

Crockett Elementary School

Campus Improvement Plan

2019/2020

Focused Improvement for Every Student



Crockett Elementary School

Mission

The mission of Crockett Elementary is to provide a quality education through the combined efforts of staff, parents and students in order to develop academically productive, responsible citizens.

Vision

Crockett Elementary will be a highly sought after school with a climate of high expectations that promotes achievement through the sustained efforts of all educational stakeholders. Those efforts include: highly qualified teachers with engaging classrooms, community support, parental involvement, professional administrative leadership and a student commitment to learning.

Nondiscrimination Notice

Crockett Elementary School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Beliefs

Beliefs

- The core business of the district is classroom instruction and curriculum
- Academic achievement is a primary focus
- A growth mindset is promoted for students, staff, all district operations
- Best instructional practices move students from concrete to pictorial to abstract thinking, learning, and understanding
- Rigorous classroom instruction and high expectations are key to students reaching their academic potential
- Deep alignment between the written, taught, and tested curriculum is the foundation of academic achievement
- A physically and emotionally safe environment promotes student learning
- Student welfare is the primary focus of all decisions
- Student success is enhanced by positive relationships and mutual respect
- Commitment to continuous improvement of all district activities is vital
- All stakeholders (students, parents, district employees, board members, and community members) share the responsibility for fulfilling the district's mission

Site Based Committee

Name	Position
Butler, Priscilla	Teacher
Calder, Rebecca	District Level Member
Hatfield, Randal	Principal
Lay, Denise	Teacher
Mcdonald, Marcy	Teacher
Ortega, Keila	Teacher
Ramos, April	Parent
Segovia, Nicole	Teacher
Shackelford, Shea	Teacher
Thompson, Derek	Business Community Member
Torres, Jennifer	Teacher/Liaison
Welch, Leslie	Teacher

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Goal 1. In August of 2018 TEA identified Davy Crockett Elementary School for Additional Targeted Support to address the "Closing the Gaps Domain" indicators in the 2017-2018 Accountability Ratings. For the 2019-2020 school year the campus will continue utilizing intervention activities designed to address the needs of our Special Education Students and our English Language Learners(ELL)in both Reading and Math.Campus administrators and teachers, in cooperation with district level personnel, and if appropriate teachers and administrators from the other BISD elementary schools, will develop a Targeted Improvement Plan (TIP). This plan will include goals to address specific improvement needs identified at Davy Crockett Elementary School and, if appropriate, at other BISD elementary campuses.

Objective 1. In 2018, Crockett Elementary School was identified for targeted improvement because our ELL students at Crockett were 22 points below the target score in Academic Achievement. Through the implementation of targeted interventions, Crockett's bilingual students achieved at a significantly higher rate in math on the 2019 STAAR and showed good improvement in reading. ESL students continue to achieve much lower. In order to close the gap for our ESL students in General Ed classes, Davy Crockett Elementary School will develop a plan to serve these student more effectively in 2019-2020. to achieve this, Gomez and Gomez strategies will be implemented for all ELL students.

Objective 2. In 2018-2019, Crockett Elementary School implemented a significant change in the way Special Education students received instruction. Unlike in prior years, Special Ed students at Crockett Elementary are now considered general education students first, receiving the majority of their instruction in that setting. They are provided additional instruction in resource classrooms. Grading is done by both general education teachers and special education teachers. This change resulted in meaningful gains in student achievement for these students. In 2019-2020, an experienced general education math teacher with Special Ed certification will begin teaching Special Ed students. Hopefully this change will result in greater student achievement in Special Ed math.

Objective 3. Davy Crockett Elementary School will increase academic achievement of students identified as At-Risk by meeting needs through Texas State Compensatory Education.

Goal 2. In August of 2018, a preliminary report card was issued by TEA for Davy Crockett Elementary School. The school achieved an overall grade of 68, two points below a C. This was a significant improvement from prior years but still below district expectations. The campus will continue to utilize procedures and activities associated with the TAIS system to identify needs and weaknesses, and to develop a targeted improvement plan (TIP) designed to provide student achievement through rigorous instruction emphasizing the deep alignment between the written, taught, and tested curriculum. Goal: Student achievement will meet all System Safeguards in 2019 and the Campus will earn at least a C on its annual report card. In 2020, the campus will achieve at least a B.

Objective 1. A PLC for the professional development of teachers in instruction will be implemented. McRel Walk-Through data, STAAR data, DMAC data, and NWEA/MAP data will be utilized to identify participants.

Objective 2. To better prepare our students for the STAAR Writing test in 4th Grade each year, ELAR PLCs in both 3rd and 4th Grades will develop plans for implementing specific strategies for improving instruction and learning in writing, and in editing and revising. The PLCs will work under the direction of the District Literacy Coordinator to develop and implement these plans.

Objective 3. Davy Crockett Elementary School teachers will design and implement a coherent sequence of instruction which begins with the Concrete, moves to the Pictorial and then to the Abstract.

Objective 4. Davy Crockett Elementary School will provide materials, supplies, and technology to support and enhance instructional programs, and campus/district initiatives.

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- Objective 5.** To improve instructional effectiveness and increase student achievement, Davy Crockett Elementary School Teachers and Assistants will receive training in using McRel's scientifically validated instructional practices: Tools for Classroom Instruction That Works.
 - Objective 6.** Teachers will utilize The Fundamental Five by Cain and Laird to structure lessons and include each of the five fundamentals (Framing the Lesson, Work in the Power Zone, Frequent Small-Group Purposeful Talk About the Learning, Recognize and Reinforce, and Write Critically) in daily lesson plans.
 - Objective 7.** Through weekly collaborative strategic instructional planning, Davy Crockett Elementary School teachers and administrators will provide for the deep alignment of the written, taught, and tested curriculum.
 - Objective 8.** Davy Crockett Elementary School will utilize the Campus Rtl Committee process to strategically and purposefully identify and address the needs of 100% of Crockett students within the three-tier intervention system - Tier 1 (classroom), Tier 2 (intra-classroom) and Tier 3 (inter-classroom).
 - Objective 9.** Davy Crockett Elementary School will provide a targeted program of professional development opportunities for teachers new to the campus, new to the profession, and new to the district.
 - Objective 10.** Davy Crockett Elementary School will provide high quality coaching and mentoring for all core-subject teachers to increase student achievement in identified student sub-populations focusing on students identified as Economically Disadvantaged, ELL, Special Ed, and Hispanic.
 - Objective 11.** Davy Crockett Elementary School will provide high quality professional development for all core teachers to increase student achievement by improving Teachers' and Instructional Assistants' pedagogy.
 - Objective 12.** Davy Crockett Elementary School will improve Index 1 STAAR Math, Reading, and writing passing rates by 10% in grades 3 and 4 for all students and in the targeted sub-populations of Hispanic, English Language Learners, Special Education, and Economically Disadvantaged.
 - Objective 13.** Common Formative Assessments (CFA) will be administered regularly to students to evaluate and monitor student progress toward STAAR accountability standards, and make data-driven decisions for adjustments in classroom instruction and targeted student interventions.
 - Objective 14.** To improve their progress toward academic success and English language acquisition, Davy Crockett Elementary School will provide rigorous instruction and language supports for all students identified as English Language Learners.
- Goal 3.** Davy Crockett Elementary School will have procedures in place that provide employees with professional support which encourages personal growth opportunities directly related to individual job responsibilities with an emphasis on employee satisfaction, retention and advancement.
- Objective 1.** Davy Crockett administrators, teachers, and staff will strive to create a supportive atmosphere for all employees, and collaborate and cooperate to provide opportunities for building a strong sense of community.

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- Objective 2.** Davy Crockett Elementary School administrators will utilize a positive and supportive process for staff members to utilize to resolve personal and professional issues.
- Goal 4.** Davy Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.
- Objective 1.** Davy Crockett Elementary School Teachers will maintain continuous Communication with parents by posting grades on the Parent Portal each week, by daily having students take home Hero Binders containing student work samples, corrections to be made and returned, classroom newsletters, and teacher notes to parents. Teachers will also maintain school-home communication by using the ClassDojo teacher-student-parent communication app.
- Objective 2.** Davy Crockett Elementary will strive to utilize effective communication methods within the campus so that 100% of the teachers, instructional assistants, and support staff is informed of events, activities and expectations.
- Objective 3.** Davy Crockett Elementary will actively enlist parental and community involvement in academic success and campus initiatives.
- Objective 4.** The campus Parent Involvement Coordinator will facilitate parent involvement at the campus and district level, and work with administrators, teachers, and parents to develop and implement plans for improving the communication and cooperation between the school and parents.
- Goal 5.** Davy Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members.
- Objective 1.** Principals, teachers, and parents will collaborate to develop discipline strategies which help maintain orderly student behavior while reducing the frequency of removing students from classrooms.
- Objective 2.** Crockett Elementary will implement age appropriate instruction concerning bullying, drugs and alcohol, and violence prevention education.
- Objective 3.** Crockett Staff members will implement established safety procedures 100% of the time.
- Objective 4.** Davy Crockett Elementary School will provide transition activities to newly enrolled students, incoming third graders, outgoing fourth graders, and to special education students.
- Objective 5.** Davy Crockett Elementary School will meet the needs of foster students by cooperating with Child Protective Services personnel including counselors, case workers, foster parents, and CASA volunteers.

