

Crockett Elementary School

Campus Improvement Plan

2014/2015

*Crockett Elementary
Campus Improvement Plan
2014-2015*



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.

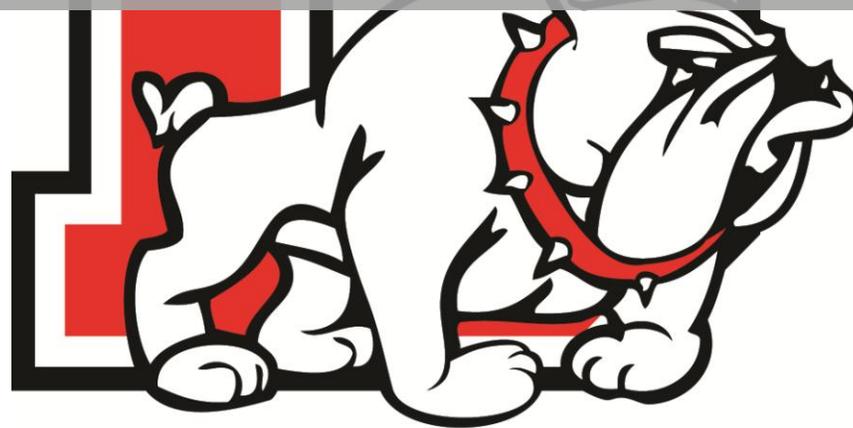
Site Based Committee

Name	Position
Blansett, Amy	Federal Programs Director
Blansett, Amy	Interim Principal
Calder, Rebecca	Assisstant Principal
Clements, Tanya	Parent
Cooke, Dean	Business Community Member
Culver, Krsita	Sped. Teacher
Jones, Lisa	Music
Kaplan, Angela	Community Member
Kotara, Amy	Teacher
Malone, Megan	Teacher
Ortega, Keila	3rd Grade
Riggle, Judy	Campus Liasion
Taylor, Amy	Counselor

6/1/2014

CROCKETT
ELEMENTARY
SCHOOL

CAMPUS NEEDS ASSESSMENT 2014-2015



Crockett Elementary School-Borger Independent School District Campus Needs Assessment 2014-2015

Crockett Elementary School serves all third and fourth grade students in Borger ISD. The campus, as a part of the larger “grade leveling model”, allows for pinpoint focus on the unique needs of this age group. Third graders begin their STAAR testing at Crockett and Borger ISD is able to focus on this transition for these students. Fourth graders are able to begin departmentalizing by content area and this allows for an easier transition to Intermediate school.

For the 2014-2015 School year, Borger ISD is searching diligently for a new principal for this campus. An interim principal has been assigned and the goal is to address some of the more immediate goals before a new principal is named. At the close of the school year, an informal survey was conducted through individual conferences with all staff members. Through these discussions, three priorities were identified and will be addressed during this interim phase, as this campus is poised for change:

1. Campus Communication
2. Campus Structures and Norms
3. Unity among all stakeholders

A cohesive staff is needed in order to move Crockett forward. As communication and structures are addressed, unity should become more evident. It is believed that this will have a substantial impact on all areas at Crockett Elementary School.

Fifty five percent of the staff has more than 6 years of teaching experience. However, there has been significant turnover in teaching staff over the past three years. For the 2014-2015 school year there will be five brand new teachers to the campus, including a bilingual and a special education teacher. Over the next school year, a Collaborative Coaching Model should be implemented to meet the needs of these new teachers and sustain district and campus initiatives. Through district and campus efforts, these teachers need to be provided with professional development, support and guidance in the areas of district

importance: curriculum and assessment alignment, strategic and purposeful lesson planning and implementation, and differentiation and intervention methods to meet student needs. It is also important for all stakeholders to make efforts in re-recruitment. With turnover at such a high rate, Crockett cannot sustain the investments in professional development and learning for teachers in order to positively affect student achievement.

