

# Crockett Elementary School

## Campus Improvement Plan

### 2016/2017



# 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
,	Parent
,	Community Member
Butler, Priscilla	Teacher
Calder, Rebecca	District Level Member
Cooke, Dean	Business Community Member
Hatfield, Randal	Principal
Kindy, Kristi	Teacher
Ortega, Keila	Teacher
Redd, Heather	Teacher
Riggle, Judy	Teacher/Liaison
Segovia, Nicole	Teacher
Shackelford, Shea	Teacher
Torres, Jennifer	Teacher/Liaison
Willis, Tiffany	Teacher

# Crockett Elementary School

- Goal 1.** In cooperation with the Texas Education Agency, the Region 16 Education Service Center, and the Professional Service Provider (PSP), Davy Crockett Elementary School, as a Formerly Improvement Required (FIR) Campus will utilize a School Improvement Team for a second year, to identify areas of needed improvement to include in a Targeted School Improvement Plan in order to strategically and systematically provide students with rigorous instruction which emphasizes the deep alignment between the written, taught and tested curriculum. Student achievement will meet the state and federal accountability standards in 2017. Crockett Elementary, will make significant progress toward closing the gap between district and state passing rates in all student groups as identified in the State Accountability System: Indexes 1, 2, 3 and 4.
- 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.** To improve their progress toward academic success, Crockett Elementary School will provide rigorous 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.** Davy Crockett Elementary will establish an effective communication structure to encourage campus involvement opportunities, ensuring that Parents/Families, Students, Teachers, and the community at large are invited, informed and involved in the campus activities which contribute to the improvement of the school.
- Objective 1.** Davy Crockett Elementary will utilize effective continuous communication methods within the campus so that 100% of the staff is informed of events, activities and expectations.
  - Objective 2.** Davy Crockett Elementary will actively enlist parental and community involvement in academic success and campus initiatives.
  - Objective 3.** The campus Parent Involvement Coordinator will facilitate parent involvement at the campus and district level.
- Goal 3.** Davy Crockett Elementary will create and maintain a safe and orderly campus environment conducive to learning and inviting to students, parents, and staff members.
- 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.
  - Objective 3.** Borger ISD will meet the needs of foster students.

# Crockett Elementary School

**Goal 4.** 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.

**Goal 5.** Davy Crockett Elementary School will establish teacher/staff support procedures that provide employees with professional and personal growth opportunities directly related to their job descriptions with an emphasis on employee retention and advancement.

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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. Davy Crockett Elementary will participate in professional development on topics including but not limited to: Fundamental 5, 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 2015-July 2016</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>
<p>2. Crockett Elementary will have sustained training in the areas of the Kilgo 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>Summative - Training sign-in sheets, certificates of completion, lesson plan audits. Local assessments, STAAR results</p>
<p>3. 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) (NCLB: 1,2,3,5)</p>	<p>Director of Curriculum and Instruction, Literacy Coordinator, Principal</p>	<p>August thru July</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
<p>4. 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)</p>	<p>Assistant Principal(s), Director of Curriculum and Instruction, Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August thru July</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</p>	<p>Summative - professional development request forms, lesson plan audits, observation of implementation of new learning seen through walk-thoughts and PDAS</p>
<p>5. Davy Crockett Elementary will provide information and training to staff members concerning the seamless integration of the Fundamental 5, the Continuum of Literacy including Guided Reading, and the ELPS and Sheltered Instruction. (Title I SW: 1,4) (Target Group: 3rd, 4th) (NCLB: 1)</p>	<p>Assistant Principal(s), Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Professional Educational Consultants</p>	<p>October thru January</p>	<p>(F)Title IIA Principal and Teacher Improvement, (O)Staff Time</p>	<p>Summative - Professional development agendas and sign-in sheets</p>
<p>6. As a Formerly Improvement Required (FIR) campus Davy Crockett Elementary administrators and teachers will engage with Janie Cooper, our Professional Service Provider (PSP), for a second year in developing and implementing a Targeted School Improvement Plan which includes staff training strategies necessary in to achieve the goals of the plan. (Title I SW: 2,8,10) (Target Group: ECD, LEP, SPED, M, 3rd, 4th) (NCLB: 1,2,5)</p>	<p>Assistant Principal(s), Counselor(s), Director of Federal Programs and Instruction, Director of Special Education , Principal, Superintendent(s), Teacher(s)</p>	<p>September thru July</p>	<p>(O)Personnel, (O)Staff Time, (S)Local Funds</p>	<p>Summative - 2017 State Accountability Report for Davy Crockett Elementary</p>