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Objective 6. Davy Crockett Elementary School will celebrate academic achievement of its students throughout the year by conducting 6 weeks pep rallies to recognize A & AB Honor Roll students and recognize a Crockett "Bulldog of the Six Weeks" for academic success and good behavior.

Goal 6. Davy Crockett Elementary will strive to maintain a 97% attendance rate.

Objective 1. Davy Crockett Elementary will utilize a continuous program of incentives and education to encourage students to learn the importance of consistent school attendance.

Objective 2. The School Attendance Officer, other school administrators, the attendance committee, teachers, and office staff will effectively monitor and address individual student attendance on a daily basis. Measures including local initiatives and interventions, including those in compliance with state attendance laws will be utilized to correct attendance problems.

Objective 3. Davy Crockett Elementary School administrators and its Attendance Committee will effectively communicate with parents and monitor state legal requirements and district policies regarding attendance.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The teachers will utilize a Student Level Review (SLR) for ELL students each six weeks. According to DMAC data, students in Quentile 1 through Quentile 3 will receive extra help through tutorials in the TEKS/SE in which they show inadequate evidence of learning. (Title I SW: 1,3,9) (Target Group: ESL, LEP, 3rd, 4th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Core Subject Teachers	October thru May	(F)Title 1 SIP Effective Strategies, (F)Title III Bilingual / ESL, (O)Staff Time, (S)Local Funds	Summative - 6 weeks Student Level Reviews (SLR) Tutorial Logs
2. To extend and enhance learning the campus will purchase Education Galaxy and use it in a variety of ways in the classroom, at home, and in the computer labs. Continue to purchase Compass Math and Reading licenses. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4)	Campus Intstruational Technologist, Director of Technology, Principal, Special Education Teachers, Teacher(s)	August - June	(S)Local Funds	Formative - Student records of technology usage

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The teachers will utilize a Student Level Review (SLR) for Special Education students each six weeks. According to DMAC data, students in Quentile 1 through Quentile 3 will receive extra help through tutorials in the TEKS/SE in which they show inadequate evidence of learning. Teachers will meet with the Assistant Principal each six weeks to determine how to use the data to plan interventions for Special Ed students including tutorials.. (Title I SW: 1,3,9) (Target Group: SPED, 3rd, 4th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Core Subject Teachers, Special Education Teachers	October thru May	(F)IDEA Special Education, (S)Local Funds	Summative - SLRs and tutorial schedules and logs.

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Objective 3. Davy Crockett Elementary School will increase academic achievement of students identified as At-Risk by meeting needs through Texas State Compensatory Education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Accelerated instruction, including summer school is provided for At-Risk students to meet individual needs. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August - June	(S)State Compensatory	Formative - Documentation in Cumulative Folders reviewed regularly Student data will be monitored closely each six weeks Summer School decisions and rosters based upon data
2. Targeted and strategic interventions are provided to At-Risk students through Rtl. (Title I SW Elements: 2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4) (CSFs: 1)	Counselor(s), Principal, Teacher(s)	August - June	(S)State Compensatory	Formative - Rtl class rosters Student data At-Risk documentation and monitoring (green card)
3. Any other services needed will be provided for all students identified as At-Risk. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4) (CSFs: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August - June	(S)State Compensatory	Formative - Documentation of At-Risk student needs (green cards) Description of services provided

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Objective 1. A PLC for the professional development of teachers in instruction will be implemented. McRel Walk-Through data, STAAR data, DMAC data, and NWEA/MAP data will be utilized to identify participants.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A PLC for the professional development of teachers in instruction will be conducted as needed. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Principal(s), Instructional Liaison, Literacy Coordinator, Math Coordinator, Principal	August - May	(O)Staff Time, (S)Local Funds	Formative - Records of PLC meetings and attendance

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 4. Davy Crockett Elementary School will provide materials, supplies, and technology to support and enhance instructional programs, and campus/district initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett Elementary will utilize instructional technology and programs to supplement classroom instruction. These will include but are not limited to: IStation, Compass Math, Compass Reading, Dyned. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,9,10) (Target Group: All)	Director of Curriculum and Instruction, Director of Technology, Principal	August thru June	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Resource Calibration Instrument	Summative - Summative-Increased student performance on state and local assessments
2. IPAD labs and IPAD Apps will be utilized to supplement and enhance classroom instruction. (Title I SW: 1,9,10) (Target Group: All)	Director of Curriculum and Instruction, Director of Technology, Principal, Teacher(s)	August thru June	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson plan audits Student achievement data
3. Technology hardware and software will be maintained and upgraded as needed and appropriate. (Title I SW: 1) (Target Group: All)	Director of Technology, Principal	August thru June	(L)Local Taxes and State Per Capita Allotments	Summative - Campus Needs Assessment will assess effectiveness of current programs and needs for changes/additions. STAR Chart data will help determine strength and needs, technology notebook records
4. Davy Crockett Elementary will continue to utilize a teacher IPAD program in tested subjects to support and enhance district instructional delivery initiatives designed to increase student achievement and deepen the depth of knowledge and rigor in the classroom. (Title I SW: 1,10) (Target Group: All)	Director of Federal Programs and Instruction, Director of Technology, Principal	August thru June	(F)Federal Grants	Summative - Walk through observation data showing use of technology by teacher increase, district initiatives for instructional delivery observed
5. Davy Crockett Bilingual classrooms will be provided with iPads to supplement instruction and provide support for bilingual students. (Target Group: LEP)	Assistant Superintendent(s), Campus Instructional Technologist, Director of Technology	August - May	(F)Title III Bilingual / ESL	Summative - District Title III Federal Funds Budget expenditures

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Objective 4. Davy Crockett Elementary School will provide materials, supplies, and technology to support and enhance instructional programs, and campus/district initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Davy Crockett intervention reading teachers (Rtl and Special Ed) will utilize the Fountas & Pinnell Leveled Literacy Intervention (LLI) system to provide daily, intensive, small-group instruction, which supplements classroom literacy teaching. The purpose of LLI is to assist struggling readers in becoming successful readers with engaging leveled books and fast-paced, systematically designed lessons. (Title I SW: 1,9) (Target Group: ECD, SPED, Dys, 3rd, 4th) (Strategic Priorities: 2,4) (CSFs: 1)	Assistant Superintendent(s), Principal, Special Education Teachers, Teacher(s)	January through June	(F)Title 1 SIP Effective Strategies, (O)Personnel	Summative - 2019 STAAR Report in Reading

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Davy Crockett Elementary School will cooperate with the District's Math and Literacy Coordinators to provide ongoing support, guidance, coaching, and mentoring to teachers in the area of lesson planning and lesson delivery with the specific purpose of increasing student achievement for all students and specifically for Hispanic, ELL, Special ED, and Economically Disadvantaged students. (Title I SW: 1,2,4,9) (Target Group: All, H, ECD, LEP, SPED) (Strategic Priorities: 1,4) (CSFs: 1)	Assistant Principal(s), Assistant Superintendent(s), Instructional Liaison, Literacy Coordinator, Math Coordinator, Principal	August thru May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative - PLC Records Professional Development Records

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Objective 6. Teachers will utilize The Fundamental Five by Cain and Laird to structure lessons and include each of the five fundamentals (Framing the Lesson, Work in the Power Zone, Frequent Small-Group Purposeful Talk About the Learning, Recognize and Reinforce, and Write Critically) in daily lesson plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each teacher will receive a copy of The Fundamental 5 book by Cain and Laird. Training will be provided through professional development in faculty meetings, PLCs, and New Teacher Boot Camp (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,7)	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Literacy Coordinator, Math Coordinator, Principal, Special Education Teachers	August thru May	(F)Title IIA Principal and Teacher Improvement, (O)Staff Time, (O)Teacher pedagogy	Formative - Professional Development Records Power Walk Data Teacher Lesson Plans

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Objective 7. Through weekly collaborative strategic instructional planning, Davy Crockett Elementary School teachers and administrators will provide for the deep alignment of the written, taught, and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. In order to achieve district and campus goals related to PBMAS and SYSTEM SAFEGUARDS, the ELPS, Sheltered Instruction, and high yield teacher and student instructional strategies such as The Fundamental 5, McRel, Units of Study, Compass Learning, Imagine Learning, Guided Reading, Guided Math, and cooperative learning groups will be utilized to document and execute differentiated instruction, language development and interactive activities of all students at Crockett Elementary and especially students identified as Hispanic, Special Education, Economically Disadvantaged, and English Language Learners (ELL). FOCUS/TAIS (Title I SW: 1,2,3,8,9,10) (Title I TA: 1,2) (Target Group: All, H, ECD, ESL, LEP, SPED, 504) (Strategic Priorities: 4) (CSFs: 1,2)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Instructional Liaison, Literacy Coordinator, Math Coordinator, Principal, Professional Educational Consultants, Teacher(s)</p>	<p>August thru June</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative Lesson Plan Audit Sustainability Plan Summative Success on STAAR</p>
<p>2. Davy Crockett Elementary School teachers will utilize small group instruction in math and reading (Guided Reading and Guided Math) to target the individual needs of their students. Teachers will receive ongoing professional development and coaching in small group instruction and the use of running records. (Title I SW: 1,2,3,4,9) (Target Group: All, H, ECD, LEP, SPED, 504) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Assistant Principal(s), Literacy Coordinator, Math Coordinator, Principal, Teacher(s)</p>	<p>August thru May</p>	<p>(F)Title 1 Part A Funds, (O)Teacher pedagogy</p>	<p>Summative - Common Assessments SLR/Tracking Forms 2018 STAAR Data</p>

