vocabulary demonstrated during reading and writing, walkthroughs, observations, lesson plans				
<p>Funding Sources: Local Funds - Campus - 0.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: Improve academic performance of each individual student by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 3: English Language Learners will make at least one years growth on TELPAS

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure that each teacher knows which students in their classrooms are ESL, LEP, LEP denial, monitor, promoted and/or placed students.		Principal, AP	Agenda/notes, student lists				
Funding Sources: Local Funds - District - 0.00							
2) Monitor classrooms for sheltered instruction and 7 steps strategies.		Principal, AP	Observations, walkthroughs				
Funding Sources: Local Funds - Campus - 0.00							
3) Review failure report each 6 weeks (with a monitoring of LEP, Sp-Ed, 504, and at-risk students).		Principal, AP	Agendas, meeting records				
Funding Sources: Local Funds - District - 0.00							
4) Review TELPAS data to focus on moving individual students to the next level of achievement.	2.4	Principal, AP	Agendas, plan developed				
Funding Sources: Local Funds - District - 0.00							
5) Conduct an LPAC meeting each 6 weeks to review the progress of our LEP students.		Principal, AP	Agendas, meeting notes				
Funding Sources: Local Funds - District - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							


Goal 2: Crockett will determine the professional development and support needs of our staff to ensure high expectations for our diverse district are achieved.

Performance Objective 1: Support the district recruitment plan to ensure hiring of effective individuals for Crockett.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Interview committees will review applications looking for highly effective applicants for every subject and grade level taught.		Principal	Interviews, SBEC certificates				
Funding Sources: Local Funds - District - 0.00							
2) Support 0-year experience teachers by attending new teacher institute meetings throughout the school year.		Principals, Instructional Coaches	Attendance at meetings, retention				
Funding Sources: Local Funds - District - 0.00							
3) Support 1-2 year experience teachers by attending beginning teacher institute meetings throughout the school year		Principals, Instructional Coaches	Attendance at meetings, retention				
Funding Sources: Local Funds - District - 0.00							
4) A team leader will be assigned to every grade level providing assistance on curriculum planning, school district procedures, teaching strategies, and classroom management.		Principal	Team leader assigned				
Funding Sources: Local Funds - District - 0.00							
5) Principal will meet with new teacher/staff members three times a year to discuss progress and to offer assistance.		Principal	Meetings held				
Funding Sources: Local Funds - District - 0.00							
6) Work towards having a faculty representative of the student body.		Principal	Interview, notes, schedule				
Funding Sources: Local Funds - District - 0.00							

7) Teach 101 Mentoring Program is in place to support new teachers. Mentor group meets weekly with novice teachers to provide professional develop and support during the first years at Crockett		Mentor Team, AP, Principal	Employee Retention Rates, Attendance at mentoring meetings,	0%			
Funding Sources: Local Funds - Campus - 150.00							
							


















Goal 2: Crockett will determine the professional development and support needs of our staff to ensure high expectations for our diverse district are achieved.








Performance Objective 2: Create a working environment at Crockett that is conducive to retaining high quality employees.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Team building activities will be included during faculty meetings and professional development.		Principals, Instructional Leadership Team	Feedback given after faculty meeting				
	Funding Sources: Local Funds - Campus - 0.00						
2) Shared responsibilities in conducting faculty meetings - have others participate in leading welcome, good things, needs list, team building activities, and launches.		Leadership team	Agendas, increased participation in meetings				
	Funding Sources: Local Funds - District - 0.00						
3) Intentional implementation of Capturing Kid's Hearts and Conscience Discipline structures to build teams and relationships.		Principals, Instructional Coaches	Walkthroughs, agendas, social contracts				
	Funding Sources: Local Funds - District - 0.00						
4) Crockett staff who demonstrate excellence will be recognized! This will be done at faculty meetings and/or weekly through the newsletter.		Principal, all staff	Teacher satisfaction and teacher retention.				
	Funding Sources: Local Funds - Campus - 0.00						
5) The social committee will plan activities for the staff to enjoy outside of the workday and during the summer.		Social Committee Chair	Teacher satisfaction and teacher retention.				
	Funding Sources: Local Funds - Campus - 0.00						
6) The Instructional Coaching team will provide continuous, ongoing support for classroom teachers through coaching and modeling.		Instructional Coaches	Walkthroughs				
	Funding Sources: Local Funds - District - 0.00						
7) Continue to utilize Eduphoria walkthrough form to provide individual, specific feedback to teachers.		Principals	Walkthroughs completed				
	Funding Sources: Local Funds - District - 0.00						

