

Brownsville Independent School District

Cromack Elementary

2019-2020 Campus Improvement Plan



Mission Statement

Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Vision

The mission of Cromack Elementary is to prepare the students with whom it has been entrusted to become lifelong learners and productive citizens in a democratic society by providing a personalized, diversified, quality education through a variety of learning experiences designed to meet today's and tomorrow's challenges.

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Comprehensive Needs Assessment

Needs Assessment Overview

Cromack Elementary School

Campus Narrative

Cromack Elementary School is located in Brownsville, Texas. Cromack Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 1953 with 50 classrooms added in the ensuing years. The main campus was originally comprised of 20 classrooms, a cafeteria, library, and gymnasium. A new building addition comprised of classrooms was completed in the 1977-1978 school year.

The student population at Cromack Elementary School is approximately 613 and serves students in grades EE through 5th. According to the PEIMS Data Review of our campus profile, 99.2% of the student population is Hispanic and 97.9 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 49.4% are classified as English Language Learners and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as the Supplemental Nutritional Assistance Program (SNAP), financial assistance through the Temporary Assistance for Needy Families (TANF), the Women, Infant, Children (WIC) nutrition program, subsidized housing, and medical benefits through Medicaid.

The students of Cromack Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and music, art, technology, and physical education. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, special education, dyslexia, physical education, the Extended Day Enrichment Program, and the Texas Literacy Initiative. All students are required to meet the passing standard on the reading, math, science, and writing assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Cromack Elementary School is comprised of 45 professional staff, 38 teachers, 3 campus administrators, 1.5 counselors, 4.6 professional support staff, and 11.5 educational aides. The ethnicity of the Cromack Elementary School staff is comprised of 97.4% Hispanic and 2.6% White. The teaching staff is also 21.1% male and 78.9% female. The educational background of the staff at Cromack Elementary is comprised of the following degrees held: Bachelors (32); Masters (6); and Doctorate (1).

Cromack Elementary School's most recent campus initiatives include the following:

1. Response to Intervention
2. EduSmart Science Technology Based Program
3. Extended Day Enrichment Program
4. Texas Literacy Initiative

5. Cromack's Anti-Bullying Campaign

Cromack Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as chess, dance team, cheerleading, science club, Extended Day Enrichment Program, the Mile-Runners' Club, ballroom dancing, guitar club, and choir.

School Namesake: The Cromack Family

School Colors: Blue and Gold

School Mascot: Cromack Lions

School Song: N/A

School Motto: Cromack Lions Roar with Pride!

Annual Campus Goals

The Cromack Elementary School faculty and staff are committed to the following goals:

- producing responsible well-rounded students who are capable of thinking independently.
- encouraging students to pursue a secondary education.
- creating opportunities for students to succeed in a competitive multilingual world.

Demographics

Demographics Summary

The student population at Cromack Elementary School is approximately 592 and serves students in grades EE through 5th. According to the PEIMS Data Review of our campus profile, 98.6% of the student population is Hispanic and 97.6 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 53.9% are classified as English Language Learners and a majority is English/Spanish bilingual. The current staff at Cromack Elementary School is comprised of 55 professional staff, 42 teachers, 3 campus administrators, 2 counselors, 4 professional support staff, and 12 educational aides. The ethnicity of the Cromack Elementary School staff is comprised of 97.4% Hispanic and 2.6% White. The teaching staff is also 25.2% male and 74.8% female. The educational background of the staff at Cromack Elementary is comprised of the following degrees held: Bachelors (29); Masters (6); and Doctorate (1).

Demographics Strengths

Demographics Needs:

Demographic Needs 1: Implementation of a solid accelerated instructional program

Demographic Needs 2: Improvement of student assessment scores in the areas of reading, math, writing, and science

Findings/Analysis Results: The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Low mobility rate
- Bilingual Education-ELPS
- Grade level collaboration

Problem Statements Identifying Demographics Needs

Problem Statement 1: The performance rate for English Language Learners in grades 3-5 was below the federal performance target of 91% in the area of reading. **Root Cause:** Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.

Student Academic Achievement

Student Academic Achievement Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that to improve the academic achievement of all students, the teacher will implement research based instructional strategies, provide targeted interventions, and consistently evaluate student progress. To improve student achievement, college readiness standards will be incorporated into the general classroom curriculum.

The trends identified when student performance scores were compared over a period of two years demonstrate that students are improving mastery rates in the areas of math, science, and writing for all STAAR assessed grade levels. In addition, the results of the data analysis, for the last two years, indicate that students' reading scores need improvement. Improvement is also needed in all areas and grade levels assessed for the subpopulations of Special Education and English Language Learners as noted on the TEA Accountability Summary.

The trends identified when all students' performance was compared with all students groups indicate that females outperform males in grades four and five in the areas of math, reading, and science on the STAAR assessments. Levels of mastery for math are higher than levels of mastery in reading for all grade levels assessed. Improvement in reading mastery levels for all STAAR assessed grade levels is needed.

Student Academic Achievement Strengths

Findings/Analysis Results: The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Passing rates on STAAR
- Opportunities for involvement in extracurricular activities to develop awareness in community issues to make connections to classroom experiences are provided.
- Surpassed district's expectations on TELPAS
- Teachers maintain portfolios to reflect student performance
- Students chart own progress on benchmark exams

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The performance rate of 63% for English Language Learners in grades 3-5 was below the federal performance target of 91% in the area of reading. **Root Cause:** Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.

School Processes & Programs

School Processes & Programs Summary

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that Cromack Elementary is in need of a redesigned master schedule to incorporate additional learning time to supplement instruction; increased opportunities for authentic learning; inclusion of all student populations in student-led, school sponsored activities; and improved facilities to accommodate all students effectively. Specifically, a remediation block was incorporated into the campus master schedule to all for targeted instruction in a small group setting for students in need of additional academic support. After school tutorial is held a minimum of twice a week for students experiencing academic difficulties. In addition, all students are afforded the opportunity to participate in the Extended Day Program. Extracurricular programs such as cheerleading, UIL, and ballroom dancing are also available to students. Moreover, a campus needs assessment was conducted in Spring 2019 to determine the areas of strength and deficiencies at Cromack Elementary. Three distinct surveys were disseminated to teachers, parents, and students in an effort to obtain their respective views regarding campus programs and initiatives.

School Processes & Programs Strengths

Findings/Analysis Results: The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Sustainability of TLI program
- Bilingual Education/ELPS
- Grade Level Collaboration
- Vertical alignment
- RTI Implementation
- Extended Day Program
- Consistent implementation of explicit instruction through the use of TLI routines, cognitive strategies, vocabulary activities, and curricular supports

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The performance rate for all grade 4 Cromack Elementary students was below the state passing rate of in the area of writing. **Root Cause:** Teachers needed additional training in the writing process and sheltered instruction strategies to meet the needs of struggling learners.

Perceptions

Perceptions Summary

A campus needs assessment was conducted in Spring 2019 to determine the areas of strength and deficiencies at Cromack Elementary. Three distinct surveys were disseminated to teachers, parents, and students in an effort to obtain their respective views regarding campus programs and initiatives. The results of the surveys indicate that:

- all surveyed stakeholders (i.e., parents, teachers, and students) feel supported by the campus administration.
- all surveyed stakeholders (i.e., parents, teachers, and students) denote that a positive culture and climate exist at Cromack Elementary.
- all surveyed stakeholders (i.e., parents, teachers, and students) contend that Cromack Elementary is a safe and secure campus where facilities are adequately maintained and visitors welcomed upon arrival.
- parents noted that they are encouraged to participate in school events.
- teachers specified that they felt involved in the campus decision-making processes.
- teachers expressed that mutual support and respect was present between administrators and teachers.
- students indicated that they enjoyed school and felt comfortable joining after school activities.