Review of early STAAR data for the 13-14 STAAR Assessments shows that Crockett Elementary continues to perform at levels 10% behind the state averages. Crockett teachers have participated in many district and campus initiatives, including: Treasure Hunts, KILGO training, Singapore Math Training, Empowering Writer's Training, and SIOP and Sheltered Instruction Training. There is recognition that teachers are better understanding the link between the written, taught and tested curriculum and PLC conversations show that the willingness to improve is evident. Continued emphasis on this alignment will be needed for the coming school year. All teachers will benefit from opportunities to continue their learning with KILGO, alignment, lesson cycle implementation and data disaggregation and decision making. Strong leadership should look to focus on the fundamentals of teaching, rigor and relevance and implementation of RTI. These focus areas will positively affect the achievement gap between Crockett students and the state STAAR averages.

Crockett will also continue to focus on the following district initiatives:

- Writing vertical alignment
- Literacy Initiative including guided reading and assessment tools
- Singapore Math Strategies
- Strategic RTI vertical alignment with PBE and Gateway

Crockett teachers have at their disposal many, many resources. Teachers have been encouraged to develop their "art of teaching" within the context of the grade level KILGO Scope and sequence. Instructional Coaching has been provided to help sustain our alignment, SIOP and other initiatives. These will continue to be the focus and teachers will be provided embedded, district based professional development as well as specific resource training and opportunities through the Region 16 Service Center providers. As new resources are evaluated and calibrated, the campus and district will look to provide those resources to teachers. Again, it has been noted through survey and interviews that a "back to basics" approach will help align the campus to district goals. Through conversations it is evident that many teachers are still very "resource focused" and the shift needs to be made to strong lesson plan implementation and basic, fundamental teaching skill development.

Technology changes have occurred in the past school year and have been received very positively. Smart Boards are now in place in all classrooms and an IPAD Lab was implemented. Teachers and students are all very excited to utilize these resources. Teachers

will continue to be encouraged to pursue and will be provided with opportunities for professional development in this area. Surveys show that additional IPADS on campus would be welcomed and opportunities to secure these will be sought.

Parents and teachers express the desire to make Crockett a more positive learning environment. Teachers and parents show a willingness to work hard and put student achievement first. As the campus culture and climate improve, these two groups will be encouraged to continue their efforts together. Teacher interaction across grade level and throughout the campus will be encouraged through campus efforts. Parent involvement will, as always, be a priority for the campus and encouraged through organized activities and events. It will take all stakeholders to move Crockett into the next chapter in its history.

Crockett Elementary School—Borger ISD
Comprehensive Needs Assessment Summary
May 2014 for 2014-2015 School Year Planning