8) Teachers will attend district collaborative meetings for (A) professional growth opportunities, and (B) involvement in making decisions to the overall instructional program.	Principals, Instructional Coaches	Attendance				
Funding Sources: Local Funds - District - 0.00						
9) Implement professional development plan to include all faculty and staff members based on needs identified through data and staff input with an ongoing and follow-up component through planning days, grade level and department meetings, and other professional development as identified in professional goals and TTES. Attend staff development that provides strategies for teachers to use in working with students from poverty. (Eric Jensen)	Principals, Instructional Coaches	Plan developed, certificates, agenda, meeting records				
Funding Sources: Title I, A - 3250.00						
10) Faculty members will share their new learning from professional development, as appropriate, and share successes in their classrooms during faculty meetings, vertical teams, and grade/department meetings.	Principals, Instructional Coaches	Agendas, meeting records				
Funding Sources: Local Funds - District - 0.00						
11) Campus and district administrators will work collaboratively to ensure that 100% of teachers and paraprofessionals are effective.	Principal	Teacher certification				
Funding Sources: Local Funds - District - 0.00						
12) 100% of Crockett teachers who teach in core classes will meet state license requirements. 100% of paraprofessionals at Crockett will meet the HQ requirements. 100% of classes and students at Crockett will be taught by highly qualified teachers, to ensure that minority and low income students are taught by highly qualified teachers at the same rate as other students.	Principal, HR director	Teacher certification				
Funding Sources: Local Funds - District - 0.00						
13) Crockett staff will attend professional development and implement strategies to target violence prevention and drug use prevention.	Principal, AP, Counselor	Referral Reports, counselor referrals,				
Funding Sources: Local Funds - Campus - 0.00						
14) School counselor will provide meaningful opportunities for students to explore college/career options through out the school year.	Counselor, Principal, AP	Guidance Lessons, Career Day Materials				
Funding Sources: Local Funds - Campus - 0.00						

<p>15) Students will be provided lessons on resolving conflict and ways to self manage during the school day with interactions/lesson with counselor, behavior management specialist, Motor Lab, and peer mediation.</p>		<p>Principal, AP, Counselor, Behavior Management Specialist, Motor Lab Leaders, and Peer Mediator Advisor</p>	<p>Counselor referrals, Office Referrals, Behavior room logs, Peer Mediation Documents</p>				
<p>Funding Sources: Local Funds - Campus - 0.00</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 3: Crockett will optimize the use of operational systems to support district goals and impact student success

Performance Objective 1: Develop a plan that will ensure that every student at Crockett has access to equitable, safe, high-quality facilities.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement and maintain arrival and dismissal procedures to assist in ensuring the safety of our students and their families.		Principal AP	Backpack tags, car tags, bus signs, written ride changes	100%	100%	100%	
Funding Sources: Local Funds - District - 0.00							
2) Teach and conduct drills. Fire drills - monthly; lock down, reverse evacuation, and bad weather drills - twice per year.		Principal AP	Drills completed	100%	100%	100%	
Funding Sources: Local Funds - District - 0.00							
3) Conduct safety meetings each month and provide feedback to district personnel immediately when problems occur.		Principal	Minutes from meetings	100%	100%	100%	
Funding Sources: Local Funds - District - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Crockett will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 1: Build spirit, pride, commitment, and ownership within Bryan ISD and Crockett Elementary