Perceptions Strengths

Findings/Analysis Results: The following strengths/area of improvement were identified after all findings were analyzed by the SBDM Committee.

- Parent awareness meetings
- Perfect attendance incentives
- Honor Roll goals
- End of year awards ceremony
- Counseling sessions with students
- Student field trips (instructional)
- Character education, career orientation
- CATCH
- Library Reading Programs
- Extended Day Program

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: BISD student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Utilize research based instructional resources, iPads, laptops, (such as STAAR resource materials, district approved software and instructional strategies) and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national). Multiple Measure-SA CCNA SAA Need 1 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020	2.4, 2.4	Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department	Formative: Campus Benchmark Results, TPRI/Tejas Lee/CP-M BOY, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs				
Funding Sources: 163 State Bilingual - 0.00, 263 Title III-A Bilingual - 0.00, 211 Title I-A - 21042.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Provide accelerated instruction for all students, including but not limited to those enrolled in the Extended Day Program, identified as needing academic intervention/remediation in all core areas such as those students who are classified as At-Risk, Bilingual, Special Education, and Dyslexic.</p> <p>Multiple Measure-SA CCNA SAA Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>	2.5, 2.5	Principal Dean of Instruction Lead Teachers EE-5 grade Teachers	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs, STAAR test results,</p>				
Funding Sources: 211 Title I-A - 16998.00							
<p>3) The Accelerated Reader program will continue in grades 1-5th.& Special Ed, therefore, additional library books and supplies and materials will be purchased to supplement the program.</p> <p>Multiple Measure-SA CCNA SAA Need 2</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Librarian Teachers PK-5th & Special Ed. Principal Asst Principal & Dean of Instruction	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs, STAAR test results,</p>				
Funding Sources: 199 Local funds - 0.00							
<p>4) Bilingual LPAC: LPAC meetings will be scheduled to review students' academic needs.</p> <p>Multiple Measure-DEMO CCNA SAA Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal & Dean of Instruction PK-5th Teachers LPAC administrator LPAC chairperson	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs STAAR test results,</p>				
Funding Sources: 163 State Bilingual - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) In order to enhance classroom instructional strategies, monies will be used to purchase-Supplies and materials. (Example: other supplies, media center printing, workbooks, cds, TVs, materials necessary to carry out instructional practices).</p> <p>Multiple Measure-SPP CCNA TECH Need 2</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>	2.4, 2.4	Principal Asst Principal Dean of Instruction PK-5th Teachers	<p>Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p>				
<p>Funding Sources: 211 Title I-A - 49715.00, 199 Local funds - 0.00, 162 State Compensatory - 0.00</p>							
<p>6) Establish Points of Contact for all content areas: Language Arts, Math, Science, and Social Studies to ensure that communication is maintained between district and campus to reinforce teaching and learning.</p> <p>Multiple Measure-SPP CCNA SAA Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal & Dean of Instruction PK-5th Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				
<p>7) Teachers in EE-5th grade will use periodicals and newspapers in the classroom to formulate current event lessons. The librarian will provide additional resources/ teacher guides to supplement the curriculum.</p> <p>Multiple Measure-SA CCNA SSA Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal & Dean of Instruction Librarian PK-5th Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				
<p>Funding Sources: 162 State Compensatory - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) Students will participate in a variety of activities including the reciting of the pledge, thought of the day, community events, field trips, extracurricular activities, and civic groups to promote citizenship. (S.G. 4, Obj. 2)</p> <p>Multiple Measure-SA CCNA SSA Need 8</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal & Dean of Instruction PK-5th Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				
Funding Sources: 199 Local funds - 0.00							
<p>9) Co-planning will take place between dyslexia, special education, and regular education teachers to monitor and evaluate student progress.</p> <p>Multiple Measure-SPP CCNA SQRR Need 2</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020: Every six weeks</p>		Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: Lesson Plans, Observations, Walkthroughs, IEPs. Weekly tests, Unit Assessments; Co-Planning documentation</p> <p>Summative: ARD Minutes, STAAR scores, Benchmarks, Increase in Commended Performance</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, laptops, tablets, projectors, Elmos, document cameras, whiteboards, instructional software) in order to differentiate instruction, reinforce district-mandated curriculum, and meet accommodations. Multiple Measure-SA CCNA TECH Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				
<p>11) Federal programs will fund highly qualified teachers and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction.</p> <p>Multiple Measure-SPP CCNA SQRR Need 4</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Special Programs Administrator Federal Programs Administrator Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>12) Special Programs will fund the following activities and personnel under Title II-A: Class size reduction teachers (CSR) Professional Development Stipends for teachers in certified areas of need.</p> <p>Multiple Measure-SPP CCNA SQRR Need 4</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Special Programs Administrator and Staff Principal Assistant Principal Dean of Instruction Teachers BISD Curriculum Department</p>	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				
<p>13) Students in grades 1-5 & Special Ed. will administer content area assessments at the end of each marking period. Data will be desegregated after results are submitted; remediation will be provided as needed. Teachers will be involved in the decision making processes for student assessment.</p> <p>Multiple Measure-DEMO CCNA CIAS Need 2</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Assistant Principal Dean of Instruction Classroom Teacher SPED Teacher</p>	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>14) Fluency Testing will be administered to K-5 grade students in order to monitor accuracy, rate of reading, and fluency. Fluency Goals will be made for every child every six weeks. Teachers will be involved in the decision making processes for student assessment. p. 6</p> <p>Multiple Measure-SA CCNA SAA Need 8</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Assistant Principal Dean of Instruction Texas Literacy Initiative Specialist Classroom Teacher</p>	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				
<p>15) A certified teacher will be assigned to the 5th Grade Science Computer Lab. Science lab teacher will provide hands-on science instruction to all fifth grade classes in addition to the science instruction provided in the regular classroom.</p> <p>Multiple Measure-SPP CCNA SQRR Need 4</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Assistant Principal Dean of Instruction Classroom Teacher</p>	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				
<p>16) Provide career investigation opportunities through the hands-on technology lab, with the support of the Extended Day Program. Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Multiple Measure-SA CCNA CIAS 5 Need 1</p> <p>Timeline: August 2019-June 2020</p>		<p>P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction</p>	<p>Formative: Classroom Observations Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CP-M</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>17) Students will be provided additional support for academic success through:</p> <ul style="list-style-type: none"> -Before and after school tutoring -Summer school -Small group tutoring -Mentoring -Extended Day Program <p>Multiple Measure-SA CCNA SAA Need 2</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction</p>	<p>Formative: Classroom Observations Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CP-M</p>				
<p>Funding Sources: 211 Title I-A - 0.00, 162 State Compensatory - 0.00</p>							
<p>18) Develop plan for maximizing academic preparation for college for all students including incentive program, Extended Day Program, that will motivate students for college and career readiness. College readiness standards will be implemented into the instructional program.</p> <p>Multiple Measure-SA CCNA CIAS Need 5</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction</p>	<p>Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CP-M; ERO transcripts</p>				
<p>19) Students will be encouraged to select middle school courses that are geared towards college preparation.</p> <p>Multiple Measure-SPP CCNA CIAS Need 5</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction</p>	<p>Formative: Counseling logs</p> <p>Summative: Middle school choice slips</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>20) The daily schedule for paraprofessional positions funded by the bilingual department will be reviewed and monitored to ensure compliance with the policies and procedures set forth by the funding source.</p> <p>Multiple Measure-SPP CCNA SCO Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>P-K-5 Teachers Special Ed. Teachers Principal Asst Principal Dean of Instruction</p>	<p>Timesheets Employee schedule</p>				
<p>21) Increase academic performance for all third grade students by implementing the use of two mobile computing carts to support direct instruction.</p> <p>Multiple Measure-SA CCNA TECH Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Third Grade Teachers Principal Asst Principal & Dean of Instruction</p>	<p>Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, SELP/SSLP, Tejas Lee/TPRI</p>				
<p>22) To monitor student progress in reading, TPRI/TEJAS LEE/CP-M assessments will be administered in grades EE-2nd, at the beginning of year (BOY), middle of year (MOY), and end of year (EOY). Progress monitoring will take place every two weeks.</p> <p>Multiple Measure-SA CCNA SSA Need 8</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>EE-3rd Grade Teachers Principal Asst. Principal Dean of Instruction</p>	<p>Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CP-M</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>23) All certified teachers will meet at least once a week to work collaboratively to plan grade appropriate, TEKS-based lessons and activities.</p> <p>Multiple Measure-SPP CCNA SQRR Need 4</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020</p>		<p>Lead Teachers Principal Asst. Principal Dean of Instruction</p>	<p>Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CP-M; Grade Level Meeting Minutes</p>				
<p>24) To increase vocabulary development, promote effective reading comprehension, and improve STAAR passing scores in all tested areas, teachers in grades EE-5 will incorporate the TLI routines and strategies (TTT, CPQ, MIP, and Frayer Model for academic vocabulary) into their lessons.</p> <p>Multiple Measure-SA CCNA SAA Need 8</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020</p>		<p>EE-5th grade teachers Principal Asst. Principal Dean of Instruction</p>	<p>Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CP-M; Grade Level Meeting Minutes</p>				
<p>25) To increase student passing rates and promote achievement gains across all content areas, teachers in grades EE-5th will implement research based instructional techniques through the use of JOURNALING, TLI routines, cognitive strategies, and curricular supports (TTT, CPQ, and MIP).</p> <p>Multiple Measure-SA CCNA SAA Need 8</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020</p>		<p>EE-5th grade teachers Principal Asst. Principal Dean of Instruction</p>	<p>Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CP-M</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>26) Close grades 3-5 reading performance gap by five points in Spring 2019 on STAAR Reading.</p> <p>Multiple Measure-SA CCNA SAA Need 2</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020</p>		<p>EE-5th grade teachers Principal Asst. Principal Dean of Instruction</p>	<p>Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CP-M</p>				
<p>27) 5% Increase on fourth grade STAAR Writing scores for Spring 2019 as compared to the Spring 2018 fourth grade STAAR writing scores.</p> <p>Multiple Measure-SA CCNA SAA Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020</p>		<p>EE-5th grade teachers Principal Asst. Principal Dean of Instruction</p>	<p>Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CP-M</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Cromack Elementary School early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Local monies will fund the following personnel, activities, and educational tools to implement the Three-Year-Old Program (PK-3) in an effort to promote early literacy and expand the program: Highly qualified teachers and paraprofessionals research-based professional development Teacher stipends Supplies/materials/equipment.</p> <p>Multiple Measures-SPP CCNA CIAS Need 4</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>	2.6, 2.6	Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department	<p>Formative: walk-throughs, Lesson plans, student work, progress reports</p> <p>Summative: Pre-test; Post-test</p>				
<p>Funding Sources: 211 Title I-A - 0.00</p>							
<p>2) The Pre-K program will be provided the full day in order to better prepare qualified students academically.</p> <p>Multiple Measures-SA CCNA CIAS Need 4</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020 (Daily)</p>	2.6, 3.1	Professional Development Principal Assistant Principal Dean of Instruction Administrator for State Compensatory Department BISD Curriculum Department	<p>Formative: Lesson Plans Walk-Thru, Writing Samples daily work samples CP-M (BOY & MOY)</p> <p>Summative: CP-M (EOY)</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) An orientation will be held to aid in the transition from Head Start to Cromack Elementary for Preschool children and for outgoing 5th graders to assist in the transition to middle school.</p> <p>Multiple Measures-SA CCNA CIAS Need 4</p> <p>Population: Teachers, PK Students, 5th Grade Students</p> <p>Timeline: Spring 2020</p>		Principal Assistant Principal Dean of Instruction Parent Liaison Counselors	<p>Formative; Classroom visitations</p> <p>Summative: Increase in enrollment for Prekindergarten and 6th grade.</p>				
<p>4) The Pre-K program will be provided the full day in order to better prepare qualified students academically.</p> <p>Multiple Measures-SA CCNA CIAS Need 4</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020 (Daily)</p>		Professional Development Principal Assistant Principal Dean of Instruction Administrator for State Compensatory Department BISD Curriculum Department	<p>Formative: Lesson Plans Walk-Thru, Writing Samples daily work samples CP-M (BOY & MOY)</p> <p>Summative: CP-M (EOY)</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.


Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Multiple Measures-DEMO CCNA CIAS Need 3</p> <p>Population: PFS Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Special Programs Administrator Principal Assistant Principal Dean of Instruction Home visitor</p>	On-time promotion				
<p>2) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they receive the same educational experience as non-migrant students.</p> <p>Multiple Measure-DEMO CCNA CIAS Need 3</p> <p>Population:(MI) Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Special Programs Administrator Principal Asst Principal Dean of Instruction</p>	Increase enrollment into 3 year old program				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K-5th grade migrant students pre-test and post-test results will be used by teachers and administrators to identify the migrant students performing below grade level.</p> <p>Multiple Measure DEMO CCNA CIAS Need 3</p> <p>Population: (MI) Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal Dean of Instruction Teachers	5% increase in student assessment results				
<p>4) The academic progress of 1st grade students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>Multiple Measures DEMO CCNA CIAS Need 3</p> <p>Population: PFS (MI) Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal Dean of Instruction Teachers	No 1st grader retained				
<p>5) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Multiple Measures DEMO CCNA CIAS Need 3</p> <p>Population: (MI) PFS Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal Dean of Instruction Teachers	Review of NGS PFS Report				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Parents of migrant PK, Kinder, 1st, and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Multiple Measures-DEMO CCNA CIAS Need 3</p> <p>Population: (MI) PFS Students Timeline: August 2019-June 2020</p>		<p>Parent Liaison Principal Assistant Principal Dean of Instruction</p>	<p>Academic success for all PK-2nd grade students EOY Promotion Rate</p>				
<p>7) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs, and promote positive social engagement.</p> <p>Multiple Measures-DEMO CCNA CIAS Need 3</p> <p>Population: (MI) Students Timeline: August 2019-June 2020</p>		<p>Special programs administrator Campus administrators Teachers</p>	<p>Increased promotion rates and test performance</p>				
<p>8) Extended day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. Instructional supplies will be provided to students for tutorial.</p> <p>Multiple Measures- DEMO CCNA CIAS Need 3</p> <p>Population: (MI) Students Timeline: August 2019-June 2020</p>		<p>Principal Assistant Principal Dean of Instruction Teachers Parent Liasion</p>	<p>Increase promotion rates % test performance</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Multiple Measures-DEMO CCNA CIAS Need 3</p> <p>Population: (MI) Students Timeline: August 2019-June 2020</p>		<p>Special programs administrator Principal Assistant Principal Dean of Instruction</p>	Timely placement into interventions				
<p>10) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Multiple Measures-DEMO CCNA CIAS Need 3</p> <p>Population: (MI) Students Timeline: August 2019-June 2020</p>	2.6	<p>Principal Assistant Principal Dean of Instruction Parent Liasion</p>	Increase on-time grade level promotion				
<p>11) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: PFS and Migrant Students and Campus Personnel</p> <p>Multiple Measures-DEMO CCNA CIAS Need 3</p> <p>Timeline: April 2020</p>	3.1	<p>District Migrant Coordinator Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	<p>Formative: Survey results Campus Needs Assessment Survey</p> <p>Summative: Development of Plan of Action Modification of program in place</p>				
							

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2018-2019 participation.