Area Reviewed	Data Review	Summary of Strengths	Summary of Needs																								
Demographics	Review of the 2012-2013 Texas Academic Performance Report for Crockett Elementary shows the largest sub-populations for students as: 48.1% Hispanic, 43.8 % White, and 60.5% Economically Disadvantaged. The Teacher distribution shows: 16.3% were new teachers, 25.5% had 1-5 years of experience, and 28.6% had 11-20 years of experience. Personnel records and master schedules for the 13-14 school year show that there was a significant turnover of teachers for the 3 rd consecutive year. This school year 2 new to the district bilingual teachers were added and 3-4 other new teachers joined the staff.	Approximately 55% of the Crockett teaching staff has 6 or more years of experience. With approximately 40% of teachers with more than 10 years of experience, Crockett has a pool of talent to pull from to support newer teachers. The student population is diverse and this diversity can be highlighted across all areas of the school culture.	Data sources from Gateway Elementary staffing show that there are several Dyslexia students moving up for the 14-15 school year. Also, there will be several 4 th grade students in the program as well as several on the watch list for the 14-15 school year. Collaborative Coaching Model should be implemented to support newer teachers and build capacity among programs, curriculum implementation, district norms. Recruitment strategies should be implemented to increase the retention rate of teachers at Crockett.																								
Student Achievement Sources: STAAR results; teacher surveys; RTI vertical alignment meeting notes, informal discussions with teachers; former administrator, district administration; Dyslexia referrals and identification records; literacy results from second grade and third grade	Review of early STAAR results for 13-14 show that Crockett Elementary continues to perform at approximately 10% behind the state averages: <table border="1" data-bbox="493 1015 942 1144"> <thead> <tr> <th></th> <th>Crockett</th> <th>State</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>3rd Reading</td> <td>69%</td> <td>76%</td> <td>-7%</td> </tr> <tr> <td>3rd Math</td> <td>64%</td> <td>70%</td> <td>-6%</td> </tr> <tr> <td>4th Reading</td> <td>57%</td> <td>74%</td> <td>-17%</td> </tr> <tr> <td>4th Math</td> <td>62%</td> <td>70%</td> <td>-8%</td> </tr> <tr> <td>4th Writing</td> <td>60%</td> <td>73%</td> <td>-13%</td> </tr> </tbody> </table> Bilingual Students: 3 rd Reading : 25% Math: 25% 4 th Reading: 21% Math: 64% Wtg: 52%		Crockett	State	Difference	3 rd Reading	69%	76%	-7%	3 rd Math	64%	70%	-6%	4 th Reading	57%	74%	-17%	4 th Math	62%	70%	-8%	4 th Writing	60%	73%	-13%	Crockett teachers have participated in many district initiatives including Treasure Hunts, KILGO training, Singapore Math Training, Empowering Writers training, SIOP and Sheltered Instruction coaching/training. Teacher/administrator conversations indicate that there is a recognition of the growth opportunity with regards to student achievement.	Continued emphasis on curriculum alignment is needed for all teachers. In addition to newer teachers and new to district teachers, it is evident that all teachers will benefit from opportunities to continue learning with KILGO, assessment and curriculum alignment, lesson cycle implementation, data disaggregation, etc. A closer look at the fundamentals of teaching, lesson planning, is needed . Continued training and support in rigor and relevance across all groups. Writing scope and sequence and implementation training. Literacy Initiative implementation, guided reading for struggling students.
	Crockett	State	Difference																								
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			<p>Singapore Math Strategy implementation</p> <p>Strategic RTI problem solving with consistent implementation</p>
<p>School Culture and Climate</p> <p>Sources: surveys; conference notes; informal discussions</p>	<p>Parent surveys show that overall parents are satisfied with Crockett Elementary School. They feel that overall students are being prepared, the learning environment is positive and meets the needs of their students. Some parents indicate concerns about teacher respect for students, bullying, and the school's public image. Informal conferences with teachers at the close of the school year show that there is a hope for change on the campus in all areas.</p>	<p>Overall, Crockett teachers and parents have the desire to make Crockett a positive learning environment. Teachers indicate a desire for change and improvement. It has been evident in conferences and meetings that Crockett staff works hard, puts student achievement first and works to embrace the district's philosophy, and curriculum implementation methods.</p>	<p>Professional development/Implementation of Character/Anti-Bullying program.</p> <p>Clear communication between all stakeholders</p> <p>Consistently applied campus norms and structures</p> <p>Unity among all stakeholders</p> <p>Interaction across grade levels for teachers and students</p>
<p>Staff Quality/Professional Development</p> <p>Curriculum, instruction and Assessment</p>		<p>Crockett teachers have at their disposal many, many resources. Teachers this year were encouraged to develop their "art of teaching" within the context of the grade level KILGO Scope and Sequence. Instructional Coaching provided by Judy Babcock in the areas of Sheltered Instruction, El Saber Enterprises for Rigor and Relevance for ELL students were especially helpful and welcomed by teachers.</p>	<p>Sustainability of SIOP, KILGO and other district initiatives</p> <p>Sustainability of SIOP Implementation with addition of additional areas of focus</p> <p>New teachers will be added to Crockett for the 14-15 school year, including a special education teacher and a bilingual teacher. Coaching and mentoring programs will need to be developed to ensure sustainability of campus.</p> <p>Sheltered Instruction Coaching, Instructional Coaching, and ELL training and other instructional coaching continue to be a need at Crockett.</p> <p>RTI implementation and procedures need to be developed and aligned</p> <p>Continuation of KILGO training and implementation.</p> <p>PD in Literacy continuum, Singapore Math, RTI, Writing, and other content areas.</p>