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide district and local media with information and newsworthy items about our campus.		AP	Items shared, events in media				
Funding Sources: Local Funds - District - 0.00							
2) Regular communication with parents, students and staff to inform them of activities on campus. Seek input from parents/stakeholders to work collaboratively to improve the school.	3.1, 3.2	Principal	Copies of fliers				
Funding Sources: Local Funds - District - 0.00							
3) Celebrate school - David Crockett's birthday, Veteran's Day, 50s day, 100s day, Children's Book Week, Grandparent's Day, Thanksgiving, Christmas, Black History Month, Valentine's Day, Hispanic Heritage Month		Leadership team, School Activity Committee	Events held, pictures				
Funding Sources: Local Funds - District - 0.00							
4) Review campus plan at least three times a year with CPIC. CPIC will approve the campus plan at the first meeting of the school year. Ensure campus level committee approval for portions of the campus plan that addresses campus staff development. The district will provide technical assistance to schools identified for school improvement to revise and implement campus plans.	3.1, 3.2	Principal	Plan reviewed and revised				
Funding Sources: Local Funds - District - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Crockett will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 2: Celebrate and communicate the stories of Crockett Elementary - who we are, what we do, and why we are great!

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Host family-oriented activities in all grade levels: first day of school, open house, family learning nights, musical performances, Build with Dad Events, Author visits and other big events.	3.2	Teachers, Counselor, Principal, AP, PBIS Team	Sign-in, pictures, Increase in student success in academics and character.				
Parent University to share essential 8 and parent topics through lunch and learn sessions.	Funding Sources: Title I, A - 1288.00						
2) Training for faculty and staff regarding value of parent contributions and ways to reach out to parents.		Principal AP Counselor	Newsletter, communication logs, other documentation				
Funding Sources: Local Funds - District - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Crockett will continue to promote awareness of integral components that impact student achievement and the school environment.

Performance Objective 3: Communication to and involvement of families and community members in student and academic success at Crockett Elementary will be enhanced through various events/activities and measured by attendance, participation, and feedback on events. Families will be involved so as to assist all students in graduating from high school.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Meet the Teacher night will be held before school starts to provide parents an opportunity to meet and greet their child's new teacher.		Principal, Teachers	Sign-in sheets				
	Funding Sources: Local Funds - District - 0.00						
2) Parent Orientation will be held to acquaint families with campus and display student work.		Principal, Teachers	Sign-in sheets				
	Funding Sources: Local Funds - District - 0.00						
3) Teachers will conference with parents at least once a year and will provide student academic results in language parents can understand, including interpretation of the result. Conferences may be face to face, by phone, or through a home visit.	3.2	Teachers	Conference logs				
	Funding Sources: Title I, A - 0.00						
4) Host Family Academic Fun Nights, Career education and other family involvement and parent support activities including items such as snacks, games, make-n-takes.		Leadership team	Sign-in sheets, pictures				
	Funding Sources: Title I, A - 500.00						
Comprehensive Support Strategy 5) Provide parent teaching tips and ways to support their child at parent meetings; focusing on state's academic content and standards, state and local assessments, requirements of Title I A, Part A, and ways to work with educators to improve their child's success in a format and language parents understand. All information will provided in the student's home language. (English and Spanish)		Leadership Team	Sign-in sheets, agendas, build with dad event				
	Funding Sources: Title I, A - 380.00						