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Objective 7. Through weekly collaborative strategic instructional planning, Davy Crockett Elementary School teachers and administrators will provide for the deep alignment of the written, taught, and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. All core teachers will track the weekly progress of students through the use of "running records" and this information will be available to administrators and ARD, 504, and Rtl committees as requested. (Title I SW: 1,8,10) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Assistant Principal(s), Core Subject Teachers, Principal, Special Education Teachers	August thru May	(O)Staff Time	Formative - Teacher made Running Records
4. Teachers and administrators will participate in lesson planning Treasure Hunt Days to align the written, taught and tested curriculum, calibrate resources and develop common formative assessments. Crockett will align instruction, curriculum, and resources to address the content, context, verb and academic vocabulary to the depth and complexity of the TEKS/SE utilizing the district created resource rubric and resource calibration instrument. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,8,9,10) (Target Group: All)	Assistant Principal(s), Director of Federal Programs and Instruction, Principal, Teacher(s)	August thru May	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time	Summative - agendas and minutes assessment data lesson plans
5. Davy Crockett Elementary School will utilize the KILGO method of TEKS/SE analysis to guide the development of higher cognitive levels of learning by raising the lesson's level of rigor and DOK. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,8,10) (Title I TA: 1,2,3) (Target Group: All)	Principal, Teacher(s)	August thru May	(O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time, (S)Local Funds	Summative - Formative Implementation of increased rigor observed through administrator and instructional liaison walk-throughs. Lesson Plan Audits Summative Success on STAAR

Crockett Elementary School

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Objective 7. Through weekly collaborative strategic instructional planning, Davy Crockett Elementary School teachers and administrators will provide for the deep alignment of the written, taught, and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Borger ISD will provide reading supports for students transitioning from second grade balanced literacy to the third grade state assessment (STAAR). Aligned reading instruction will utilize a Balanced Literacy approach for students. Teachers will implement and monitor guided reading components in elementary bilingual classrooms through collaboration, planning, co-teaching and monitoring. This includes professional development and the purchase of materials to increase reading instruction. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,3,4,9,10) (Target Group: All)	Core Subject Teachers, Director of Federal Programs and Instruction, Literacy Coordinator, Principal	August 2014- July 2015	(O)Materials, (O)Teacher pedagogy	Summative - Summative-Increased reading proficiency as measured by second grade local assessments, third grade benchmarks and state assessments (Spring 2013). Formative-RTI records, running records, anecdotal records
7. Davy Crockett Elementary School teachers will provide reading instruction to all students utilizing elements of the Continuum of Literacy, including Guided Reading, and incorporating "The Daily Five" to manage student learning activities in the classroom. (Title I SW: 1,2,10) (Target Group: All, 3rd, 4th)	Assistant Principal(s), Literacy Coordinator, Math Coordinator, Principal, Teacher(s)	August thru June	(O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time, (O)Teacher pedagogy	Summative - Walkthrough data, PDAS evaluations, STAAR scores
8. Grade level scope and sequence will be reviewed regularly by PLC's and when appropriate, recommendations for amendments will be presented to the principal, superintendent, and assistant superintendent for approval. (Title I SW: 1,2,4,8,10) (Target Group: All)	Assistant Superintendent(s), Principal, Superintendent(s), Teacher(s)	August and January	(F)KILGO Training and Resources, (O)Staff Time	Summative - PLC minutes Superintendent responses

Crockett Elementary School

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Objective 8. Davy Crockett Elementary School will utilize the Campus RtI Committee process to strategically and purposefully identify and address the needs of 100% of Crockett students within the three-tier intervention system - Tier 1 (classroom), Tier 2 (intra-classroom) and Tier 3 (inter-classroom).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Informed, instructional decisions for classroom instruction and student placements in tutorials and RtI, will be made based on NWEA/MAP testing, CFA results and other student assessment data, formal and informal. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 2,8,9,10) (Target Group: All)	Designee(s), Instructional Liaison, Principal, Teacher(s)	August thru June	(L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Formative Appropriate placement in interventions as evidenced by increased CFA results and other data sources. Summative STAAR results
2. Crockett Elementary will utilize an RtI problem solving committee who will meet regularly to evaluate student data and progress and make strategic decisions for student intervention utilizing the district RTI procedures. Special attention will be given to students identified as Hispanic, Special Ed, English Language Learners, and Economically Disadvantaged and appropriate specific intervention strategies will be implemented. (Title I SW: 8,9,10) (Target Group: All)	Assistant Principal(s), Dyslexia specialist, Principal, Teacher(s)	September thru May	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - RTI minutes Universal screening results Progress monitoring schedules Student achievement data
3. Davy Crockett Elementary School teachers will utilize RtI Tier 2 interventions including after-school tutorials and the Academic Assistance Center's "AAC-After School" program as a means to provide timely and strategic academic assistance and intervention to identified students. (Title I SW: 9,10) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	September thru May	(O)Materials, (O)Personnel, (O)Staff Time	Summative - Extended day lesson plans, RTI minutes and progress monitoring, student attendance data from ZAP and tutorials

Crockett Elementary School

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Objective 8. Davy Crockett Elementary School will utilize the Campus Rtl Committee process to strategically and purposefully identify and address the needs of 100% of Crockett students within the three-tier intervention system - Tier 1 (classroom), Tier 2 (intra-classroom) and Tier 3 (inter-classroom).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Students who fail reading and/or math for the year will be required to receive high quality, TEKS/SE based, accelerated instruction during summer school. Promotion decisions will be made with respect to successful completion of summer school. (Title I SW: 3,9) (Target Group: All)	Director of Curriculum and Instruction, Personnel Director, Principal, Superintendent(s), Teacher(s)	June	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - Lesson plans, attendance data, grade reports and STAAR data
5. A screening plan involving teachers, parents, and district dyslexia staff will be maintained for the identification and implementation of dyslexia interventions. Qualifying students will be provided Dyslexia support through daily dyslexia classes. (Title I SW: 9) (Target Group: All)	Counselor(s), Director of Curriculum and Instruction, Dyslexia specialist	August thru May	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - Dyslexia/504 data and reports. Dyslexia assessment data to track progress and growth in deficit skill sets
6. A campus based Rtl intervention teacher will provide interventions to students identified for Tier 3 interventions. This teacher will serve as the Rtl coordinator for Davy Crockett Elementary School, will chair the school's Rtl Committee, and will assist teachers in providing Tier 1 and Tier 2 interventions to identified students. (Title I SW: 1,2,3,9) (Target Group: AtRisk)	Core Subject Teachers, Teacher(s)	August - June	(F)Title I, (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Rtl Committee Minutes Intervention Records SLR, DMAC

Crockett Elementary School

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Objective 9. Davy Crockett Elementary School will provide a targeted program of professional development opportunities for teachers new to the campus, new to the profession, and new to the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. First year teachers and teachers new to district will attend a new teacher academy training, new teacher field trips, and ongoing PLC meetings. These will provide ongoing instructional coaching, support and mentoring. EQUITY PLAN (Title I SW: 1,3,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2,6,7)	Assistant Superintendent(s), Literacy Coordinator, Math Coordinator, Principal	August thru May	(L)Local Taxes and State Per Capita Allotments	Summative - Sign-In Sheets Meeting Agendas Lesson plans Walk Through observations
2. In order to assist new employees in assimilating into their new school, a "New to Campus In-Service" will be provided to all Teachers and Instructional Assistants to inform them concerning campus specific expectations, procedures, practices, and traditions. EQUITY PLAN (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 6,7)	Assistant Principal(s), Counselor(s), Instructional Liaison, Principal, School Nurse	August	(O)No Associated Cost, (O)Staff Time	Summative - In-Service sign-in sheets and copy of agenda.
3. All new to campus Davy Crockett Elementary teachers will be paired with a guide teacher to assist them in learning the written and unwritten practices and procedures of the campus in order to successfully transition as new staff members. EQUITY PLAN (Title I SW: 1,4,9) (Target Group: All)	Instructional Liaison, Principal, Teacher(s)	August - May	(O)No Associated Cost, (O)Staff Time	Summative - PLC Minutes Staff Survey Liaison Reports

Crockett Elementary School

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Objective 10. Davy Crockett Elementary School will provide high quality coaching and mentoring for all core-subject teachers to increase student achievement in identified student sub-populations focusing on students identified as Economically Disadvantaged, ELL, Special Ed, and Hispanic.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District's Math and Literacy Coordinators will provide leadership to PLCs and instructional coaching to teachers in need of assistance as a strategy for improving the classroom instruction and achievement of Hispanic, Economically Disadvantaged, English Language Learners, and Special Education students. FOCUS/TAIS (Title I SW: 1,2,3,4,9) (Target Group: H, ECD, LEP, SPED) (Strategic Priorities: 1,4) (CSFs: 1,7)	Literacy Coordinator, Math Coordinator, Principal	August - May	(L)Local Taxes and State Per Capita Allotments, (O)District Aligned Professional Development	Summative - 2018 STAAR Data Coordinators" records