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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 training in the implementation of Guided Math in all math classrooms. (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 1)	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	Formative - Six Weeks Tests DMAC Power Walks Observations 2017 STAAR results Student Level Review (SLR)
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) (NCLB: 1,2,5)	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 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 and administrators will participate in six weeks lesson planning Treasure Hunt Days to align the written, taught and tested curriculum, calibrate resources and develop two or three week chunk 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), Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August thru May</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 thru May</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>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. The ELPS, Sheltered Instruction, the traditional Lesson Cycle and the Fundamental Five will be utilized to document and execute differentiated instruction, language development and interactive activities of all students at Crockett Elementary including bilingual and ELL 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 thru June</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative Lesson Plan Audit Sustainability Plan</p> <p>Summative Success on STAAR</p>
<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. 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>
<p>5. Davy Crockett Elementary teachers will provide reading instruction to all students utilizing the elements of the Continuum of Literacy, including Guided Reading, incorporating The Daily Five to manage student learning activities in the classroom. (Title I SW: 1,2,10) (Target Group: All, 3rd, 4th) (NCLB: 1)</p>	<p>Assistant Principal(s), Literacy Coordinator, Principal, Teacher(s)</p>	<p>October thru June</p>	<p>(O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time, (O)Teacher pedagogy</p>	<p>Summative - Walkthrough data, PDAS evaluations, STAAR scores</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
6. Grade level scope and sequence will be reviewed by PLC's and 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) (NCLB: 1,2,5)	Assistant Superintendent(s), Principal, Superintendent(s), Teacher(s)	August and January	(F)KILGO Training and Resources, (O)Staff Time	Summative - PLC minutes Superintendent responses

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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 Liaisons will build Common Formative Assessments using STAAR 1, STAAR Test Maker, DMAC and other resources. (Title I SW: 1,8) (Target Group: All) (NCLB: 1,2,5)	Designee(s), Instructional Liaison, Principal	August thru May	(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. 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) (NCLB: 1,5)	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
3. 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) (NCLB: 1)	Campus Instructional Technologist, Director of Technology, Principal, Teacher(s)	September and January	(O)Staff Time, (S)Local Funds	Summative - NWEA reports and intervention plans
4. 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) (NCLB: 1,2,5)	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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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. 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) (NCLB: 1,2,5)	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

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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 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) (NCLB: 1,2,5)	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 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)	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. Through the RTI process, Crockett Elementary School will utilize tutorials and the Zeros Aren't Permitted (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)	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
4. Students who fail reading and/or math for the year will be required to receive accelerated instruction during 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	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - Lesson plans, attendance data, grade reports and STAAR data
5. Qualifying students will be provided Dyslexia support through daily dyslexia classes. (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	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

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. A campus based Rtl intervention teacher will be employed to 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 2 interventions to identified students. (Title I SW: 1,2,3,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Core Subject Teachers, Teacher(s)	August - June	(F)Title I, (O)Personnel, (O)Staff Time, (S)Local Funds	Rtl Committee Minutes Intervention Records SLR, DMAC

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**Objective 5.** To improve their progress toward academic success, Crockett Elementary School will provide rigorous 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. 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 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
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: 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 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
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 thru May	(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 thru July	(O)No Associated Cost	Summative - LPAC minutes and agendas, training documentation, PEIMS reporting