6) Grade level recognition assemblies will be held every 12 weeks. Recognition will include the Teacher Awards, Special Awards, and meeting AR goals. Certificates will be put in report cards for all A's, all A's and B's, Perfect Attendance, and Behavior.		Teachers Principal	Agendas, pictures				
	Funding Sources: Local Funds - District - 0.00						
7) All teachers will make positive contact with each student's parents within the first six weeks of school to let the parents know how excited they are to have his/her child in their room and to ascertain the best method of communication.		Teachers	Communication logs				
	Funding Sources: Local Funds - District - 0.00						
8) Transition Night will be held for parents of PK, Kinder, 4th graders to provide them with information regarding intermediate school opportunities as well as social and emotional development.		Counselor, 4th Teacher, Kinder, PK Teachers	Agenda, sign-in sheets				
	Funding Sources: Local Funds - District - 0.00						
9) Written notice will be provided to parents regarding the school's state rating. At least one public meeting will be held after receipt of annual campus rating from TEA to discuss district/campus performance and performance expectations.		Principal	Letter sent				
	Funding Sources: Local Funds - District - 0.00						
10) A parent meeting will be held to provide parents with an opportunity to provide input on the campus plan and school/parent compact. A parent meeting will be held to provide information about the school's Title I A program and district and campus parent involvement policies.	3.1, 3.2	Principal	Agenda, sign-in sheet				
	Funding Sources: Local Funds - District - 0.00						
11) Increase the number of people and number of hours contributed through the volunteer program by recognizing our volunteers.		Principal, AP	Attendance, data sheets				
	Funding Sources: Local Funds - Campus - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Classroom teachers will utilize student performance data to provide differentiated instruction and reteach opportunities that will target learning gaps. Teachers will track the instructional reading levels of students each month to provide the most effective reading instructions.
1	1	2	Student performance data will be made transparent to all students, and teachers will help students set their learning goals. Teachers will share monthly reading levels and ISIP scores to all stakeholders.
1	1	11	GT/HA students and potential HA/GT students will meet in small groups daily to work on differentiated activities and projects that will build on problem solving and higher order thinking.
1	1	13	Grades 3/4 GT/HA students and potential HA/GT students will meet in small groups weekly in preparation for the Robotics competition. This project will build on problem solving and higher order thinking.
1	2	15	Embedded grade-specific Writing Workshop training and lesson planning for K-4 ELA and SLA teachers. School-wide writing focus including writing across all content areas daily and shared writing.
4	3	5	Provide parent teaching tips and ways to support their child at parent meetings; focusing on state's academic content and standards, state and local assessments, requirements of Title I A, Part A, and ways to work with educators to improve their child's success in a format and language parents understand. All information will provided in the student's home language. (English and Spanish)

State Compensatory

Budget for Crockett Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
**	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$16,717.00
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$20,384.00
6125	6125 Salary Support - Locally Defined	\$17,621.00
	6100 Subtotal:	\$54,722.00

Personnel for Crockett Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charisce Hamilton	IC	Instructional Support	.321
Regena Nelson	IA	Academic Support	.5

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Spanhel	IC	Instructional Support Bil	1
Christy Gilbert	IC	Instructional Coach Math	1

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Interventionist-LLI		\$5,879.00
1	1	10	Fitness Equipment		\$150.00
1	1	12			\$0.00
1	2	11			\$0.00
1	2	12	Materials for effective small group instruction		\$5,500.00
1	2	16			\$0.00
1	3	2			\$0.00
2	1	7	Snacks, Materials		\$150.00
2	2	1			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	2	13			\$0.00
2	2	14			\$0.00
2	2	15			\$0.00
4	3	11			\$0.00
Sub-Total					\$11,679.00
Local Funds - District					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00

1	1	11	Associate Teacher/GT Projects		\$0.00
1	2	1			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	13			\$0.00
1	2	14			\$0.00
1	2	15			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	7			\$0.00
2	2	8			\$0.00
2	2	10			\$0.00
2	2	11			\$0.00
2	2	12			\$0.00
3	1	1			\$0.00

3	1	2			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	6			\$0.00
4	3	7			\$0.00
4	3	8			\$0.00
4	3	9			\$0.00
4	3	10			\$0.00

Sub-Total \$0.00

State Comp

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Interventionist-LLI		\$17,621.00

Sub-Total \$17,621.00

Title I, A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Laptops		\$13,644.00
1	1	8	Snacks/Parent Information Sheets		\$500.00
1	1	9			\$0.00
1	1	13	Additional Robotics Kits/Replace used materials from previous year		\$1,500.00
1	1	14	Motor Lab Leaders--Non Certified		\$24,500.00
1	2	2	Reading/Writing/Math Instructional Materials		\$6,500.00
1	2	3	Instructional Coaches 2 FTE		\$133,734.00

1	2	3	Pre/K & Science IC .25 FTE		\$16,717.00
1	2	9	Tutoring snacks/Materials		\$750.00
1	2	10	Tutors		\$4,000.00
2	2	9	REg-Travel		\$3,250.00
4	2	1	Parent Involvement Materials/Snacks, contract for author visit		\$1,288.00
4	3	3			\$0.00
4	3	4			\$500.00
4	3	5	Building Kits		\$380.00
Sub-Total					\$207,263.00
Grand Total					\$236,563.00