Crockett Elementary School

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Objective 11. Davy Crockett Elementary School will provide high quality professional development for all core teachers to increase student achievement by improving Teachers' and Instructional Assistants' pedagogy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. As an identified Focus School, Davy Crockett Elementary administrators and teachers, along with district leaders and Region 16 ESC personnel will collaborate to develop and implement a Texas Accountability Intervention System (TAIS) improvement plan which includes staff training strategies necessary to achieve the goals of the plan which includes improving the performance of Hispanic, ELL, Special Ed, and Economically Disadvantaged students on the 2018 STAAR. FOCUS/TAIS and PBMAS (Title I SW: 2,8,10) (Target Group: ECD, LEP, SPED, M, 3rd, 4th)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Director of Special Education , Instructional Liaison, Principal, Superintendent(s), Teacher(s)</p>	<p>September thru May</p>	<p>(O)Personnel, (O)Staff Time, (S)Local Funds</p>	<p>Summative - 2018 State Accountability Report for Davy Crockett Elementary sCHOOL</p>
<p>2. Davy Crockett Elementary will participate in professional development on topics including but not limited to: McRel, Lead4Ward, DMAC, Fundamental 5, Sheltered Instruction, English Language Proficiency Standards (ELPS), Units of Study and other curriculum implementation, the lesson cycle, lesson planning and instructional implementation, in order to increase rigor and align to the depth and complexity of the TEKS and to understand the depth of knowledge required to be successful. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,10) (Target Group: All, H, ECD, LEP, SPED, 3rd, 4th) (Strategic Priorities: 1,4) (CSFs: 1,7)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Core Subject Teachers, Literacy Coordinator, Math Coordinator, Principal, Superintendent(s)</p>	<p>August 2017-July 2018</p>	<p>(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Staff Time</p>	<p>Summative - Sign in sheets, agendas and meeting minutes. Evidence of learning as seen through walk through observations and PDAS as well as six weeks assessment data and data from the NWEA MAP tests.</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Crockett Elementary will have sustained training in the areas of Curriculum Scope and Sequence, Data Driven Decision Making, and Common Formative Assessments. (Title I SW: 1,2,3,4,8,10) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,6,7)	Assistant Principal(s), Assistant Superintendent(s), Core Subject Teachers, Principal, Teacher(s)	August 2017- July 2018	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Training sign-in sheets, certificates of completion, lesson plan audits. Local assessments, STAAR results
4. Teachers will work with the District Literacy Coach to increase teacher pedagogy in providing literacy support through Guided Reading. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,5,8,10) (Target Group: All)	Director of Curriculum and Instruction, Literacy Coordinator, Principal	August thru July	(O)Materials, (O)Staff Time, (S)Local Funds	Summative - Summative-Increased literacy proficiency as evidenced by local and state assessment Teacher contact data, professional development sign-in sheet (every 6-9 weeks).
5. All instructional staff will seek out and participate in chosen professional development opportunities aligned to campus and districts needs and initiatives and will include but are not limited to topics such as: ELPS, Inclusion, Autism, Literacy, behavioral supports, Content area topics. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,10) (Target Group: All)	Assistant Principal(s), Director of Curriculum and Instruction, Director of Federal Programs and Instruction, Principal, Teacher(s)	August thru July	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - professional development request forms, lesson plan audits, observation of implementation of new learning seen through walk-thoughts and PDAS
6. Davy Crockett Elementary will provide information and training to staff members concerning the seamless integration of the Fundamental 5, McRel strategies, Units of Study, the Continuum of Literacy (including Guided Reading), the ELPS, and Sheltered Instruction. FOCUS (Title I SW: 1,4) (Target Group: 3rd, 4th)	Assistant Principal(s), Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Professional Educational Consultants	August - May	(F)Title IIA Principal and Teacher Improvement, (O)Staff Time	Summative - Professional development agendas and sign-in sheets

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Classroom observations will be conducted using the PowerWalk observation tool by administrators. Data from the observations will be used to discover campus trends and individual teacher implementation of the Fundamental 5 as well as other best practices. Information will be share dwith the faculty as a whole and with individual teachers to assist them in developing personal improvement goals. (Title I SW: 1,2,4,9)	Assistant Principal(s), Assistant Superintendent(s), Director of Federal Programs and Instruction, Instructional Liaison, Principal, Superintendent(s), Teacher(s)	August thru June	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Power Walks Reports
8. Teachers will receive ongoing training for the continued utilization of Guided Math in all math classrooms. (Title I SW: 1,2,3,4) (Target Group: All)	Assistant Superintendent(s), Principal, Teacher(s)	July 2016-May 2017	(F)Professional Development, (F)Title IIA Principal and Teacher Improvement, (O)Staff Time, (S)Local Funds	Summative - Six Weeks Tests DMAC Power Walks Observations 2018 STAAR results Student Level Review (SLR) ELL Tracking
9. Teachers and staff will receive training in McRel International's "Effort and Cooperative Learning, and Inferencing and Summarization" strategies. (Title I SW: 1,2,4) (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Principal	September thru May	(O)Staff Time, (S)Local Funds	Summative - Professional Development Records/sign-in sheets

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Objective 12. Davy Crockett Elementary School will improve Index 1 STAAR Math, Reading, and writing passing rates by 10% in grades 3 and 4 for all students and in the targeted sub-populations of Hispanic, English Language Learners, Special Education, and Economically Disadvantaged.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers of English Language Learners will utilize the ELL Tracking Form to monitor academic progress on September and January MAP, and three week and six week assessments throughout the year (Title I SW: 1) (Target Group: ESL, LEP) (Strategic Priorities: 4) (CSFs: 1,2)	Principal, Teacher(s)	October thru May	(O)No Associated Cost	Formative - Tracking Forms and intervention plans

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Objective 13. Common Formative Assessments (CFA) will be administered regularly to students to evaluate and monitor student progress toward STAAR accountability standards, and make data-driven decisions for adjustments in classroom instruction and targeted student interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All core subject teachers will utilize Student Level Reviews (SLR) to track student growth throughout the year and identify students and groups in need of targeted interventions. (Title I SW: 1,2,4,8,9) (Target Group: All, H, ECD, LEP, GT, AtRisk)	Core Subject Teachers, Instructional Liaison	October - June	(O)Access to Student Performance Data, (O)Campus Based Professional Development, (O)Educator Lesson Plans, (O)No Associated Cost, (O)Staff Time, (S)Local Funds	Summative - Teacher SLRs Intervention plans STAAR Data
2. The Principal, teachers and Instructional Liaisons will build Common Formative Assessments using STAAR 1, STAAR Test Maker, DMAC and other resources. (Title I SW: 1,8) (Target Group: All)	Designee(s), Instructional Liaison, Principal	August thru May	(O)Materials, (O)Personnel, (O)Staff Time	Summative - Testing records Student achievement data STAAR data
3. Teachers, principal and assistant principal will participate in data disaggregation upon completion of Common Formative Assessments. Trends in student data, power TEKS, reteaching needs, etc. will be identified. Data will be used to determine accelerated instruction interventions on specific TEKS/SE to be provided in SOAR and after-school tutorials (Title I SW: 8) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August thru May	(O)Materials, (O)Personnel, (O)Staff Time	Summative - tracking of TEKS and performance data, lesson plans to show re-teaching opportunities, leadership review notes
4. Students demonstrating academic risk through limited academic progress on the TEKS/SE they will be provided with targeted interventions such as Rtl classes, after-school tutorials, and opportunities to receive help in the Academic Assistance Center(AAC) during and after the school day. (Title I SW: 1,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,4)	Assistant Principal(s), Instructional Liaison, Principal, Teacher(s)	August thru May	(S)Local Funds, (S)State Compensatory	Formative - Teacher made SLRs DMAC Data Rtl Committee minutes Teacher Analysis of Six Weeks Data

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Objective 13. Common Formative Assessments (CFA) will be administered regularly to students to evaluate and monitor student progress toward STAAR accountability standards, and make data-driven decisions for adjustments in classroom instruction and targeted student interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Student academic progress will assessed in September and January using the Measures of Academic Progress (MAP) online tests from NWEA. Data will be used along with formative assessments to determine student needs and strengths and intervention strategies needed. (Title I SW: 8,9) (Target Group: All, 3rd, 4th)	Campus Instructional Technologist, Director of Technology, Principal, Teacher(s)	September and January	(O)Staff Time, (S)Local Funds	Summative - NWEA reports and intervention plans
6. DMAC Quintile Reports of three week chunk tests and six weeks tests will be used by teachers to identify students for Tier 3 interventions and STAAR tutorials. (Title I SW: 1,2,8) (Target Group: AtRisk)	Core Subject Teachers, Instructional Liaison, Principal, Teacher(s)	October - May	(O)Educator Lesson Plans, (O)Staff Time, (S)Local Funds	Summative - Teacher analyses of Six Weeks test scores Student Level Reviews RtI Committee Meetings