# Crockett Elementary School

**Goal 1.** In cooperation with the Texas Education Agency, the Region 16 Education Service Center, and the Professional Service Provider (PSP), Davy Crockett Elementary School, as a Formerly Improvement Required (FIR) Campus will utilize a School Improvement Team for a second year, to identify areas of needed improvement to include in a Targeted School Improvement Plan in order to strategically and systematically provide students with rigorous instruction which emphasizes the deep alignment between the written, taught and tested curriculum. Student achievement will meet the state and federal accountability standards in 2017. Crockett Elementary, will make significant progress toward closing the gap between district and state passing rates in all student groups as identified in the State Accountability System: Indexes 1, 2, 3 and 4.

**Objective 5.** To improve their progress toward academic success, Crockett Elementary School will provide rigorous instruction and supports for all identified English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. 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) (NCLB: 2)	Instructional Liaison, Principal, Teacher(s)	September thru May	(O)Staff Time, (S)Local Funds	Summative - SLR document, records of interventions, RTI committee minutes
6. 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 1.** In cooperation with the Texas Education Agency, the Region 16 Education Service Center, and the Professional Service Provider (PSP), Davy Crockett Elementary School, as a Formerly Improvement Required (FIR) Campus will utilize a School Improvement Team for a second year, to identify areas of needed improvement to include in a Targeted School Improvement Plan in order to strategically and systematically provide students with rigorous instruction which emphasizes the deep alignment between the written, taught and tested curriculum. Student achievement will meet the state and federal accountability standards in 2017. Crockett Elementary, will make significant progress toward closing the gap between district and state passing rates in all student groups as identified in the State Accountability System: Indexes 1, 2, 3 and 4.

**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, new teacher field trips, 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 thru May	(L)Local Taxes and State Per Capita Allotments	Summative - Sign-In Sheets Meeting Agendas Lesson plans Walk Through observations
2. 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. (Title I SW: 1,4,9) (Target Group: All)	Instructional Liaison, Principal, Teacher(s)	August - May	(O)No Associated Cost, (O)Staff Time	PLC Minutes Staff Survey Liaison Reports

# Crockett Elementary School

**Goal 1.** In cooperation with the Texas Education Agency, the Region 16 Education Service Center, and the Professional Service Provider (PSP), Davy Crockett Elementary School, as a Formerly Improvement Required (FIR) Campus will utilize a School Improvement Team for a second year, to identify areas of needed improvement to include in a Targeted School Improvement Plan in order to strategically and systematically provide students with rigorous instruction which emphasizes the deep alignment between the written, taught and tested curriculum. Student achievement will meet the state and federal accountability standards in 2017. Crockett Elementary, will make significant progress toward closing the gap between district and state passing rates in all student groups as identified in the State Accountability System: Indexes 1, 2, 3 and 4.

**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, Compass Math, Compass Reading, 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 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) (NCLB: 1,2,5)	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) (NCLB: 1,2,5)	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) (NCLB: 1,2,5)	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

# Crockett Elementary School

**Goal 2.** Davy Crockett Elementary will establish an effective communication structure to encourage campus involvement opportunities, ensuring that Parents/Families, Students, Teachers, and the community at large are invited, informed and involved in the campus activities which contribute to the improvement of the school.

**Objective 1.** Davy Crockett Elementary will utilize effective continuous communication methods 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 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 2.** Davy Crockett Elementary will establish an effective communication structure to encourage campus involvement opportunities, ensuring that Parents/Families, Students, Teachers, and the community at large are invited, informed and involved in the campus activities which contribute to the improvement of the school.