<p>School Context and Organization</p>	<p>Awards assembly at the end of the school year to honor high performing students.</p> <p>Bicycles for perfect attendance</p> <p>Common Planning/Treasure Hunts</p>	<p>According our Teacher Survey, Crockett needs to continue to build a more positive environment in which we celebrate the successes of students for their accomplishments.</p>	<p>Honor students on the A/B Honor Roll by placing their picture in the foyer under a banner of "Catching Excellence."</p> <p>Work with area businesses to give students rewards for different accomplishments such as:</p> <p>A Honor Roll A/B Honor Roll Good Citizenship Perfect Attendance</p> <p>Vertically aligned PLC in content areas Set Norms for PLC</p>
<p>Technology</p>	<p>Uses of multiple technology programs to strengthen rigor are used including Istation and ALEKS. Ipad Lab was added this year to supplement instruction. Wireless internet connectivity is now available on campus.</p>	<p>IPAD Lab</p> <p>Smart Boards for all classrooms were added this year</p>	<p>SMART board training</p> <p>Continued training with IPAD implementation</p> <p>Additional IPAD lab is desired.</p> <p>Implementation of technology to target low performing students tends to be left to Instructional Assistants. Discussions with IA's indicate there is a level of concern that this may not be the best implementation</p>
<p>Family and Community Involvement</p> <p>Sources: raptor reports; parent involvement surveys and minutes from PAC meetings; informal conversations with staff</p>		<p>Office Staff and Parent Involvement is positive, helpful.</p>	<p>Partner student programs with parental involvement.</p> <p>Continued encouragement of parent volunteers</p>

Crockett Elementary School

- Goal 1.** Crockett Elementary School will strategically and systematically provide students with rigorous instruction which emphasizes the alignment between the written, taught and tested curriculum and student achievement will meet the state and federal accountability standards. Crockett Elementary, will meet or exceed STAAR minimum standards, and will make progress toward closing the gap between district and state passing rates in all student groups as identified in the State Accountability System: Index 1, 2, and 3.
- Objective 1.** Crockett Elementary will provide and participate in professional development activities that address campus needs and Campus/District Improvement initiatives as well as increase teacher/instructional assistant pedagogy.
 - Objective 2.** Crockett Elementary will participate in deep alignment of the written, taught, and tested curriculum.
 - Objective 3.** Common Formative Assessments (CFA) will be used evaluate and monitor student progress toward STAAR standards, and make data-driven decisions for student interventions and toward STAAR standards.
 - Objective 4.** Crockett Elementary School will utilize the district adopted RTI process to strategically and purposefully identify and address the needs of 100% of students within the RTI three-tier system (Tier 1, Tier 2 and Tier 3).
 - Objective 5.** Crockett Elementary School will provide quality instruction and supports for all identified English Language Learners.
 - Objective 6.** Crockett Elementary will offer a teacher mentoring program for teachers new to the profession and/ or new to the district.
 - Objective 7.** Crockett Elementary will integrate materials, supplies, technology to support and enhance all instructional programs, and campus/district initiatives.
- Goal 2.** Crockett Elementary will establish effective communication systems and campus involvement opportunities to ensure that all stakeholders are invited, informed and involved in the campus.
- Objective 1.** Crockett Elementary will utilize effective communication within the campus so that 100% of the staff is informed of events, activities and expectations.
 - Objective 2.** Crockett Elementary will provide meaningful opportunities to support parent and community involvement.
 - Objective 3.** The campus Parent Involvement Coordinator will facilitate parent involvement at the campus and district level.
- Goal 3.** Crockett Elementary will create and maintain a safe and orderly environment conducive to learning.
- Objective 1.** Crockett Elementary will implement age appropriate instruction concerning drug, alcohol and violence prevention education.
 - Objective 2.** Crockett Staff members will implement established safety procedures 100% of the time.
- Goal 4.** Crockett Elementary will strive to maintain a 96% attendance rate.
- Objective 1.** Crockett will implement an incentive program to help students learn the importance of consistent school attendance.

Crockett Elementary School

- Objective 2.** The school administrators, attendance committee, teachers, and office manager will effectively monitor and address individual student attendance. Measures including local initiatives and interventions, including those in compliance with state attendance laws will be utilized to correct attendance issues.
- Objective 3.** The administration and attendance will effectively communicate and monitor state legal requirements and district policy regarding attendance.