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Objective 14. To improve their progress toward academic success and English language acquisition, Davy Crockett Elementary School will provide rigorous instruction and language supports for all students identified as English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The academic progress of each ELL student will be closely monitored using a Student Level Review (SLR) document which tracks performance on two/three week chunk formative assessments, six weeks assessments. This data will provide information for planning and delivering immediate interventions which target specific TEKS for instruction in whole group instruction, SOAR and after-school tutorials (Title I SW: 1,8,9) (Target Group: LEP, 3rd, 4th)	Instructional Liaison, Principal, Teacher(s)	September thru May	(O)Staff Time, (S)Local Funds	Summative - SLR document, records of interventions, RTI committee minutes
2. All core subject teachers, including bilingual and special education classroom teachers, will incorporate STAAR Vocabulary Kits from El Saber into their instruction by using a variety of activities utilizing the multiple resources provided. (Title I SW: 1,4) (Target Group: All, LEP) (Strategic Priorities: 2,4) (CSFs: 1)	Core Subject Teachers, Special Education Teachers	August thru May	(F)Title III Bilingual / ESL, (S)Local Funds	Formative - Six Weeks tests Classroom Quizzes Teacher Observations Walk-Through Observations
3. Qualifying students will be provided strategic instruction using best practices for second language acquisition. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,3,10) (Target Group: LEP)	Director of Curriculum and Instruction, Principal, Teacher(s)	August thru May	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - Lesson plan audits Observations TELPAS and STAAR data
4. Staff will participate in targeted trainings and other professional development activities to improve instructional strategies specifically targeted toward language learners, including by not limited to: Sheltered Instruction, ELPS, and TELPAS monitoring. Focus will be made on rigor, relevance and alignment. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,3,10) (Target Group: LEP)	Director of Curriculum and Instruction, Principal	August thru May	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Sign in sheets, agendas, minutes, lesson plan audits

Crockett Elementary School

Goal 2. In August of 2018, a preliminary report card was issued by TEA for Davy Crockett Elementary School. The school achieved an overall grade of 68, two points below a C. This was a significant improvement from prior years but still below district expectations. The campus will continue to utilize procedures and activities associated with the TAIS system to identify needs and weaknesses, and to develop a targeted improvement plan (TIP) designed to provide student achievement through rigorous instruction emphasizing the deep alignment between the written, taught, and tested curriculum. Goal: Student achievement will meet all System Safeguards in 2019 and the Campus will earn at least a C on its annual report card. In 2020, the campus will achieve at least a B.

Objective 14. To improve their progress toward academic success and English language acquisition, Davy Crockett Elementary School will provide rigorous instruction and language supports for all students identified as English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Crockett Elementary will provide appropriate supplies, materials and supplemental curriculum to support instructional needs of ELLs in ESL/Bilingual programs. (Title I SW: 1,10) (Target Group: LEP)	Director of Curriculum and Instruction, Principal	August thru May	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - surveys, needs assessment, purchase orders and expenditure reports
6. All LPAC procedures and legal requirements will be followed to identify, make placement and programming decisions and monitor student progress. (Title I SW: 1,10) (Target Group: LEP)	Assistant Principal(s), Counselor(s), Director of Federal Programs and Instruction, Principal	August thru July	(O)No Associated Cost	Summative - LPAC minutes and agendas, training documentation, PEIMS reporting
7. Through Peer Pairing, Bilingual students will build relationships with non-bilingual students in order to enhance English language development. (Title I SW: 1,9) (Target Group: LEP)	Assistant Principal(s), Counselor(s), Instructional Liaison, Principal, Teacher(s)	October - May	(O)No Associated Cost	Student Surveys LEP STAAR and TELPAS student Progress Measures

Crockett Elementary School

Goal 3. Davy Crockett Elementary School will have procedures in place that provide employees with professional support which encourages personal growth opportunities directly related to individual job responsibilities with an emphasis on employee satisfaction, retention and advancement.

Objective 1. Davy Crockett administrators, teachers, and staff will strive to create a supportive atmosphere for all employees, and collaborate and cooperate to provide opportunities for building a strong sense of community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve the school morale and climate among school staff through (1) Frequent Drawings for prizes, (2) Recognize teachers that meet milestone years (3, 5, 10, etc), (3) Provide a travelling snack Cart occasionally for staff, (4) Do regular "Lunch Order Fridays," (5) Continue "Pawsitive Pals" (3rd grade teacher would have a 4th grade teacher or IA's could have an "other" for secret pal) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August - May	(S)Local Funds	Formative - Record of activities

Crockett Elementary School

Goal 3. Davy Crockett Elementary School will have procedures in place that provide employees with professional support which encourages personal growth opportunities directly related to individual job responsibilities with an emphasis on employee satisfaction, retention and advancement.

Objective 2. Davy Crockett Elementary School administrators will utilize a positive and supportive process for staff members to utilize to resolve personal and professional issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Crockett Elementary School

Goal 4. Davy Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.

Objective 1. Davy Crockett Elementary School Teachers will maintain continuous Communication with parents by posting grades on the Parent Portal each week, by daily having students take home Hero Binders containing student work samples, corrections to be made and returned, classroom newsletters, and teacher notes to parents. Teachers will also maintain school-home communication by using the ClassDojo teacher-student-parent communication app.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will keep a log containing a record of each parent contact made throughout the year which includes the date, time, purpose, and results of the contact. (Title I SW: 1,6) (Target Group: All, H, ECD, LEP, SPED) (Strategic Priorities: 4) (CSFs: 1,5,6)	Teacher(s)	August thru May	(O)No Associated Cost, (O)Staff Time	Summative - Teachers' contact logs

Crockett Elementary School

Goal 4. Davy Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.

Objective 2. Davy Crockett Elementary will strive to utilize effective communication methods within the campus so that 100% of the teachers, instructional assistants, and support staff is informed of events, activities and expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will communicate campus initiatives and news to the staff through weekly calendar information, emails and staff meetings. (Title I SW: 1,6,10) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, School Nurse	August thru May	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Copies of communications End of Year Summative Conferences with Teachers
2. Administration will maintain open communications will all stakeholders and will effectively communicate with the group when needed. (Title I SW: 1,2,10) (Target Group: All)	Principal	August 2014- July 2015	(O)No Associated Cost, (O)Staff Time	Formative - Conference notes, surveys
3. The principal and staff members will communicate with faculty, parents and other district stakeholders. The communication process at Crockett Elementary will include: faculty to faculty - Meeting agendas and minutes, emails, faculty to parents - parent teacher conferences, parent phone calls and written communication to parents, newsletters; (Title I SW: 1,2,6,10) (Target Group: All)	Designee(s), Principal, Teacher(s)	August thru June	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Meeting Agendas and Minutes, surveys
4. Instructional Liaison Teachers will meet regularly with teachers and administrators in order to promote open communication, problem solving, improve educational programming, enhance school climate, and encourage staff input and participation. (Title I SW: 1,2,8,9,10) (Target Group: All)	Assistant Principal(s), Instructional Liaison, Principal, Teacher(s)	August - May	(O)No Associated Cost, (O)Staff Time	Summative - PLC Minutes Faculty Meeting Agendas
5. A Davy Crockett Elementary School newsletter will be created and distributed each six weeks. The newsletter will be compiled by teachers and distributed to school staff and parents. Information about school events and initiatives will be included. (Title I SW: 1,2,6,10) (Target Group: All)	Assistant Principal(s), Instructional Liaison, Principal, Teacher(s)	September through May	(O)Staff Time, (S)Local Funds	File of newsletters

Crockett Elementary School

Goal 4. Davy Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.

Objective 3. Davy Crockett Elementary will actively enlist parental and community involvement in academic success and campus initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Davy Crockett Elementary School will host informational parent meetings once each semester and at other times as needed. Activities will include but are not limited to: Title One information distribution, Value and Utility of Parents, Bilingual/ESL information, STAAR information and preparation, "Open House" activities. (Title I SW: 1,2,6,10) (Target Group: All)</p>	<p>Assistant Principal(s), Counselor(s), Designee(s), Dyslexia specialist, Literacy Coordinator, Parent Involvement Coordinators, Principal, School Nurse, Special Education Teachers, SRO Officer, Teacher(s)</p>	<p>August thru April</p>	<p>(F)Title 1 Part A Funds, (L)Agency Funds (ie: Student Activity Funds), (O)Access to facilities, (O)Access to Student Performance Data, (O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds</p>	<p>Summative - sign in sheets, agendas, meeting minutes, surveys-formal and informal</p>
<p>2. Davy Crockett Elementary will provide many opportunities for the interaction of staff, students, parents and community members. Activities will include but are not limited to: New Year's Party, Parent Teacher Conference Day, Book Fair, PTO meetings, Parent Volunteer program. (Title I SW: 1,2,6,10) (Target Group: All)</p>	<p>Assistant Principal(s), Counselor(s), Dyslexia specialist, G/T Lead Teacher, Literacy Coordinator, Principal, School Nurse, SRO Officer, Teacher(s)</p>	<p>August thru May</p>	<p>(L)Agency Funds (ie: Student Activity Funds), (O)Materials, (O)Personnel, (S)Local Funds</p>	<p>Summative - sign in sheets and agendas, meeting minutes, surveys, Raptor reports</p>
<p>3. Schedule activities to encourage parents to come to the school and become more involved such as "Muffins with Moms," "Donuts with Dads," Math and Reading Nights held yearly, Honor Grandparents Day with a celebration, invite parents and grandparents to eat Thanksgiving Lunch with their children, conduct 60 Minutes of Play Family Nights, host a Science Fair Night – presenting student projects completed in STEAM Lab, conduct Career Day and invite a variety of speakers to talk to students about their jobs. (Title I SW: 1,6) (Target Group: All)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Counselor(s), Parent Involvement Coordinators, Principal, Teacher(s)</p>	<p>August through May</p>	<p>(F)Title I, (L)Local Projects, (O)Staff Time, (S)Local Funds</p>	<p>Formative - Campus Calendar Sign-in sheets publicity materials parent surveys</p>

Crockett Elementary School

Goal 4. Davy Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.