**Objective 2.** 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) (NCLB: 1,2,5)</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) (NCLB: 1,2,4,5)</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. 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) (NCLB: 1)</p>	<p>Instructional Liaison, Parent Involvement Coordinators, Principal</p>	<p>October thru April</p>	<p>(S)Local Funds</p>	<p>Summative - Agendas and sign-in sheets</p>
<p>4. Davy Crockett Elementary School will utilize a Parent Advisory Committee and enlist parents from all demographic groups to participate. This committee will provide advice and ideas to school administrators for the purpose of improving all facets of the school. (Title I SW: 6) (Target Group: H, W, AA, ECD, LEP, SPED, 3rd, 4th) (NCLB: 1,4)</p>	<p>Parent Involvement Coordinators, Principal</p>	<p>November thru May</p>	<p>(O)No Associated Cost</p>	<p>Summative - Committee minutes and sign-in sheets</p>

# Crockett Elementary School

**Goal 2.** Davy Crockett Elementary will establish an effective communication structure to encourage campus involvement opportunities, ensuring that Parents/Families, Students, Teachers, and the community at large are invited, informed and involved in the campus activities which contribute to the improvement of the school.

**Objective 2.** Davy Crockett Elementary will actively enlist parental and community involvement in academic success and campus initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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 2.** Davy Crockett Elementary will establish an effective communication structure to encourage campus involvement opportunities, ensuring that Parents/Families, Students, Teachers, and the community at large are invited, informed and involved in the campus activities which contribute to the improvement of the school.

**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 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) (NCLB: 1,2,4,5)	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) (NCLB: 1,2,4,5)	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 3.** Davy Crockett Elementary will create and maintain a safe and orderly campus environment conducive to learning and inviting to students, parents, and staff members.
- 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. 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) (NCLB: 3,4)	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) (NCLB: 4,5)	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) (NCLB: 4,5)	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 3.** Davy Crockett Elementary will create and maintain a safe and orderly campus environment conducive to learning and inviting to students, parents, and staff members.
- 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	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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) (NCLB: 4)	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 3.** Davy Crockett Elementary will create and maintain a safe and orderly campus environment conducive to learning and inviting to students, parents, and staff members.

**Objective 3.** Borger ISD will meet the needs of foster students.

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) (NCLB: 5)	Instructional Services Coordinator, Superintendent(s)	December 2016-May 2017	(F)Title I, (S)Local Funds	Formative -

# Crockett Elementary School

**Goal 4.** 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
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 thru May	(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 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 third grader and one fourth grader will receive a new bicycle and accessories. (Title I SW: 1,2) (Target Group: All) (NCLB: 5)	Assistant Principal(s), Parent Involvement Coordinators, Principal	August thru May	(L)Local Projects, (O)No Associated Cost	Summative - Records of Bike assemblies and bike giveaways

# Crockett Elementary School

**Goal 4.** 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) (NCLB: 1,2,5)	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) (NCLB: 1,2,4)	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) (NCLB: 1,2,5)	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) (NCLB: 1,2,5)	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.

# Crockett Elementary School

**Goal 4.** 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
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)	August - May	(S)Local Funds	Attendance Records Attendance Committee Minutes Public Court Records

# Crockett Elementary School

**Goal 4.** 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) (NCLB: 1,2,5)	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.

# Crockett Elementary School

**Goal 5.** Davy Crockett Elementary School will establish teacher/staff support procedures that provide employees with professional and personal growth opportunities directly related to their job descriptions with an emphasis on employee retention and advancement.

**Objective #.** No objectives defined.

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

# Comprehensive Needs Assessment

Davy Crockett Elementary School-Borger I. S. D.

Campus Needs Assessment

2016-2017

Davy Crockett Elementary School serves all third and fourth grade students in the Borger Independent School District. Third graders begin their STAAR testing at Crockett and the school is able to focus on this important transition for these students. Fourth graders begin departmentalizing by content area which hopefully prepares them for transition to 5th Grade at the Borger Intermediate school.

In August of 2015, Davy Crockett Elementary School welcomed a new principal, its fourth principal in a 14 month period. At the close of the previous school year, an informal survey was conducted by the outgoing principal through individual conferences with all staff members. During the discussions, three priorities were identified as needing to be addressed during the next year:

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

Significant progress was made with regard to the priorities during the 2015-2016 school year. However, according to teachers, there is still much work to be done and these priorities will continue to be addressed again during the 2016-2017 school year.