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Objective 1. Crockett Elementary will provide and participate in professional development activities that address campus needs and Campus/District Improvement initiatives as well as increase teacher/instructional assistant pedagogy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Crockett Elementary will participate in professional development on topics including but not limited to: SIOP/Sheltered Instruction, English Language Proficiency Standards (ELPS), Writing 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, 3rd, 4th) (NCLB: 1,2,3,5)</p>	<p>Assistant Principal(s), Core Subject Teachers, Director of Federal Programs and Instruction, Principal</p>	<p>August 2014-July 2015</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>Formative - Sign in sheets, agendas and meeting minutes. Evidence of learning as seen through walk through observations and PDAS</p>
<p>2. Crockett Elementary will have sustained training with KILGO and associates in the areas of Scope and Sequence, Data Driven Decision Making and Assessments. (Title I SW: 1,2,3,4,8,10) (Target Group: All) (NCLB: 1,2,3,5)</p>	<p>Core Subject Teachers, Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August 2014- July 2015</p>	<p>(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - Training sign-in sheets, certificates of completion, lesson plan audits. Local assessments, STAAR results</p>
<p>3. Instructional coaches will work with teachers at Crockett Elementary to provide continued support and sustainability for the SIOP/ Sheltered Instruction Initiative, Literacy Initiative and ELL/Bilingual strategies. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,5,8,10) (Target Group: All) (NCLB: 1,2,3,5)</p>	<p>Director of Federal Programs and Instruction, Principal</p>	<p>August 2014- July 2015</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments</p>	<p>Formative - Instructional coaching contact logs, debriefing documentation (monthly). Increased teacher proficiency as evidenced by administrator walk-throughs and PDAS.</p>
<p>4. Teachers will work with District Literacy Coach to increase teacher pedagogy in providing literacy support. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,5,8,10) (Target Group: All) (NCLB: 1,2,3,5)</p>	<p>Director of Curriculum and Instruction, Literacy Coordinator, Principal</p>	<p>August 2014- July 2015</p>	<p>(O)Materials, (O)Staff Time, (S)Local Funds</p>	<p>Summative - Summative-Increased literacy proficiency as evidenced by local and state assessment Teacher contact data, professional development sign-in sheet (every 6-9 weeks).</p>

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Objective 1. Crockett Elementary will provide and participate in professional development activities that address campus needs and Campus/District Improvement initiatives as well as increase teacher/instructional assistant pedagogy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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) (NCLB: 1,2,3,5)	Assistant Principal(s), Director of Curriculum and Instruction, Director of Federal Programs and Instruction, Principal, Teacher(s)	August 2014-July 2015	(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

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Objective 2. Crockett Elementary will participate in deep alignment of the written, taught, and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will participate in six weeks 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) (NCLB: 1,2,3,5)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>August 2014- July 2015</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time</p>	<p>Summative - agendas and minutes assessment data lesson plans</p>
<p>2. Using the KILGO Scope and Sequence an analysis of the verb in the SE will guide the development of higher cognitive levels of learning by raising the lesson's level of rigor and DOK. Crockett will utilize the KILGO scope and sequence, assessment data and data disaggregation to guide instruction. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,8,10) (Title I TA: 1,2,3) (Target Group: All) (NCLB: 1,2,3,5)</p>	<p>Principal, Teacher(s)</p>	<p>August 2014- July 2015</p>	<p>(O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time, (S)Local Funds</p>	<p>Summative - Formative Implementation of increased rigor observed through administrator and instructional liaison walk-throughs. Lesson Plan Audits Summative Success on STAAR</p>
<p>3. SIOP Lesson Plan format, traditional Lesson Cycle and the Fundamental Five will be implemented to document and execute differentiated instruction, language development and interactive activities of all students at Crockett Elementary including bilingual and ESL supported students. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,8,10) (Title I TA: 1,2) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Director of Federal Programs and Instruction, Instructional Liaison, Principal, Teacher(s)</p>	<p>August 2014- July 2015</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative Lesson Plan Audit Sustainability Plan Summative Success on STAAR</p>

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Objective 2. Crockett Elementary will participate in deep alignment of the written, taught, and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Borger ISD will provide reading supports for students transitioning from second grade balanced literacy to to third grade state assessment. 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.</p> <p>PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,3,4,9,10) (Target Group: All) (NCLB: 1,2,5)</p>	<p>Core Subject Teachers, Director of Federal Programs and Instruction, Literacy Coordinator, Principal</p>	<p>August 2014- July 2015</p>	<p>(O)Materials, (O)Teacher pedagogy</p>	<p>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</p>