Objective 3. Davy Crockett Elementary will actively enlist parental and community involvement in academic success and campus initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Communication with parents and community members will be enhanced through a series of evening Town Hall Meetings at which administrators will provide updates on school activities and report progress on the School Improvement Plan. Attendees will be able to ask questions concerning all aspects of the school during a question and answer time. (Title I SW: 6) (Target Group: All)	Instructional Liaison, Parent Involvement Coordinators, Principal	October thru April	(S)Local Funds	Summative - Agendas and sign-in sheets
5. The Campus Improvement Committee of Davy Crockett Elementary School will discuss and schedule when appropriate, special events that bring teachers, parents, and students together for informal interactions such as game nights, movie nights, cook outs, etc. (Title I SW: 1,2,6) (Target Group: All)	Assistant Principal(s), Counselor(s), Parent Involvement Coordinators, Principal, Teacher(s)	August - May	(L)Agency Funds (ie: Student Activity Funds), (O)Staff Time, (S)Local Funds	School Calendar Sign-in sheets

Crockett Elementary School

Goal 4. Davy Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.

Objective 4. The campus Parent Involvement Coordinator will facilitate parent involvement at the campus and district level, and work with administrators, teachers, and parents to develop and implement plans for improving the communication and cooperation between the school and parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Parent Involvement Coordinator will support parent involvement initiatives at Crockett Elementary and at the District Parent Involvement Center. (Title I SW: 1,2,4,6,9,10) (Target Group: All)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August thru May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL	Summative - sign in sheets, agendas, meeting minutes, surveys
2. The Parent Involvement Coordinator will assist Borger ISD in offering ESL classes and GED classes for parents and community members through the Borger ISD Parental Involvement Center. (Title I SW: 1,4,6,10) (Target Group: All)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August thru May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL	Summative - sign in sheets, agendas, meeting minutes, surveys
3. The Parent Involvement Coordinator will ensure that all district Parent Involvement Policies and Compacts are reflective of district, state and federal requirements and are distributed according to requirements. (Title I SW: 1,2,6,10) (Target Group: All)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	August thru May	(F)Title 1 Part A Funds	Summative - All compliance pieces will be validated by the Federal Programs Director

Crockett Elementary School

Goal 5. Davy Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members.

Objective 1. Principals, teachers, and parents will collaborate to develop discipline strategies which help maintain orderly student behavior while reducing the frequency of removing students from classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Crockett Elementary School

- Goal 5.** Davy Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members.
- Objective 2.** Crockett Elementary will implement age appropriate instruction concerning bullying, drugs and alcohol, and violence prevention education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Davy Crockett Elementary School students will participate in character education activities which emphasize the "Six Pillars" of the Character Counts program (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship). (Title I SW: 1,3,9) (Target Group: All)	Counselor(s), Principal, SRO Officer, Teacher(s)	August thru June	(O)Materials, (O)Personnel, (S)Local Funds	Summative - Counselor plans, class rolls, student attendance during lessons.
2. Davy Crockett Elementary will actively work to eliminate bullying and to increase awareness of bullying. Victims and witnesses of bullying will be encouraged to report bullying to teachers and administrators. (Title I SW: 1,2,3) (Target Group: All)	Counselor(s), Principal, Teacher(s)	August thru June	(L)Agency Funds (ie: Student Activity Funds), (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - incident reports, lesson plans, meeting agendas and minutes, surveys, student conferences
3. Davy Crockett Elementary will participate in district sponsored activities including but not limited to Red Ribbon Week. (Title I SW: 10) (Target Group: All)	Assistant Principal(s), Counselor(s), Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal, SRO Officer, Teacher(s)	October and August thru May	(F)Title 1 Part A Funds, (O)Access to facilities, (O)Personnel	Summative - weekly agenda of activities, participation rates
4. Davy Crockett Elementary students will have the opportunity to interact with positive role models through Red Ribbon visits by Borger High School students, by participation in a weekly mentoring program bringing at-risk students and high school and community mentors together, and through special programs which utilize outside providers of events in which they present positive messages for specific challenges students face at school and in life outside school. (Title I SW: 1,2,9) (Target Group: All, AtRisk)	Assistant Principal(s), Counselor(s), Parent Involvement Coordinators, Principal, Teacher(s)	October - May	(L)Agency Funds (ie: Student Activity Funds), (O)Staff Time	Mentoring sign-in sheets School Calendar Weekly Events Calendar

Crockett Elementary School

- Goal 5.** Davy Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members.
- Objective 3.** Crockett Staff members will implement established safety procedures 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett staff will follow procedures for all drills/actual incidences as outlined in the established campus Emergency Operations Plan. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal	September thru June	(O)No Associated Cost, (O)Staff Time	Summative - Documentaiton of safety drills, incident reports.
2. Identified members of Crockett Elementary will be certified in CPI to ensure the safety, security and welfare of all students. (Target Group: All)	Assistant Principal(s), Director of Special Education , Principal, School Nurse, Special Education Teachers, SRO Officer, Teacher(s)	August thru May	(O)Campus Based Professional Development, (O)No Associated Cost, (O)Staff Time	Summative - Certificate of completion and attendance records.
3. Crockett will utilize the RAPTOR visitor management system to track student leaving patterns, parent and volunteer numbers, and substitute teachers. (Title I SW: 6) (Target Group: All)	Principal	August thru June	(O)Materials, (O)Personnel, (S)Local Funds	Summative - Campus visitor data records
4. Crockett Elemtnary will utilize the Student Resource Officer to maintain a safe school environment. (Title I SW: 1) (Target Group: All)	Assistant Superintendent(s), Personnel Director, Principal, SRO Officer	August thru May	(S)Local Funds	Summative -
5. Crockett Elementary will utilize and maintain surveillance cameras and monitors to monitor facilities. (Target Group: All)	Director of Environmental Services, Principal, SRO Officer	August thru July	(S)Local Funds	Summative - Surveillance records Decrease in vandalism, loitering, facility safety. Timely intervention
6. An entrance "buzz in" security system at the front entrance of Davy Crockett Elementary School will be utilized in order to provide a primary level of protection for our students, teachers, and visitors. (Title I SW: 1) (Target Group: All)	Assistant Superintendent(s), Director of Environmental Services, Principal	August thru June	(O)No Associated Cost	Summative - Documentation of installation and media coverage

Crockett Elementary School

Goal 5. Davy Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members.

Objective 4. Davy Crockett Elementary School will provide transition activities to newly enrolled students, incoming third graders, outgoing fourth graders, and to special education students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The School Counselor will collaborate with other appropriate staff members to develop and implement a transition plan for newly enrolled students. The plan may include an orientation to the school as a whole, an introduction to the school discipline plan, the assignment of a staff member for the student talk to about problems or difficulties the student may encounter, the pairing of the student with another student trained to help the new student assimilate into the classroom. (Title I SW: 1) (Target Group: All, 2nd, 3rd, 4th) (Strategic Priorities: 4) (CSFs: 6)	Counselor(s)	August thru May	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Formative - Transition Plan Record

Crockett Elementary School

Goal 5. Davy Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members.

Objective 5. Davy Crockett Elementary School will meet the needs of foster students by cooperating with Child Protective Services personnel including counselors, case workers, foster parents, and CASA volunteers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will collaborate with Texas Department of Family and Protective Services to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged and funded. (Title I SW: 10) (Target Group: All)	Instructional Services Coordinator, Superintendent(s)	December 2016-May 2017	(F)Title I, (S)Local Funds	Formative -

Crockett Elementary School

Goal 5. Davy Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members.

Objective 6. Davy Crockett Elementary School will celebrate academic achievement of its students throughout the year by conducting 6 weeks pep rallies to recognize A & AB Honor Roll students and recognize a Crockett "Bulldog of the Six Weeks" for academic success and good behavior.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Crockett Elementary School

Goal 6. Davy Crockett Elementary will strive to maintain a 97% attendance rate.