During the summer of 2015, the district was notified by TEA that Davy Crockett Elementary School had received an academic rating of "Improvement Needed." The school along with its two paired campuses, Gateway Elementary and Paul Belton Elementary, were put into School Improvement for the 2015-2016 school year. The district contracted with a TEA approved Professional Service Provider (PSP) to guide the process of developing, implementing, and monitoring a School Improvement Plan for the three campuses with the goal of achieving a "Met Standard" rating from TEA when ratings are released in the summer of 2016.

Crockett Elementary School—Borger ISD



## Comprehensive Needs Assessment Summary

May 2016 for 2016-2017 School Year Planning

### Area Reviewed Data Review

Summary of Strengths

Summary of Needs

### 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: 2014-2015 AEIS, Surveys

Review of the 14-15 Texas Academic Performance Report for Crockett Elementary shows the largest subpopulations of students is 45% Hispanic, 45% White, and 62% Economically Disadvantaged. The Teacher distribution shows 15% were new teachers, 19% had 1-5 years of experience and 30% had 6-10 years, 31% had 11-20 years of experience, and 5% had over 20 years of experience. Personnel records and master schedules for the 14-15 school year show that there was a significant turnover of teachers for the 5th consecutive year. Currently among classroom teachers 23% have been at Crockett Elementary greater than 5 years, and 9% greater than 10 years.

In 2015-2016, five new teachers joined the staff. For 2016 – 2017 there will be six new teachers replacing seven teachers, six of whom left the district and one who moved to another campus in the district. Of the six new teachers coming to Crockett, one is a first year teacher and the other five are experienced. Two are transferring from another campus within the district.

Approximately 15% of the Crockett teaching staff is beginning teachers. 19% have 1-5 years of experience and 36% have greater than 10 years 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 with Hispanic, Spanish-speaking parents.

Crockett and Gateway elementary Schools hosted a special motivational night. "The Cuban Guy" presented an uplifting message to parents and students. More thorough support and communication for our new teachers should be implemented.

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

New teachers report a lack in full understanding of procedures and protocols at the beginning of the year, therefore new teacher mentoring should begin prior to teacher in-services to assist with a smoother transition and lessen frustration.

As a campus with 56% 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. Bringing guest speakers in, having parent nights, building positive community relationships, and participating in programs such as WOWW would benefit this population of students.

Another large subpopulation that is not showing success on STAAR tests is our LEP population which is 20% of our population. We need to help these students be more successful. One area of concern is for the isolation of our bilingual students. A Peer Pairing 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.

## 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, 3 Week Chunk Tests. literacy results from second grade and third grade, Power Walk Data, PLC records

Cumulative assessment data for the year shows that third grade reading assessment scores improved throughout the year but were still below expectations in most classrooms. Math and writing scores went up and down but showed not significant improvement. Six Weeks Data:

Subject	1	2	3	4	5
3 Math	58	36	65	58	53
3 Read	46	38	51	69	76
4 Math	38	49	49	45	57
4 Read	49	48	54	56	52
4 Write	50	34	71	36	34

#### Power Walk Data

Power Walk data shows that teachers at Crockett are very close to meeting goals as a method of improving student achievement in classrooms

#### 2016-17Fundamental 5 Report

Great

Fundamental	Target	Campus
Lesson Frame	95%	75%
Power Zone	75%	65%
Purpose Talk	40%	50%

Recognize 40% 25%

Critical Write 25% 25% 1. Fundamantal 5 Training and implementation in classrooms

2. Treasure Hunts involving all core teachers for one-day each six weeks to calibrate resources 3. KILGO Scope and Sequence and materials

4. Compass Math software and training

5. Grade Level PLCs meet each week to plan.

6. The use of DMAC to manage student assessment data and make instructional decisions

7. Use of the Power Walk software to track and report daily walk-throughs in classrooms throughout the year

8. Teachers use the Sheltered Instruction Model to meet the needs of ELL students

9.