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Objective 3. Common Formative Assessments (CFA) will be used evaluate and monitor student progress toward STAAR standards, and make data-driven decisions for student interventions and toward STAAR standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Principal, teachers and Instructional Liaison will build Common Formative Assessments using STAAR 1, STAAR Master, DMAC and other resources. (Title I SW: 1,8) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Instructional Liaison, Principal	August 2014- July 2015	(O)Materials, (O)Personnel, (O)Staff Time	Summative - Testing records Student achievement data STAAR data
2. 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. Problem solving will take place and decisions about next steps will be planned. (Title I SW: 8) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Principal, Teacher(s)	August 2014- July 2015	(O)Materials, (O)Personnel, (O)Staff Time	Formative - tracking of TEKS and performance data, lesson plans to show re-teaching opportunities, leadership review notes.

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Objective 4. Crockett Elementary School will utilize the district adopted RTI process to strategically and purposefully identify and address the needs of 100% of students within the RTI three-tier system (Tier 1, Tier 2 and Tier 3).

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 CFA results and other student assessment data, formal and informal. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 2,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Instructional Liaison, Principal, Teacher(s)	August 2014- July 2015	(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 establish an RTI problem solving committee who will meet to evaluate student data and progress and make strategic decisions for student intervention utilizing the district RTI procedures. (Title I SW: 8,9,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Dyslexia specialist, Principal, Teacher(s)	August 2014- July 2015	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Formative - RTI minutes Universal screening results Progress monitoring schedules Student achievement data
3. Through the RTI process, Crockett Elementary School will utilize tutorials and the ZAP program as a means to provide timely, strategic, and supportive assistance and intervention for students. (Title I SW: 9,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Teacher(s)	August 2014- July 2015	(O)Materials, (O)Personnel, (O)Staff Time	Formative - Extended day lesson plans, RTI minutes and progress monitoring, student attendance data from ZAP and tutorials
4. Students who fail reading and/or math will be provided the opportunity to attend summer school. (Title I SW: 3,9) (Target Group: All) (NCLB: 1,2,5)	Director of Curriculum and Instruction, Personnel Director, Principal, Superintendent(s), Teacher(s)	June 2015- July 2015	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Formative - Lesson plans, attendance data, grade reports and STAAR data
5. Qualifying students will be provided Dyslexia support using the district adopted program. (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Counselor(s), Director of Curriculum and Instruction, Dyslexia specialist	August 2014- July 2015	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Formative - Dyslexia/504 data and reports. Dyslexia assessment data to track progress and growth in deficit skill sets

Crockett Elementary School

Goal 1. Crockett Elementary School will strategically and systematically provide students with rigorous instruction which emphasizes the alignment between the written, taught and tested curriculum and student achievement will meet the state and federal accountability standards. Crockett Elementary, will meet or exceed STAAR minimum standards, and will make progress toward closing the gap between district and state passing rates in all student groups as identified in the State Accountability System: Index 1, 2, and 3.

Objective 5. Crockett Elementary School will provide quality instruction and supports for all identified English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Qualifying students will be provided strategic instruction using best practices for second language acquisition. Students will be monitored closely through Student Level Reviews to monitor progress, set goals, determine intervention needs. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,3,10) (Target Group: LEP) (NCLB: 1,2,5)	Director of Curriculum and Instruction, Principal, Teacher(s)	August 2014- July 2015	(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
2. 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: SIOP/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) (NCLB: 1,2,5)	Director of Curriculum and Instruction, Principal	August 2014- July 2015	(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
3. 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) (NCLB: 1,2,5)	Director of Curriculum and Instruction, Principal	August 2014- July 2015	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - surveys, needs assessment, purchase orders and expenditure reports
4. 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) (NCLB: 1,2,5)	Assistant Principal(s), Counselor(s), Director of Federal Programs and Instruction, Principal	August 2014- July 2015	(O)No Associated Cost	Summative - LPAC minutes and agendas, training documentation, PEIMS reporting

Crockett Elementary School

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Objective 6. Crockett Elementary will offer a teacher mentoring program for teachers new to the profession and/ or 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 and ongoing PLC meetings. These will provide ongoing instructional coaching, support and mentoring. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Principal	August 2014- July 2015	(L)Local Taxes and State Per Capita Allotments	Summative - Sign-In Sheets Meeting Agendas Lesson plans Walk Through observations

Crockett Elementary School

Goal 1. Crockett Elementary School will strategically and systematically provide students with rigorous instruction which emphasizes the alignment between the written, taught and tested curriculum and student achievement will meet the state and federal accountability standards. Crockett Elementary, will meet or exceed STAAR minimum standards, and will make progress toward closing the gap between district and state passing rates in all student groups as identified in the State Accountability System: Index 1, 2, and 3.