Objective 1. Davy Crockett Elementary will utilize a continuous program of incentives and education to encourage students to learn the importance of consistent school attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. To achieve a daily and annual attendance goal of 97%, students will participate in an attendance contest between grade levels each day and week. The grade level with the highest average daily attendance each week will receive an extra five minutes for recess during Dog Time on Fridays. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>August thru May</p>	<p>(O)No Associated Cost</p>	<p>Summative - PIEMS Data</p>
<p>2. Davy Crockett Elementary School, along with Gateway elementary School, will continue to cooperate with the local Rotary Club and WalMart to encourage parents and students to make school attendance a priority. Each six weeks, all students with perfect attendance will be entered into a drawing for a new bicycle. One student each in first, second, third and fourth grades will be chosen to receive a new bicycle and accessories. A joint Attendance Assembly will be held in cooperation with Gateway Elementary School at the end of six weeks where the names of the winning students will be selected. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 4,5,6)</p>	<p>Assistant Principal(s), Parent Involvement Coordinators, Principal</p>	<p>August thru May</p>	<p>(L)Local Projects, (O)No Associated Cost</p>	<p>Summative - Records of Bike assemblies and bike giveaways</p>
<p>3. Classroom incentives for perfect attendance will be developed, planned and implemented. (Title I SW: 1) (Target Group: All)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>August thru May</p>	<p>(L)Agency Funds (ie: Student Activity Funds), (O)Materials, (O)Personnel, (S)Local Funds</p>	<p>Summative - Attendance will be monitored for increased percentages overall.</p>

Crockett Elementary School

Goal 6. Davy Crockett Elementary will strive to maintain a 97% attendance rate.

Objective 2. The School Attendance Officer, other school administrators, the attendance committee, teachers, and office staff will effectively monitor and address individual student attendance on a daily basis. Measures including local initiatives and interventions, including those in compliance with state attendance laws will be utilized to correct attendance problems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily attendance phone calls will be made to check on absent students who have not called in the absence. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Designee(s), Principal	August thru May	(O)Personnel, (O)Staff Time	Summative - overall attendance rate increase
2. The district Truancy Officer will be utilized to check on children who are experiencing an attendance problem. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal, SRO Officer	September thru May	(O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Truancy procedures will reflect need and us of truancy officer for intervention
3. Letters, parent phone conferences, In-Office parent conferences and other interventions as directed by the Texas Education Code and District policy and procedures will be executed for students who have excessive absences. Plans and resources developed collaboratively by the School Districts Superintendents of Hutchinson County will be utilized to improve school attendance. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Superintendent(s)	September thru May	(O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Documentation paired with trends in attendance will be reviewed and monitored for effectiveness
4. The attendance committee will meet when necessary and appropriate to address specific attendance issues with parents of students with excessive absences. This committee will also determine methods for students to recover credit when absences exceed 10% for the year. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	September thru May	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Truancy Procedure records will be evaluated. Individual attendance records, student performance data, teacher/parent conference data will be considered.
5. In compliance with the requirements of the Texas Education Code, Davy Crockett Elementary School will file misdemeanor charges against parents of students who accumulate 10 or more unexcused absences during a six month period. Also in compliance with the Texas Education Code, prior to that, specific methods and efforts will be attempted by the school to assist parents in improving their student's attendance. (Title I SW: 1,6,9,10) (Target Group: AtRisk)	Assistant Principal(s), Counselor(s), Parent Involvement Coordinators, Principal, School Nurse, Teacher(s)	Agust - May	(S)Local Funds	Attendance Records Attendance Committee Minutes Public Court Records

Crockett Elementary School

Goal 6. Davy Crockett Elementary will strive to maintain a 97% attendance rate.

Objective 3. Davy Crockett Elementary School administrators and its Attendance Committee will effectively communicate with parents and monitor state legal requirements and district policies regarding attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance information, laws and polices will be given to parents at enrollment, the New Year Party, and through the Student Handbook. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Principal	August thru May	(O)Materials, (O)Personnel, (S)Local Funds	Summative - Attendance data will be used to determine effectiveness on communication. Focus will be the number/frequency of Truancy Procedure implementation.

2018-19 Campus Needs Assessment

Comprehensive Needs Assessment

Crockett Elementary School—Borger ISD

Comprehensive Needs Assessment Summary

May/June 2018 for 2018-2019 School Year Planning

Compiled from CNA Sub-Committee Reports - June 2, 2018

Area Reviewed Data Review

Summary of Strengths

Summary of Needs

Demographics

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.

Sources: 2017 AEIS

Review of the 16-17 Texas Academic Performance Report for Crockett Elementary shows the largest subpopulations of students is 45% Hispanic, 50% White, and 52% Economically Disadvantaged. The Teacher distribution shows 9% were new teachers, 26% had 1-5 years of experience and 22% had 6-10 years, 40% had 11-20 years of experience, and 3% had over 20 years of experience.

Personnel records and master schedules for the 16-17 school year show that there was a significant turnover of teachers for the 7th consecutive year. Currently among classroom teachers 23% have been at Crockett Elementary greater than 5 years, and 10% greater than 10 years.

In 2016-17, seven new teachers joined the staff. For 2017 – 2018 there will be three new teachers: one moving to another campus in the district, one leaving teaching, and one moving to another district. Approximately 10% of the Crockett teaching staff is first year teachers. 26% have 1-5 years of experience and 65% have 6 or more years of experience. Crockett has a pool of talent to pull from to support newer teachers.

The student population in percentage of White and Hispanic ethnicities has remained stable over the years. This allows us to know our students strengths and weaknesses and allow us to focus on training and resources that are necessary to help us maximize learning outcomes and learning potential.

Crockett along with Gateway elementary hosted three parent nights specifically designed to provide information about academic success.

All teachers included ELPS within their lesson plans and grade levels had representatives attend ELPS training.

Because of the high number of ELL students, the El Saber STAAR Vocabulary Kits should be used extensively in all core classrooms.

Our ELLs are 12% of the school population. We need to help these students be more successful. One area of concern is for the isolation of our bilingual students. A Peer Paring system would greatly help our Bilingual students. This Peer Pairing system would help students build

relationships with non-bilingual students which in turn can help them build their vocabulary, expose them to other classroom environments as well as help build confidence.

More thorough support and communication for our new teachers is an area of need.

Appropriate pairing of mentors and new teachers with consideration to similar grade level and subject area job descriptions should be deliberate.

Continue the use of teacher mentoring from the beginning of school. Begin prior to teacher in-services to assist with a smoother transition and lessen frustration.

As a campus with 52% Economically Disadvantaged students that are not performing well on the STAAR test, we need to increase their knowledge base. The lack of exposure to life experiences as well as vocabulary and academic skills are hindering their abilities to be successful.

It is vital that we increase parent and community involvement within our school to help expose them to a variety of experiences not otherwise easily accessible.

Continuing to utilize the Fundamental 5 with fidelity in all core classrooms will help Economically Disadvantaged students access the curriculum more fully

Bringing guest speakers in, having parent nights, building positive community relationships, and finding the funds necessary to participate in programs such as WOWW would benefit this population of students.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

DMAC Data

Sources: DMAC; Six Weeks Benchmark Tests, Power Walk Data, PLC records

DMAC data from six weeks tests did not show significant growth from the beginning of the year through the benchmark tests in March.

Cumulative assessment data for the year shows that math assessment scores improved sporadically throughout the year but were still below expectations.

Six Weeks Data:

Subject	1	2	3	4	5
3 Math	47	61	55	39	77
3 Read	62	42	78	45	53

4 Math 63 60 53 54 89

4 Read 82 71 58 54 61

4 Write 35 37

4th 6 Weeks=Benchmark

5th 6 Weeks= Mid Point

Power Walk Data

Power Walk data shows improvement in Lesson Framing and Recognition and Reinforcement.

2016-17 Fundamental 5 Report

Fundamental Target Campus

Lesson Frame 95% 95%

Power Zone 75% 59%

Purpose Talk 40% 22%

Recognize 40% 38%

Critical Write 25% 35%

RTI Data:

Rtl meetings: 13

Grade 3:

Tier 2 reading; 25 students

Tier 2 math; 26 students

Tier 3 reading; 24 students

Tier 3 math; 24 students

Grade 4:

Tier 2 reading; 16 students

Tier 2 math; 11 students

Tier 3 reading; 5 students

Tier 3 math; 17 students

Students that made progress and moved back a tier;

Third Grade: 5 students

Fourth Grade: 3 students

Students recommended for testing;

Third grade: 13 students (3 were parent requests)

Fourth grade; 6 students (1 was parent request)

Students that qualified for SPED or Dyslexia;

Third grade; 8 students (2 SPED, 3 Dys)

Fourth grade; 3 students (SPED)

Students that did not qualify;

Third grade; 5 students (2 parent denials for testing)

Fourth grade; 2 students

Waiting for results;

Fourth grade; 1 student

Strengths

1. El Saber STAAR Vocabulary Kits were purchased and used extensively with positive results.
2. Instructional Assistants provide inclusion assistance to general ed and Special Ed students in classrooms
3. Fundamental 5 Training and implementation in classrooms
4. Treasure Hunts involving all core teachers for three days at the beginning of the year to calibrate resources.
5. Modified Scope and Sequence for Math; Units of Study curriculum in Reading
6. Compass Math & Reading software and training and Think Through Math

7. Grade Level PLCs meet each week to plan.
8. The use of DMAC to manage student assessment data and make instructional decisions
9. Use of the Power Walk software to track and report daily walk-throughs in classrooms throughout the year
10. Teachers use the Sheltered Instruction Model to meet the needs of ELL students
11. Transition ARDS involving BIS and Crockett personnel are held for students with special needs to plan the student's move to the 5th grade
12. All 4th Graders visit the Intermediate School in May to assist them in making the transition to 5th grade.