1. The employment of an Rtl Intervention Teacher to work with struggling students in reading and math.

Adjust schedule to provide more academic time to teachers.

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, fundamental five strategies, 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.

Continue and expand the program of providing student mentors

Continue Literacy Initiative implementation, including guided reading for struggling students.

More consistent Singapore Math Strategy implementation throughout all math classrooms

Strategic RTI problem solving with consistent implementation

#### School Culture and Climate

School Culture and Climate refers to the organization's 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: surveys; conference notes; informal discussions

- 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.
- 75% of students surveyed feel safe at Crockett.

- 75% of teachers and 66% of students surveyed think the school is clean and in good repair.
- 90% of teachers surveyed moderately agree that the mission is known and the vision is recognized.
- 100% of students surveyed moderately agree that the mission is known and the vision is recognized.
- 67% of teachers surveyed feel that there is positive verbal communication on campus.
- 90% of students surveyed feel that they belong.
- There are 25 PEAK students across 3rd & 4th grade.
- 37/425 students competed in UIL for 2015-2016 school year.
- 80% of students have high expectations for themselves academically and socially. Professional development/Implementation of Character/Anti-Bullying program.

Clear communication between all stakeholders

Consistently applied campus norms and structures

Unity among all stakeholders

Interaction across grade levels for teachers and students

Increase opportunities for parents to volunteer

- 57% of staff surveyed feels safe at Crockett.
- Students & teachers report concerns with lines in cafeteria and food availability.
- Students really like the playground and want more recess time.
- Students want more iPad use in the classroom.
- Parents expressed concerns over bullying, requesting bullying prevention program.

- Teachers and parents both expressed that improved communication needs to be developed between the office and the teacher, as well as the office and the parent.
- Grade book: Getting students off of the general education grade book and onto resource grade book is often not prioritized and needs to be addressed.
- 44% of teachers surveyed disagree that students behave well.
- 70% of students surveyed believe that they behave well.

#### Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Teacher Survey(s), STAAR Scores, Teacher interviews

Treasure Hunt Days every 6 weeks to evaluate benchmark exams and to readjust lessons and TEKS.

Academic Atmosphere and Theme Unity in regards to Superhero theme and lessons geared towards this theme

“Others”/“Special Forces” teachers have established a strong community among themselves (Library, PEAK, nurse, science, music and pe teachers)

Full time Science Lab Teacher

Classroom budgets were increased for next year and greatly assisted in being able to obtain needed curriculum,etc.

Teacher pay Teacher gift cards were given to teachers by the PTO

A second Ipad cart was purchased this year which assisted teachers to present more technology driven lessons.

Weekly communication email from principal has been helpful this year.

New iPads were purchased for bilingual teachers to use in their classrooms Teacher influence/input in decision making needs to be strengthened.

A Mentor/New Teacher Guidebook needs to be formulated

A listing of Instructional Assistant Duties - specific designation of duties (what their roles/responsibilities are as per their assignment)

Discipline (tweek, redesign, redo our locally developed approach..."Think Time")....equitable discipline practices.

Weekly communication email (similar to principal's weekly email) from Registrar regarding grades, etc.

Substitute teacher dilemma and obtaining qualified subs (absences printout shows 183 days went unfilled due to "no sub")

New Teacher Allowance – to assist new teachers set up their classroom (since they don't receive their first paycheck until mid-September)

School Context and

Organization

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.