Evaluation Data Source(s) 4: Regional and state competition participation numbers


Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Develop critical thinking and multi-tasking skills, creativity, teamwork, and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances.</p> <p>Multiple Measures-SA CCNA SCO Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				
Funding Sources: 199 Local funds - 0.00							
<p>2) Increase vertically aligned course offerings in grades EE-12 and all instructional materials needed to ensure equitable access for all students to promote college readiness.</p> <p>Multiple Measure-SA CCNA SCO Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP, SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) The PK-5th grade student will express ideas through original artwork using a variety of media with appropriate skill.</p> <p>Multiple Measures-SA CCNA SCO Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Assistant Principal Dean of Instruction Teachers	Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP, SSLP, TPRI, Tejas LEE, CP-M, IEPs				
<p>4) The PK-5th grade student will describe and analyze musical sound and demonstrate musical artistry</p> <p>Multiple Measures-SA CCNA SCO Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Assistant Principal Dean of Instruction Teachers	Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP, SSLP, TPRI, Tejas LEE, CP-M, IEPs				
<p>5) Students will explore various career options through Career Day for third-fifth grade students, Career Counseling Presentations for K-2nd and Extended Day Career Exploration initiatives</p> <p>Multiple Measures-SPP CCNA CIAS Need 5</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction	Formative: Classroom Observations Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CP-M				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Provide on-going, sustained professional development for fine arts teachers in an effort to develop critical thinking skills and support content area subjects to improve fluency, comprehension, and numeracy for all students. Administration will travel to ISTE conference.</p> <p>Multiple Measures-SPP CCNA SAA Need 8</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Dean of Instruction Fine Arts teachers BISD Curriculum Department	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				
<p>7) 4) Increase enrollment in fine arts programs by conducting recruitment concerts and visits Population: all K-12 students and teachers</p> <p>Multiple Measures-SPP CCNA SCO Need 3</p> <p>Timeline: August 2019-June 2020</p>		District fine arts supervisors Campus directors and teachers	<p>Formative: PEIMS enrollment numbers, class rosters</p> <p>Summative: improved enrollments from prior year</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) Science Fair Sponsors and Coordinators will be provided with training to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and College/Career readiness. Elementary, Middle School, and High School Teachers will be provided with training to promote participation in Robotic Competition at the campus, district, and regional level. Population: Grades 3-12 teachers and students</p> <p>Multiple Measures-SPP CCNA SCO Need 3</p> <p>Timeline: August 2019-June 2020</p>		<p>Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs</p>	<p>Number of campus entries, district entries, Regional and State Entries. Number of students in STEM classes.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI. Population: Grades K-12 teachers and students (especially G/T identified students)</p> <p>Multiple Measures-SPP CCNA SCC Need 1</p> <p>Timeline: August 2019-June 2020</p>		<p>Curriculum Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration Campus Coordinators Sponsors and/or Coaches, BISD Curriculum Department</p>	<p>Formative: Training agendas and flyers PDS attendance and evaluation reports</p> <p>Summative: Brainsville Inventions(3rd-12th)- 10% increase in student participation at the district level. Chess(K-12th) - 10% increase in student participation at the district, regional, state and national level. Destination Imagination(K-12th) - 10% increase in student participation at the regional, state and Global level. Poet's Convention(6th-8th) - 10% increase in student participation at the district level. Stock Market Games(4th-12th) - 10% increase in student participation at the district level. UIL Academics(4th-12th) - 10% increase in student participation at the district and state level.</p>				
<p>10) The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which all elementary and middle school will participate.</p> <p>Multiple Measures-SPP CCNA SCO Need 3</p> <p>Timeline: August 2019-June 2020</p> <p>Population: All students</p>		<p>Principal Dean of Instruction ELA Specialists, Classroom Teachers</p>	<p>Spelling Bee Results for District, regional, and state levels</p>				
							

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Cromack Elementary will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Multiple Measures-SPP CCNA PCE Need 4</p> <p>Timeline: August 2019-June 2020</p>		<p>Principals Safety Coordinators Maintenance Personnel</p>	<p>Formative: Review of campus facilities; submission of work orders</p> <p>Summative: Completed work orders; campus inspection</p>				
<p>2) Custodial supplies will be utilized to maintain campus cleanliness and promote student safety and care.</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Multiple Measures-SPP CCNA PCE Need 4</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Assistant Principal Head Custodian Secretary</p>	<p>Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p>				
Funding Sources: 199 Local funds - 0.00							



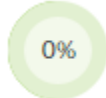

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Cromack Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Cromack Elementary will effectively and efficiently use 100% of available budgeted funds based on the needs assessments. Multiple Measures-SPP CCNA SAA Need 2 Population: BISD Stakeholders Timeline: August 2019-June 2020		District Administration Campus Administration DEIC/SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Cromack Elementary will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 2: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Cromack Elementary will implement strategies to improve school climate and increase teacher retention such as weekly incentives for perfect attendance; designated "Employee of the Week" parking; grade level meeting treats; PAWS-tively productive feedback stickers.</p> <p>Population: Cromack Teachers</p> <p>Multiple Measures-PERC CCNA SCO Need 2</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Assistant Principal Dean of Instruction Counselors</p>	<p>Formative: Walkthroughs; Feedback from teachers</p> <p>Summative: Results of EOY Campus Needs Assessment</p>				
<p>Funding Sources: 199 Local funds - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Cromack Elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Cromack Elementary will promote its history and origins along with current accomplishments weekly through the website and media venues.</p> <p>Population: BISD Stakeholders</p> <p>Multiple Measures-PERC CCNA SCO Need 2</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Assistant Principal Dean of Instruction Counselors Teachers Public Information Office</p>	<p>Formative: pictures on campus website</p> <p>Summative: digital folder of pictures</p>				
<p>2) Campus will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <p>Population: BISD Stakeholders</p> <p>Multiple Measures-PERC CCNA SCO Need 2</p> <p>Timeline: August 2019-June 2020</p>		<p>PIO District Administrators Campus Administration</p>	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/showcases</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Campus will update websites at least monthly including showcasing student and community activities. Population: BISD Stakeholders Multiple Measures-PERC CCNA SCO Need 2 Timeline: August 2019-June 2020		PIO District Administration Campus Administration	Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