NEEDS

1. Insure that all core teachers are using the El Saber STAAR Vocabulary Kits on a regular basis
2. Expand the use of Instructional Assistants in classrooms to assist teachers with Special Ed students
3. Continue purchasing Compass Math and Reading
4. Continue Think Through Math software licenses
5. Continued emphasis on curriculum alignment is needed for all teachers
6. Conduct grade level department data PLCs after each six-week test instead of individual meetings with the Principal to improve alignment and achievement
7. Teacher-assisted six weeks test creation
8. A closer look at the fundamentals of teaching and lesson planning is needed for first year teachers
9. Before the first Treasure Hunt of the year, data analysis needs to be done using STAAR data from previous year with the 10 lowest TEKS identified
10. Continued training and support in rigor and relevance across all groups

11. Continued training and support in SPED students- resource and inclusion students
12. Continue to expand the program of providing student mentors
13. Continue Literacy Initiative implementation including Guided Reading and math for all students throughout all classrooms.
14. Hold 6 weeks pep rallies to recognize A & AB Honor Roll and Bulldog of the Six weeks Recognition
15. Use Lead4Ward strategies from the beginning of the school year.

School Culture & Climate

School Culture & Climate

School Culture and Climate refers to the organizations values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system.

Sources:

Informal discussions Conference notes

Parent Surveys

Information from Office Strengths:

- There are 23 PEAK students across 3rd and 4th grades (up from 18 last year).

- There were 45 UIL participants across 3rd and 4th grades (up from 37 last year).
- Parent Surveys received: 43 (Up 42 from last year.

1. Parent Survey

4th six weeks we need to plan questions for parent survey on google docs. Also need to create student survey and have it ready to go.

5th six weeks, we need to put the questionnaire on the BISD Facebook page again, but also need a printed copy to go home in the 5th six weeks report cards.

2. Student Survey

After 5th six weeks report cards, we need teachers to log into google forms on one of their classroom computers to allow students to complete survey.

3. Teacher Survey

After 5th six weeks report cards, we need teachers to log into google forms on one of their classroom computers to complete survey.

4. Lockdown Drill/Tornado Drill

This year we did complete (1) tornado drill and (1) lockdown drill. With the recent school “events” happening in the state, the committee would like to see at least (1) more lockdown drill done during the year.

5. Security

It was also discussed that when there is a substitute the doors are not locked, and it would be impossible for them to lock the door if a lockdown occurred. Would like to see some sort of mechanism in place on the doors that would allow for locking when there is a substitute.

6. Substitute Training

With the above mentioned, it was discussed that it would be nice for teachers to know what is done is substitute teacher training, and have teachers make recommendations to the district on issues that could be taught at this training.

Example: (1) using a document camera (2) using the smartboard, etc.

7. iPads

It was discussed last year that iPad accessibility was limited. 3rd & 4th grade reports no issues with iPad sharing this year.

8. Teacher/Office Communication

Communication between teachers and the office, and the office and parents, has improved per the student survey.

Curriculum, Instruction and Assessment

Curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for any given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Data Reviewed

Sources: Agendas of Faculty Meetings, professional development records, In-Service Schedules, PLC sign-in sheets, records of Region 16 personnel providing trainings in curriculum and instruction for teachers on campus

Summary of Strengths

Teachers collaborate in lesson planning on a weekly basis. (Reference #1 – Summary of Needs below.)

The Fundamental 5 is incorporated into all classroom instruction on a daily basis.

Technology – Each classroom have five computers, access to portable iPad labs, and access to two computer labs.

Teachers use differentiated instruction in their classrooms on a daily basis.

Common assessments are conducted every three weeks. Data is used to plan instruction and interventions with students. (Reference #1 – Summary of Needs below.)

Teachers were trained on analyzing assessment information and how to apply Lead4forward review strategies to the data.

Teachers are participating in an on-going book study using A Handbook for Classroom Instruction that Works by McRel.

Summary of Needs

To better meet the needs of our students, it is proposed that we re-implement a once a six weeks planning day. Teachers will work together and analyze assessment data across the grade level and use the data to drive instruction. Teachers will implement best practices in each classroom based on individual data compared to the grade level.

Proposed hiring of a RTI math interventionist who focuses on math interventions for both grade levels.

Proposed change of Learning Lab to meet the needs of students who are in the RTI process as well as to serve the needs of students with accommodations.

Proposed dedicated RTI time and scheduling to better meet the needs of struggling students. RTI needs to start within the first 4 weeks of school based on prior year RTI information.

Proposed dedicated RTI pull-out time pod specific as to not interrupt instruction time.

Proposed same personnel conduct oral administration of assessments for each student with the accommodation.

Proposed tutoring starts after the first six weeks.

Support and challenge our higher students, which would result in more level 3 student scores on STAAR.

Continue addressing test anxiety and how to help our students.

Family and Community Involvement

Family and Community

Involvement

Family and Community Involvement refers to how family and community stakeholders are informed, invested and involved as partners in supporting the school community with high expectations and high achievement for all students.

Sources:

Raptor reports

Calendar Events

Sign-In-Sheets

- McTeacher Night
- New Year's Party – Back to School Night
- Back to School Fair

- Music Programs
- Veterans Day Program
- Town Hall Meeting
- Title 1 Parent Meeting
- Read Around the Campfire Night

Needs

? Math and Reading Nights held yearly

o Prizes for attendance

o Serve Food, to help with attendance

? Math in Fall semester

o Multiplication Bingo

o Other math games

o How to help your student at home

? Reading in Spring Semester

? To go with National Read Aloud Day, February

? Teachers reading aloud to students

? Volunteers Reading in Classrooms

? Science Fair

o Science projects done in Lab

o Have a night to display the projects and award winners

- ? Meet the teacher night
- ? Information tables
- ? Background checks
- ? Volunteer signup sheets
- ? PTO
- ? Bus information
- ? Enlist volunteers to Read in classrooms – businesses, banks, retired teachers, etc.

School Context and Organization

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School Context and Organization refers to the processes, structures, decision making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning

Sources:

Attendance Reports

Review of Awards

Teacher PLC's Summary of Strengths

- Classroom behavior
- School-wide discipline plan
- Lunch bunch
- Writer's Club and Book Munchers

- Pizza with the Principal each month for students demonstrating Character Counts traits
- Lions Club Dictionary giveaway
- Grade level PLC at lunch time
- Bike assemblies for perfect attendance
- Sticker chart with a reward for good behavior
- Weekly “Plan of the Week” from the Principal
- Dawg Time recess for good behavior and getting work done
- Academic Assistance Center provides help completing assignments and testing
- Field Trips (this year to the farm in Amarillo)

Summary of Needs:

- Teacher Treasure Hunts moved back to every 6 weeks to allow teacher to review
- Have "Wall of Honor" for honor roll students with individual pictures with the mascot for all A's, and a group picture for A-B honor roll each six weeks. Leave them up all year.
- Vertical alignment in PLC in content areas
- Need a 3rd and 4th grades each PLC liaison (one person for each grade level)
- Establish uniform norms for PLC's at the beginning of the year with reminders as necessary
- Improve communication with the Instructional Assistants
- Consider having an A and AB dance in gym at end of the 6 weeks at the end of the day

- Mentors for new teachers
- Need a better way to communicate procedures with the “new to campus” teachers
- Revisit “Think Time” as a discipline strategy

Technology

Technology

Technology refers to modeling and applying digital tools and resources with students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities. Sources:

District Technology Plan

Teacher surveys

MAP Reports Summary of Strengths

Mobile iPad carts, teacher iPads, Smart Boards in every classroom, student computer labs, 4 student computers in every classroom

Compass Math Tier 1 Intervention Program

Compass Reading Tier 1 Intervention Program

Two rolling iPad Labs

Teacher iPads

Two computer labs – Computer Lab and Library

High-tech document cameras in every classroom

SchoolWay App to contact all stakeholders

Summary of Needs:

Improve the use of Smart Boards in classrooms by training teachers in creating and using interactive lessons

Professional development needed to help with implementing instructional technology in the classroom daily.

Become a one-to-one campus –Every student should have their own device.

Implement student e-mail accounts – E-mail is used to communicate with teachers and peers. Students can use e-mail to communicate for educational purposes with both their teachers and peers.

Implement the use of Google Classrooms – Google Classroom is easy to use, allows for effective communication between teacher and student, gives the teacher opportunity for effective feedback, reduces the need for paper, allows the teacher to post assignments and organize classroom content.

Use Lecture Capturing Software so that students can review lessons at a later date or absent students can easily see content and lesson that they missed when absent.

More extensive use of our school-wide announcement calling program to notify parents of activities, etc.

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