- Attendance reports
- Review of awards
- Teacher PLC's
  1. Sticker chart rewards for good behavior
  2. Arm bands /super hero tags
  3. Think time discipline procedures
  4. Ribbons for field trip/fun day
  5. Medallion/goal wall for 4th grade
  6. Bike assemblies/drawings for perfect attendance
  7. Teacher Treasure Hunts for lesson plannings
  8. Professional Learning Communities – grade levels and PODS
  9. AttenDANCE for weekly perfect attendance each Friday at 3:30 PM
  10. Dictionaries
  11. Pizza with Principal
  12. Book Munchers
    1. District provided curriculum materials
    2. AttenDANCE consistency
    3. Teacher Training of programs in August not waiting until after the budget is approved
    4. Pizza with Principal every 3 weeks/more often
    5. Honor students on the A/B Honor Roll by placing their picture in the foyer under a banner of "Catching Excellence."
    6. Work with area businesses to give students rewards for different accomplishments such as:
    7. A Honor Roll

8. A/B Honor Roll
9. Good Citizenship
10. Perfect Attendance
11. Vertically aligned PLC in content areas
12. Set Norms for PLCs

## 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

1. Compass Math Tier 1 intervention program

2. Two rolling iPad Labs

3. Teacher iPads

4. SmartBoards in every classroom

5. Two new computer labs – Computer Lab and Library

6. Five computers in every classroom

7. High-tech document cameras in every classroom

8. SchoolWay App to contact all stakeholders

9. School Announcement parent notification system

  1. Professional development needed for iPad and SmartBoards

2. Individual student iPads would allow many new educational opportunities for students both in school and at home

3. Compass Reading is more interactive than Study Island and it also follows the lesson cycle better than Study Island does – more student engagement

## 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; parent involvement surveys and minutes from PAC meetings; informal conversations with staff

The committee felt that the campuses strengths regarding Family and Community Involvement lie in such programs as Watch Dawgs, Mentoring programs, Snack Pack and SHAC committee.

Notable mentions were community draws such as the Cuban Guy, learning English classes, and Bike assemblies.

Also very helpful to everyone concerned was the translators on campus and notes being printed in Spanish and English.

The sub-committee felt that the campus would benefit by offering Parenting classes, Math and reading night, a Parent Information night to be held every 6 weeks as well as a Parent communication letter.

When looking at the data the committee found a correlation between the family/ community numbers in attendance at school events and Positive festive events such as LEP dinner, Class parties, and award days.

Families and community are involved in the decision making process through open forums such as Mr. Hatfield's speech to the troops over Rigor and the new discipline strategies at midyear, as well as the office's open door policy toward meeting with parents. This needs to continue.

In the situation that families speak languages other than English the campus does provide both Spanish speaking translators and notes printed in both Spanish and English. Community partnerships exist to support families and students through programs such as the Wagner Foundation, Snack Packs, Living waters and Salvation Army.

#### Curriculum, Instruction and Assessment

For Curriculum, Instruction and Assessment, the curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes. Sources: Agendas of Faculty Meetings,

professional development records, In-Service Schedules, Treasure Hunt sign-in sheets, records of Region 16 personnel providing trainings in curriculum and instruction for teachers on campus Teachers collaborate in lesson planning each six weeks and on a weekly basis

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

Technology – each classroom has 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 and data is used to plan instruction and interventions with s=individual students 1. Curriculum needs to be clearly linked to the TEKS (Is Teacher Pay Teacher research based?)

2. We look at data, but without a research based curriculum we can't guarantee instruction is aligned to the TEKS

3. Support and challenge our higher students, which would result in more commended scores on STARR

4. Curriculum needs to be evaluated and adjusted to meet the needs of all learners

5. Instructional strategies and activities need to be consistent across the school/district

6. RTI/SOAR lessons are too broad. They need to be more individualized. They should be skill specific and not necessarily all STAAR like practices.

7. Teachers need to assist with making the benchmarks and six weeks test or be allowed to see the test at the beginning of the six weeks to make sure the test questions align with the instruction which would also help with test anxiety. For example: A teacher taught elapsed time with a T-chart, but the test question on elapsed time used a number line. Don't test them on something they haven't been taught.

8. Ways to alleviate test anxiety

9. Through scheduling, minimize Special Programs' schedules pulling students from ELA and Math

10. Minimize travel time to allow more time in class; See scheduling ideas

11. More time to focus on bubble students and on the low students

12. Advanced planning on constructing small groups for STAAR with teacher input. Reading groups need to be smaller if Oral Administration.