Evaluation Data Source(s) 1: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Principal will ensure that campus counselors provide individual and group counseling sessions on a weekly basis to ensure that students' needs are addressed. Supplies will be purchased. Multiple Measures-PERC CCNA SCC Need 5 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020	2.6, 2.6	Principals Counselors Teachers, Nurses	Formative; Walkthroughs, observations, Student sign in sheets, Counselor logs Summative: RTI meeting logs				
Funding Sources: 199 Local funds - 0.00, 211 Title I-A - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions are used as a last resort; (b) assure students' rights and due process are afforded</p> <p>Multiple Measures-SPP CCNA SCC Need 5</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal Dean of Instruction	<p>Formative: Agenda, sign-in sheets, Review 360</p> <p>Summative: ERO transcripts, PEIMS Data Report</p>				
<p>3) Recognize and award incentives to students who maintain discipline and/or participate in extracurricular activities throughout the six weeks</p> <p>Multiple Measures-PERC CCNA SCC Need 5</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020: Every six weeks</p>		Principal Assistant Principal Teachers, Nurses, Counselors	<p>Formative: Campus documentation</p> <p>Summative: PEIMS EOY attendance data; AEIS Report, eSchools attendance report, increase in student attendance rates</p>				
<p>Funding Sources: 199 Local funds - 0.00</p>							
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Cromack Elementary will refine and implement its safety plan to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 2: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campuses will develop and maintain an Emergency Operations Plan to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Multiple Measures-SPP CCNA SQRR Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal Dean of Instruction	<p>Formative: After Action Reviews, Sign-In Sheets,</p> <p>Summative: Evaluations, Audits EOP Completion and submission</p>				
<p>2) Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds; All students must obtain and display an Identification Card while on school grounds; Visitors must present an identification; Sign-In and escorted at all times.</p> <p>Multiple Measures-SPP CCNA SQRR Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020: Daily</p>		Administrators, Campus Staff & Faculty, Students, All BISD Personnel, Visitors, Administration	<p>Formative: Sign-In Sheets Contact logs</p> <p>Summative; Audits, Evaluation Sheets</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2018-2019 to 2019-2020.





Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement Multiple Measures-SPP CCNA PCE Need 1 Population: Staff, Parents, All Students Timeline: August 2019	3.1, 3.1	Principal Parent Liaison Asst. Principal Classroom teachers	Formative: school parent compacts Summative: Composite of end of the year survey increase by 10%; Title I Parental Involvement Checklist				
2) Conduct an Annual Title I meeting to inform parents of service provided through Title I funds Multiple Measures-SPP CCNA PCE Need 1 Population: Parents Timeline: August 2019-June 2020	3.2, 3.2	Principal Parent Liaison Asst. Principal	Formative: Agendas Sign-in sheets Minutes Summative: Composite of end of the year survey; Title I Parental Involvement Checklist				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Parents are informed of campus performance via campus report card and campus newsletters through parent meeting.</p> <p>Multiple Measures-SPP CCNA PCE Need 1</p> <p>Population: Parents</p> <p>Timeline: August 2019-June 2020</p>		Principal Parent Liaison Asst. Principal	<p>Formative: Parent conference Flyers Sign-in sheets Conference agendas Meeting agendas Conference evaluations</p> <p>Summative: STAAR results Composite of evaluation results</p>				
Funding Sources: 199 Local funds - 0.00							
<p>4) Parent liaison will increase coordination with parents to improve academic achievement and home school partnerships by</p> <p>---making computers available to parents in an effort to access Home Access Center.</p> <p>___conducting home visits as needed to support partnerships between home and school.</p> <p>Multiple Measures-SPP CCNA PCE Need 1</p> <p>Population: Parents, Teachers, School Staff, All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Assistant Principal Dean of Instruction Parent Liaison	<p>Formative: Parent conference Flyers Sign-in sheets Conference agendas Meeting agendas Conference evaluations</p> <p>Summative: STAAR results Composite of evaluation results</p>				
Funding Sources: 211 Title I-A - 450.00							
<p>5) Conduct an annual title I Parent Survey to evaluate the effectiveness of district and/or campus parental involvement efforts.</p> <p>Multiple Measures-SPP CCNA PCE Need 1</p> <p>Population:Parents</p> <p>Timeline: Spring 2020</p>		Principal Assistant Principal Dean of Instruction Parent Liaison	<p>Formative: Survey results</p> <p>Summative: Composite of end of the year survey; Title I Parental Involvement Checklist</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Provide ample parent education opportunities through parent conferences and parent training sessions at each campus parent center to disseminate information, services, and/or referrals to agencies that address the needs included in, but not limited to, the following areas:</p> <ul style="list-style-type: none"> --Early Childhood Reading Strategies --Effective teaching strategies --Health Education-Families in Training --Special population (Bilingual, dyslexia, G.T., Migrant, Special Education) --Monitoring student progress via Home Access Center --Local and State Grading Policies --State Assessment requirements --Available campus programs (Extended Day, Tutorial, Accelerated Instruction) <p>Snacks will be purchased for parents and supplies and materials will be purchased for use during meetings.</p> <p>Multiple Measures-SPP CCNA PCE Need 1</p> <p>Population: Parents, Teachers</p> <p>Timeline: August 2019-June 2020</p>		Principal Assistant Principal Dean of Instruction Parent Liaison	Formative: Parent conference Flyers Sign-in sheets Conference agendas Meeting agendas Conference evaluations Summative: STAAR results Composite of evaluation results Extended Day				
Funding Sources: 211 Title I-A - 1900.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) An orientation will be held to aid in the transition from Head Start to Cromack Elementary for Preschool children and for outgoing 5th graders to assist in the transition to middle school.</p> <p>Multiple Measures-SPP CCNA PCE Need 1</p> <p>Population: Teachers, PK Students, 5th Grade Students</p> <p>Timeline: Spring 2020</p>		Principal Assistant Principal Dean of Instruction Parent Liaison Counselors	<p>Formative; Classroom visitations</p> <p>Summative: Increase in enrollment for Prekindergarten and 6th grade.</p>				
<p>8) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Multiple Measures-SPP CCNA PCE Need 1</p> <p>Population: Parents, Teachers</p> <p>Timeline: August 2019-June 2020</p>		Principal Parent liaison	<p>Formative: District and campus parental involvement policy; sign in sheets; evaluations</p> <p>Summative: Composite of end of the year survey increase by 10%; Title I Parental Involvement Checklist</p>				
<p>9) Increase parental involvement levels by hosting a recruitment drive during the month of September to facilitate Parental Involvement/Community Partnership.</p> <p>Multiple Measures-SPP CCNA PCE Need 1</p> <p>Population: Parents, Teachers Timeline: August 2019-June 2020</p>		Principal Parent liaison	<p>Formative: District and campus parental involvement policy; sign in sheets; evaluations</p> <p>Summative: Composite of end of the year survey increase by 10%; Title I Parental Involvement Checklist</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations





Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide instructional support to campus staff that anchors the BISD District Frameworks on research-based strategies and best practices in the areas of reading, math, writing, science, and social studies to improve fluency, comprehension, and numeracy for all, presented and/or addressed through professional development campus monitoring, walkthroughs, and feedback.</p> <p>Multiple Measures-SPP CCNA CIAS Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department</p>	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs STAAR test results,</p>				
<p>Funding Sources: 199 Local funds - 0.00, 211 Title I-A - 9057.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Provide on-going, sustained Response to Intervention (RTI) training to campus staff to implement intervention through the RTI 3 Tier Model in order to support student academic growth and success.</p> <p>Multiple Measures-SPP CCNA CIAS Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department</p>	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs STAAR test results,</p>				
<p>3) Provide professional development opportunities to teachers on college readiness.</p> <p>Multiple Measures-SPP CCNA CIAS Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction BISD Curriculum Department</p>	<p>Formative: Classroom Observations , lesson plans Benchmark testing Fluency Monitoring; Sign-in sheets, agendas</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, AEIS report, SELP/SSLP, Tejas Lee/TPRI, CP-M; ERO transcripts</p>				
Funding Sources: 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) In order to better serve the needs of the English Language Learners on campus, all teachers who service these students will receive training on Sheltered Instruction Operating Procedures (SIOP) and on-going Bilingual training in accordance with District policy.</p> <p>Multiple Measures-DEMO CCNA CIAS Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>P-K-5 Teachers Special Ed. Teachers Principal Asst Principal Dean of Instruction</p>	<p>Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, SELP/SSLP, Tejas Lee/TPRI, CP-M; ERO transcripts</p>				
<p>5) Improve instruction for all students including ELL, special education, at-risk, dyslexia, gifted and talented, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings, vertical, and/or horizontal planning meetings.</p> <p>Multiple Measures-DEMO CCNA CIAS Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department</p>	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs STAAR test results,</p>				
Funding Sources: 263 Title III-A Bilingual - 0.00, 162 State Compensatory - 0.00							
<p>6) Elementary teachers will be provided with professional development to promote participation in Brownsville Kids Voting activities.</p> <p>Population: Grades 3-12 teachers</p> <p>Multiple Measures-SPP CCNA CIAS Need 1</p> <p>Timeline: August 2019-May 2020</p>		<p>Principal Asst. Principal Dean of Instruction Classroom Teachers Curriculum Department</p>	<p>Formative: Sign in Sheets, Agendas, Lesson plans, observations, walkthroughs</p> <p>Summative: STAAR</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Initiate a campus wide plan for highly qualified professional development for faculty and staff. Staff development activities will target the identification of students who are at risk of failing. Teachers will acquire effective intervention and prevention instructional strategies; Staff development will be sought outside the district for teachers and administrators. Supplies needed to carry out staff development sessions will be purchased.</p> <p>Multiple Measures-SPP CCNA CIAS Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Professional Development Principal Assistant Principal Dean of Instruction BISD Curriculum Department</p>	<p>Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p>				
<p>8) The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty & staff opportunities for instructional support in order to train and retrain highly qualified personnel.</p> <p>Multiple Measures-SPP CCNA CIAS Need 1</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Assistant Principal Dean of Instruction Administrator for State Compensatory BISD Curriculum Department</p>	<p>Formative: ERO Session Evaluation Report, ERO Session Attendance Report, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M (BOY and MOY), progress monitoring, walk-throughs, lesson plans, student work, progress reports;</p> <p>Summative: STAAR TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M (EOY)</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: Cromack Elementary will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Technology: Evaluate and update computer lab equipment to ensure sufficient hardware resources. (Desktops, Laptops, External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, Technology equipment.)</p> <p>Multiple Measures-SPP CCNA TECH Need 2</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Asst Principal & Dean of Instruction Instructional Tech. Teacher EE-5th grade teachers Lab Paraprofessionals</p>	<p>Formative: Needs Assessment Survey Lesson plans Walk thru Grade books Benchmark test Results</p> <p>Summative: STAAR results, TELPAS scores, Benchmark results, TPRI results, Progress reports, Report cards</p>				
<p>Funding Sources: 211 Title I-A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Technology-General supplies will be purchased to properly implement the district and state adopted curriculum requirements for students in EE-5th grade (ink cartridges, toner, drum rollers, external storage devices, secure digital memory cards, bulbs, fuser kits).</p> <p>Multiple Measures-SPP CCNA TECH Need 2</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal & Dean of Instruction Instructional Tech. Teacher Science Lab Teacher	<p>Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p>				
<p>Funding Sources: 199 Local funds - 0.00, 211 Title I-A - 800.00</p>							
<p>3) Technology- Computers (Desktops & Laptops), Software, Software renewal, Hardware (External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, Technology equipment) , Two way radios, and Supplies will be purchased) for administrative staff to support overall campus initiatives</p> <p>Multiple Measures-SPP CCNA TECH Need 2</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal & Dean of Instruction Instructional Tech. Teacher Science Lab Teacher	<p>Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p>				
<p>Funding Sources: 199 Local funds - 0.00, 211 Title I-A - 728.00, 162 State Compensatory - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) All EE through 5th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills.</p> <p>Multiple Measures-SA CCNA TECH Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Dean of Instruction Technology Lab Teacher Classroom Teachers</p>	<p>Formative: Technology 6 wk grades Student Lab Progress Report software usage reports</p> <p>Summative: EOY grades; software usage reports</p>				
<p>5) Computer Lab Aide will provide instructional assistance to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom.</p> <p>Multiple Measures-SPP CCNA TECH Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Dean of Instruction Classroom Teachers Librarian Support Staff</p>	<p>Formative: Student Lab Progress Report; software usage reports</p> <p>Summative: EOY grades; software usage reports</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Technology: Evaluate and update computer equipment and hardware to ensure sufficient resources to implement federal, state, and district mandated instructional program (Desktops, Laptops, External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, Technology equipment).</p> <p>Multiple Measures-SPP CCNA TECH Need 2</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Dean of Instruction Assistant Principal Campus TST Classroom Teachers	<p>Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p>				
<p>Funding Sources: 211 Title I-A - 0.00</p>							
<p>7) Students will work at computer stations on programs that will increase their math, science, reading to help increase their level of academic performance, plus increase their ability to produce computer generated projects.</p> <p>Multiple Measures-SA CCNA TECH Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020 Twice a week</p>		Principal Dean of Instruction Assistant Principal Campus TST Classroom Teachers	<p>Formative: Student Lab Progress Report; software usage reports</p> <p>Summative: EOY grades; software usage reports</p>				
<p>Funding Sources: 211 Title I-A - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Classroom teachers will incorporate the use of technology in classroom instruction using Title I-A Priority and Focus Grants Monies to purchase Capital Outlay, Desktops, Laptops, External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, projector bulbs in a classroom setting to increase student performance in all academic areas.		Principal Dean of Instruction Assistant Principal Campus TST Classroom Teachers	Formative: Budget/purchase orders Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials				
Multiple Measures-SA CCNA TECH Need 3 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019- June 2020	Funding Sources: 211 Title I-A - 15968.00						


Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for attendance to ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Multiple Measures-SPP CCNA SCO Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal Dean of Instruction Home visitor	<p>Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p> <p>Summative: PEIMS EOY attendance data; AEIS Report, eSchools attendance report, increase in student attendance rates</p>				
<p>2) Reduce by 5% yearly the out-of-school suspensions to increase student attendance rates and improve student instructional levels.</p> <p>Multiple Measures-SPP CCNA SCO Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal Dean of Instruction Home visitor	<p>Formative: Principal will analyze OSS report at end of each 6 wks to determine increase or decrease in OSS</p> <p>Summative: PEIMS EOY attendance data; AEIS Report, eSchools attendance report, increase in student attendance rates</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Consistently monitor and communicate student's daily absences and tardiness to reduce student absences and tardiness and increase instructional opportunities for students. Home visitor will conduct home visits when needed.</p> <p>Multiple Measures-SPP CCNA SCO Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal Dean of Instruction Home visitor	<p>Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p> <p>Summative: PEIMS EOY attendance data; AEIS Report, eSchools attendance report, increase in student attendance rates</p>				
Funding Sources: 211 Title I-A - 900.00							
<p>4) Recognize and award incentives to students with honor roll and perfect attendance every six weeks and at the end of the year.</p> <p>Campus recognition of parents for attending periodic parental involvement activities.</p> <p>Campus recognition of students for Perfect Attendance Achievement that increase learning performance.</p> <p>Multiple Measures-PERC CCNA SCO Need 1</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020 Each six weeks</p>		Principal Asst Principal Dean of Instruction Home visitor	<p>Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p> <p>Summative: PEIMS EOY attendance data; AEIS Report, eSchools attendance report, increase in student attendance rates</p>				
Funding Sources: 199 Local funds - 0.00, 211 Title I-A - 3000.00							
							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Cromack Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.