Objective 7. Crockett Elementary will integrate materials, supplies, technology to support and enhance all 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, ALEKS, Study Island, Dyned. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,9,10) (Target Group: All) (NCLB: 1,2,5)	Director of Curriculum and Instruction, Director of Technology, Principal	August 2014- July 2015	(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) (NCLB: 1,2,5)	Director of Curriculum and Instruction, Director of Technology, Principal, Teacher(s)	August 2014- July 2015	(L)Local Taxes and State Per Capita Allotments	Formative - 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) (NCLB: 1,2,5)	Director of Technology, Principal	August 2014- July 2015	(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. Crockett will seek to implement 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) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Director of Technology, Principal	August 2014- May 2016	(F)Federal Grants	Formative - Walk through observation data showing use of technology by teacher increase, district initiatives for instructional delivery observed

Crockett Elementary School

- Goal 2.** Crockett Elementary will establish effective communication systems and campus involvement opportunities to ensure that all stakeholders are invited, informed and involved in the campus.
- Objective 1.** Crockett Elementary will utilize effective communication within the campus so that 100% of the 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 memos, emails and staff meetings. (Title I SW: 1,6,10) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, School Nurse	August 2014- July 2015	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Copies of communications End of Year Summative Conferences with Teachers
2. Administration will maintain open communications with 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 2014- July 2015	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Formative - Meeting Agendas and Minutes, surveys

Crockett Elementary School

- Goal 2.** Crockett Elementary will establish effective communication systems and campus involvement opportunities to ensure that all stakeholders are invited, informed and involved in the campus.
- Objective 2.** Crockett Elementary will provide meaningful opportunities to support parent and community involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett Elementary School will host "Parent Need To Know Night" once each semester and 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) (NCLB: 1,2,5)	Assistant Principal(s), Counselor(s), Designee(s), Dyslexia specialist, Literacy Coordinator, Parent Involvement Coordinators, Principal, School Nurse, Special Education Teachers, SRO Officer, Teacher(s)	August 2014- July 2015	(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	Formative - sign in sheets, agendas, meeting minutes, surveys-formal and informal
2. 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) (NCLB: 1,2,4,5)	Assistant Principal(s), Counselor(s), Dyslexia specialist, G/T Lead Teacher, Literacy Coordinator, Principal, School Nurse, SRO Officer, Teacher(s)	August 2014- 2015	(L)Agency Funds (ie: Student Activity Funds), (O)Materials, (O)Personnel, (S)Local Funds	Formative - sign in sheets and agendas, meeting minutes, surveys, Raptor reports

Crockett Elementary School

- Goal 2.** Crockett Elementary will establish effective communication systems and campus involvement opportunities to ensure that all stakeholders are invited, informed and involved in the campus.
- Objective 3.** The campus Parent Involvement Coordinator will facilitate parent involvement at the campus and district level.

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) (NCLB: 1,2,5)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August 2014-July 2015	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL	Formative - 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) (NCLB: 1,2,4,5)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August 2014-July 2015	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL	Formative - 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) (NCLB: 1,2,4,5)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	August 2014-July 2015	(F)Title 1 Part A Funds	Summative - All compliance pieces will be validated by the Federal Programs Director

Crockett Elementary School

Goal 3. Crockett Elementary will create and maintain a safe and orderly environment conducive to learning.