Evaluation Data Source(s) 2: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Provide tutorial and supplies for all students identified as needing academic intervention/remediation in all core areas such as those students who are classified as At-Risk, LEP, and Dyslexic.</p> <p>Multiple Measures SA CCNA SAA Need 7</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020 3 times a week</p>		<p>Principal Asst Principal Dean of Instruction Administrator for State Compensatory</p>	<p>Formative: Campus Benchmark Results, walk-throughs, Lesson plans, tutorial attendance report, tutorial schedule, student work, progress reports Summative: STAAR</p>				
<p>2) Cromack will design a comprehensive, developmental, guidance & counseling program, designed to serve all students and student groups.</p> <p>MULTIPLE MEASURES SPP CCNA SAA Need 7</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Assistant Principal Dean of Instruction Teachers Counselors Parent Liaison</p>	<p>Formative: agendas, sign-in sheets Summative:Counseling Logs</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Campus instructional aides will assist At-Risk students with core academic activities in order to improve student performance.</p> <p>Multiple Measures DEMO CCNA SAA Need 7</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Assistant Principal Dean of Instruction Teachers Counselors	Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP, SSLP, TPRI, Tejas LEE, CP-M, IEPs				
<p>4) Increase coordination with special education clerk & home visitor to determine the whereabouts of non-returning students & to ensure appropriate documentation is in place to recover and document non-returning students.</p> <p>Multiple Measures DEMO CCNA SAA Need 7</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Professional Development Principal Assistant Principal Dean of Instruction	Formative: Student rosters & attendance sheets; eSchools attendance report; home visitor logs Summative: Student rosters & attendance sheets; eSchools attendance report; home visitor logs; State Assessment Results, AEIS report, CIP, report cards, TELPAS, SELP, SSLP, TPRI, Tejas LEE, CP-M, IEPs				
<p>5) Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Multiple Measures DEMO CCNA SAA Need 7</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst Principal Dean of Instruction Home visitor	Formative: Monthly eSchool PLUS; At-Risk reports; student progress reports Summative: STAAR, Attendance Rate, Retention Rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Provide computer-based instruction, Extended Day Program (for eligible students), and supplies in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, grade level completion rate, and decrease the grade level retention rate.</p> <p>Multiple Measures SPP CCNA TECH Need 3</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020 Daily</p>		Principal Asst Principal Dean of Instruction Administrator for State Compensatory	<p>Formative: Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, and Retention Rate</p>				
<p>7) A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Multiple Measures DEMO CCNA SAA Need 3</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students Timeline: August 2019-June 2020 Daily</p>		Campus Homeless Youth Coordinator; Admin. for State Compensatory Education; Admin. for Special Programs	<p>Formative: Monthly eSchool PLUS; At-Risk reports; student progress reports;</p> <p>Summative; 10% increase in at-risk student achievement on STAAR; 5% increase in at-risk student attendance rates; 5% increase in at-risk student completion rates; 5% decrease in retention rates</p>				
<p>8) Automate 10 At-Risk indicators in Student Plus to effectively provide immediate identification of At-Risk students and implement intervention strategies</p> <p>Multiple Measures DEMO CCNA SAA Need 3</p> <p>Population: (TI) (MI) (LEP) (AR) (DYS) *All Students Timeline: August 2019-June 2020 Daily</p>		Principal Assistant Principal Data Entry Clerk Administrator for Special Programs/State Compensatory	<p>Formative: eSchools attendance rosters</p> <p>Summative: 10% decrease in student failure and retention rates</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) 5th Grade students classified At-Risk will be in a class with 22 to 1 ratio in order to provide smaller classroom settings Multiple Measures DEMO CCNA SAA Need 3 Population: (TI) (MI) (LEP) (AR) (DYS) *All Students Timeline: August 2019-June 2020 Daily		Principal Assistant Principal Data Entry Clerk Administrator for Special Programs/State Compensatory	Formative: eSchools Plus Rosters Summative: STAAR results, TELPAS scores, Benchmark results, TPRI results, Progress reports, Report cards, reading tests				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							


Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) School nurse will provide general health care to students while on campus.</p> <p>Multiple Measures-SPP CCNA SAA Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Campus Counselors Parental Involvement Campus Personnel Campus Administration</p>	<p>Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p>				
Funding Sources: 211 Title I-A - 500.00, 199 Local funds - 0.00							
<p>2) Monitor and emphasize the integrated math, reading, science, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance student' skills and prepare them for testing.</p> <p>Multiple Measures-SPP CCNA SAA Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		<p>PE Specialist PE Teachers Principal Assistant Principal Dean of Instruction</p>	<p>Formative: Lesson Plans, Observations, Walkthroughs, IEPs. Weekly tests, Unit Assessments; Co-Planning documentation</p> <p>Summative: ARD Minutes, STAAR scores, Benchmarks, Increase in Commended Performance; School Health Index; Fitness Gram</p>				
Funding Sources: 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) In an effort to promote physically and emotionally healthy students, the campus will implement the district mandated curriculum, CATCH, and a School Health Advisory Committee that will evaluate the implementation of the district initiatives.</p> <p>Multiple Measures-SPP CCNA SAA Need 3</p> <p>Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Timeline: August 2019-June 2020</p>		Principal Assistant Principal Dean of Instruction Teachers	<p>Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs, School Health Index; FitnessGram</p>				
Funding Sources: 199 Local funds - 0.00							
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize research based instructional resources, iPads, laptops, (such as STAAR resource materials, district approved software and instructional strategies) and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national). Multiple Measure-SA CCNA SAA Need 1 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020
1	1	2	Provide accelerated instruction for all students, including but not limited to those enrolled in the Extended Day Program, identified as needing academic intervention/remediation in all core areas such as those students who are classified as At-Risk, Bilingual, Special Education, and Dyslexic. Multiple Measure-SA CCNA SAA Need 1 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020
1	1	9	Co-planning will take place between dyslexia, special education, and regular education teachers to monitor and evaluate student progress. Multiple Measure-SPP CCNA SQRR Need 2 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020: Every six weeks
1	1	17	Students will be provided additional support for academic success through: -Before and after school tutoring -Summer school - Small group tutoring -Mentoring -Extended Day Program Multiple Measure-SA CCNA SAA Need 2 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020
1	1	23	All certified teachers will meet at least once a week to work collaboratively to plan grade appropriate, TEKS-based lessons and activities. Multiple Measure-SPP CCNA SQRR Need 4 Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students Timeline: August 2019-June 2020

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Surveys were distributed to all stakeholders in the Spring of 2018 to obtain feedback regarding the schoolwide program. Links to surveys were provided so that surveys could be completed by staff members, students, and parents. The campus leadership team met on May 10, 2018 to review the results of the surveys and determine the next course of action which involved reviewing survey data, budget information, and assessment data. Grade levels met to identify strengths and areas of concern.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site Based Decision Committee met to review assessment data, budget information, and review goals and strategies included in the Campus Improvement Plan. The SBDM made needed adjustments, modifications, and revisions to the strategies to reflect the needs of the campus, students, and overall instructional program at Cromack Elementary.

2.2: Regular monitoring and revision

The Site Based Decision Making Committee and campus administration met multiple times throughout the year, on average once a month, to discuss campus needs. The CIP was reviewed and the formative review was completed. Teachers were included in the CIP review process in an effort to gather input regarding curriculum, instruction, and student assessment programs and initiatives. Teachers will utilize formative and assessment data to make informed decisions when modifying or discontinuing CIP strategies.

2.3: Available to parents and community in an understandable format and language

The Cromack Campus Improvement Plan is made available to all stakeholders through the Cromack Elementary School website and the Brownsville Independent School District website. Parent meetings will consist of state assessment standards and passing rates, improving student achievement, and forging partnerships between home and school.

2.4: Opportunities for all children to meet State standards

Throughout the school day, students are provided with a myriad of opportunities to meet state standards through the use of academic curriculum and the implementation of instructional strategies that are tailored to meet the needs of all learners. Students will be afforded with opportunities for accelerated instruction when necessary. Students in need of additional academic support will be placed on appropriate academic intervention programs such as RTI, Dyslexia/504, or Special Education.

2.5: Increased learning time and well-rounded education

Students are provided with various opportunities for increased learning time, during and after school, through the implementation of accelerated learning programs (i.e. tutorial, extended day program, remediation, interventions). Budget funds will be used to improve the overall instructional program at Cromack Elementary to meet the needs of all students to (1) college/career ready students; (2) establish and maintain partnerships with parents; (3) strengthen the instructional program; (4) provide teachers with innovative professional development opportunities; (5) improve academic opportunities for students of all demographics; and (6) address technology needs on the campus.

2.6: Address needs of all students, particularly at-risk

The needs of all students are addressed through the use of research based instructional resources and strategies throughout the course of the school year. Students in need of additional academic support will be provided with accelerated instruction in the areas of reading/math/writing/science.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is reviewed by the parent liaison and a group of parents and then presented to the SBDM at the beginning of the school year and disseminated to parents. Parents and families are offered support at each campus through the campus parent liaison and via the school district's Parental Involvement Department.

3.2: Offer flexible number of parent involvement meetings

Parental involvement meetings and trainings on various topics are offered to parents at regularly scheduled intervals throughout the school year. Notices are sent to parents advising of the date, time, and the locations of meetings. Parents are also invited to meet with their child's teacher before, during, or after school when the need arises. Parent engagement activities are offered to families throughout the course of the academic year.

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	J. Garcia	Interim Principal
Meeting Facilitator	C. Lopez	Dean
Meeting Facilitator	N. Ponce	Asst. Principal
Classroom Teacher	G. Abete	Teacher
Classroom Teacher	A. Bolado	Teacher
Classroom Teacher	A. Garza	Teacher
Classroom Teacher	A. Ochoa	Teacher
Classroom Teacher	J. Rivas	Teacher
Classroom Teacher	M. Robles	Teacher
Community Representative	F. Gonzalez	Community Representative
Parent	W. Harris	Parent
Community Representative	C. Mendez	Community Representative
Non-classroom Professional	N. Gonzales	Counselor
District-level Professional	R. Gutierrez	District-level Professional
Non-classroom Professional	L. Angeles	Non-Classroom Professional
Parent	A. Limas	Parent
Student	E. Limas	Student
Business Representative	H. Almanza	Business Representative
Business Representative	A. Rivera	Business Representative
Classroom Teacher	J. Hernandez	Classroom Teacher
Classroom Teacher	R. Orozco	Classroom Teacher

District Funding Summary

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Imagine Math Software	211-11-6249-62-102-Y-30-0F2-Y	\$5,000.00
1	1	1	IPADS	211-11-6398-62-102-Y-30-0F2	\$7,060.00
1	1	1	Laptops	211-11-6398-62-102-Y-30-0F2	\$8,982.00
1	1	2	Professional Extra Duty Pay	211-11-6118-00-102-Y30-ASP-Y	\$13,000.00
1	1	2	Social Security/Medicare	211-11-6141-00-102-Y-30-ASP-Y	\$479.00
1	1	2	Teacher Retirement/TRS Care	211-11-6146-00-102-Y-30-ASP-Y	\$2,947.00
1	1	2	Employee Benefits	211-11-6148-00-102-Y-30-ASP-Y	\$77.00
1	1	2	Employee Benefits	211-11-6149-00-102-Y-30-ASP-Y	\$495.00
1	1	5	General Supplies	211-12-6399-00-102-Y-30-0F2-Y	\$3,228.00
1	1	5	Copy Paper	211-12-6396-00-102-Y-30-0F2-Y	\$500.00
1	1	5	General Supplies	211-11-6399-00-102-Y-30-0F2-Y	\$45,987.00
1	1	17	Extra Duty Pay	211-11-6118-00-102-Y-30-0F2	\$0.00
1	2	1	general supplies	211-11-6399-00-102-Y-32-3YR	\$0.00
1	2	1	Stipends	211-11-6117-00-102-Y-24-3YR	\$0.00
1	2	1	Three Year Old Program Teacher		\$0.00
5	1	1	General supplies	211-31-6399-00-102-Y-30-0F2-Y	\$200.00
5	1	1	General supplies	211-31-6399-65-102-Y-30-0F2-Y	\$300.00
6	1	4	EMPLOYEE TRAVEL-MILEAGE	211-611-6411-00-102-Y-30-0F2	\$450.00
6	1	6	Parental Involvement supplies and materials	211-61-6399-00-102-Y-30-0F2-Y	\$900.00
6	1	6	Light refreshments and snacks	211-61-6499-53-102-Y-30-0F2-Y	\$900.00
6	1	6	Awards	211-11-6498-00-102-Y30-0F2-Y	\$100.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Substitutes	211-13-6112-00-102-Y-30-AYP-Y	\$2,057.00
7	1	1	Staff Development Consultant	211-13-6291-00-102-Y-30-AYP-Y	\$5,000.00
7	1	1	Staff Development Travel	211-13-6411-00-102-Y-30-AYP-Y	\$2,000.00
8	1	1	Classroom Projectors	211-11-6398-00-102-Y-30-0F2-Y	\$0.00
8	1	1	Document Cameras	211-11-6398-00-102-Y-30-0F2-Y	\$0.00
8	1	2	Supplies and Materials	211-11-6398-00-102-Y-30-0F2-Y	\$0.00
8	1	2	Classroom Bulbs	211-11-6398-00-102-Y-30-0F2-Y	\$0.00
8	1	2	General Supplies-Toner	211-12-6399-62-102-Y30-0F2-Y	\$800.00
8	1	3	Imagine Learning	211-11-6299-62-102-Y-30-0F2-Y	\$0.00
8	1	3	Contracted Services--Hatch	211-11-6249-62-102-Y-30-0F2-Y	\$0.00
8	1	3	General Supplies	211-23-6399-65-102-Y-30-0F2-Y	\$728.00
8	1	6	Printers	211-11-6398-00-102-Y-30-0F2-Y	\$0.00
8	1	6	Grade level printer	211-11-6398-00-102-Y-30-0F2-Y	\$0.00
8	1	7	Student laptops	211-11-6398-62-102-Y-30-0F2-Y	\$0.00
8	1	8	Laptops	211-11-6398-62-102-Y-30-0F2-Y	\$15,968.00
9	1	3	Employee Travel--Mileage	211-61-6411-00-102-Y-30-0F2	\$900.00
9	1	4	Awards	211-11-6498-00-102-Y-30-0F2-Y	\$3,000.00
9	3	1	nursing supplies	211-33-6399-00-102-Y-30-0F2-Y	\$500.00
Sub-Total					\$121,558.00
Budgeted Fund Source Amount					\$100,042.00
+/- Difference					\$-21,516.00
Grand Total					\$121,558.00