Objective 1. Crockett Elementary will implement age appropriate instruction concerning drug, alcohol and violence prevention education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett will implement Character Development activities addressing topics including conflict resolution and self-esteem. (Title I SW: 1,3,9) (Target Group: All) (NCLB: 3,4,5)	Counselor(s), Principal	August 2014- July 2015	(O)Materials, (O)Personnel, (S)Local Funds	Formative - Counselor plans, student attendance during lesson.
2. Crockett Elementary will implement anti-bully programs to increase awareness of bullying and reduce the number of incidents in which bullying is reported. (Title I SW: 1,2,3) (Target Group: All) (NCLB: 4,5)	Counselor(s), Principal, Teacher(s)	August 2014- July 2015	(L)Agency Funds (ie: Student Activity Funds), (O)Personnel, (O)Staff Time, (S)Local Funds	Formative - incident reports, lesson plans, meeting agendas and minutes, surveys, student conferences
3. Crockett Elementary will participate in district sponsored activities including but not limited to Red Ribbon Week. (Title I SW: 10) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Counselor(s), Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal, SRO Officer, Teacher(s)	October 2014	(F)Title 1 Part A Funds, (O)Access to facilities, (O)Personnel	Formative - weekly agenda of activities, participation rates

Crockett Elementary School

Goal 3. Crockett Elementary will create and maintain a safe and orderly environment conducive to learning.

Objective 2. 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) (NCLB: 4)	Assistant Principal(s), Principal	August 2014- July 2015	(O)No Associated Cost, (O)Staff Time	Formative - 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) (NCLB: 4)	Assistant Principal(s), Director of Special Education , Principal, School Nurse, Special Education Teachers, SRO Officer, Teacher(s)	August 2013- July 2014	(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) (NCLB: 4)	Principal	August 2014- July 2015	(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) (NCLB: 4)	Personnel Director, Principal, SRO Officer, Superintendent(s)	August 2014-July 2015	(S)Local Funds	
5. Crockett Elementary will utilize and maintain surveillance cameras and monitors to monitor facilities. (Target Group: All) (NCLB: 4)	Director of Environmental Services, Principal, SRO Officer	August 2014- July 2015	(S)Local Funds	Formative - Surveillance records Decrease in vandalism, loitering, facility safety. Timely intervention

Crockett Elementary School

Goal 4. Crockett Elementary will strive to maintain a 96% attendance rate.

Objective 1. Crockett will implement an incentive program to help students learn the importance of consistent school attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Classroom incentives for perfect attendance will be developed, planned and implemented. (Title I SW: 1) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Teacher(s)	August 2014- July 2015	(L)Agency Funds (ie: Student Activity Funds), (O)Materials, (O)Personnel, (S)Local Funds	Summative - Attendance will be monitored for increased percentages overall.
2. An incentive program will be maintained in cooperation with the local Rotary Club to encourage parents and students to make school attendance a priority. (Title I SW: 1) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Principal	August 2014- July 2015	(O)No Associated Cost	

Crockett Elementary School

Goal 4. Crockett Elementary will strive to maintain a 96% attendance rate.

Objective 2. The school administrators, attendance committee, teachers, and office manager will effectively monitor and address individual student attendance. Measures including local initiatives and interventions, including those in compliance with state attendance laws will be utilized to correct attendance issues.

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) (NCLB: 1,2,5)	Assistant Principal(s), Designee(s), Principal	August 2014- July 2015	(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) (NCLB: 1,2,4)	Assistant Principal(s), Principal, SRO Officer	August 2014-July 2015	(O)Personnel, (O)Staff Time, (S)Local Funds	Formative - Truancy procedures will reflect need and us of truancy officer for intervention
3. Letters, phone conferences, face-to-face 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. (Title I SW: 1) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Principal	August 2014-July 2015	(O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds	Formative - 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. (Title I SW: 1) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Teacher(s)	August 2014-July 2015	(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.

Crockett Elementary School

Goal 4. Crockett Elementary will strive to maintain a 96% attendance rate.

Objective 3. The administration and attendance will effectively communicate and monitor state legal requirements and district policy regarding attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance information, laws and polices will be given to parents at enrollment, New Year Party and through the Student Handbook. (Title I SW: 6) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Principal	August 2014- July 2015	(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.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2014/2015 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Resources

Resource	Source
IDEA Special Education	Federal
KILGO Training and Resources	Federal
Professional Development	Federal
Title 1 Part A Funds	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Agency Funds (ie: Student Activity Funds)	Local
Local Projects	Local
Local SSA (Shared Services Arrangement)	Local
Local Taxes and State Per Capita Allotments	Local
Access to Student Performance Data	Other
Materials	Other
No Associated Cost	Other
Personnel	Other
Resource Calibration Instrument	Other
Staff Time	Other
Teacher pedagogy	Other