

Brownsville Independent School District

Cromack Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: December 14, 2021
Public Presentation Date: September 30, 2021

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

We will prepare and motivate our students to reach their full potential and embrace the value of lifelong learning by providing a personalized, diversified, quality education through a variety of rigorous learning opportunities.

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Goal 1: Cromack Elementary 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). Los estudiantes de la Primaria Cromack recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4)	27
Goal 2: Cromack Elementary 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) La Primaria Cromack asegurará la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y energéticamente eficientes para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Objetivo del tablero 2)	66
Goal 3: Cromack Elementary 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) La Primaria Cromack asegurará el uso eficaz y eficiente de todos los fondos disponibles en la implementación de un presupuesto equilibrado que incluye una mejor compensación para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Objetivo de la Junta 3) (TEA Capítulo 4, Obj. 6)	69
Goal 4: Cromack Elementary 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) La Primaria Cromack trabajará de cerca y en colaboración con la Oficina de Información Pública del BISD para expandir las campañas de relaciones públicas / mercadeo para expandir aún más los esfuerzos de inscripción / reclutamiento / retención de estudiantes. (Objetivo de la mesa directiva 4)	74
Goal 5: Cromack Elementary will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8) La Primaria Cromack mantendrá un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Capítulo 4, Obj. 8)	76
Goal 6: Cromack Elementary 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) La Primaria Cromack proporcionará el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres serán socios plenos de los educadores en la educación de sus hijos. (TEA Capítulo 4, Obj. 1)	83
Goal 7: Educators at Cromack Elementary 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) Los educadores de la Primaria Cromack se mantendrán al día con el desarrollo de técnicas creativas e innovadoras en la instrucción y la administración utilizando esas técnicas según corresponda para mejorar el aprendizaje de los estudiantes. (TEA Capítulo 4 Obj. 9)	90
Goal 8: At Cromack Elementary, technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10) En Cromack Elementary, la tecnología se implementará y utilizará para aumentar la efectividad del aprendizaje de los estudiantes, la gestión de la instrucción, el desarrollo del personal y la administración. (Plan de acción de tecnología preparada para el futuro de BISD) (TEA Capítulo 4 Obj. 10)	100
Goal 9: Through enhanced dropout prevention efforts to include increasing involvement in after school programs and tutorials for all students of all demographics (SPED, Section 504/Dyslexia, Emergent Bilingual, At-RISK, GT) all students at Cromack Elementary will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3) A través de esfuerzos mejorados de prevención de la deserción, todos los estudiantes de Cromack Elementary permanecerán en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capítulo 4 Obj. 3)	121

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Comprehensive Needs Assessment

Revised/Approved: May 18, 2021

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. In addition, at Cromack Elementary School, 14.1% are considered special education; 6.4% are categorized as gifted and talented; and 81.8% are categorized as At-Risk. 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

Findings/Analysis Results: The following needs and strengths were identified after all findings were analyzed in May 2021 by the SBDM Committee.

Demographic Strengths:

1. Low mobility rate
2. Bilingual Education-ELPS
3. Grade level collaboration

Need Statements Identifying Demographics Needs

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

Need Statement 2 (Prioritized): Implementation of a solid accelerated instructional program **Data Analysis/Root Cause:** Teachers are in need of curricular and instructional

support.

Need Statement 3 (Prioritized): Improvement of student assessment scores in the areas of reading, math, writing, and science **Data Analysis/Root Cause:** Due to low an inability to attain mastery on benchmarks, state standardized scores, and report card grades, students will be afforded the opportunity to attend tutorial/accelerated instruction classes.

Need Statement 4 (Prioritized): More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics **Data Analysis/Root Cause:** Review of discipline data supports the need to provide more support to students of different backgrounds.

Need Statement 5: Provide tutorial/accelerated instruction/extended day program for students in need of academic support through reteaching and targeted interventions **Data Analysis/Root Cause:** Due to low an inability to attain mastery on benchmarks, state standardized scores, and report card grades, students will be afforded the opportunity to attend tutorial/accelerated instruction classes.

Need Statement 6 (Prioritized): Increase in attendance at parent awareness meetings **Data Analysis/Root Cause:** Low parent attendance rate at parent meetings; minimal parental involvement with school activities

Need Statement 7 (Prioritized): Increase in student attendance and participation rates **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation

Need Statement 8 (Prioritized): Improvement in student achievement rates to impact amount of students receiving Honor Roll awards **Data Analysis/Root Cause:** Student academic achievement is minimal in some grade levels resulting in high failure rates.

Need Statement 9 (Prioritized): Increase in attendance at end of the year awards **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks.

Need Statement 10 (Prioritized): Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 11 (Prioritized): Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 12 (Prioritized): Purchase and replacement of Instructional resources, materials, and supplies to improve the overall educational program **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 13 (Prioritized): Purchase of Cricut machines and refills to create instructional materials and displays **Data Analysis/Root Cause:** To support instruction, teachers need to create a print rich environment that reinforces the concepts being taught in the classroom.

Need Statement 14 (Prioritized): Inclusion of all student populations in student-led, school sponsored activities **Data Analysis/Root Cause:** The number of student led activities needs to increase at Cromack Elementary.

Need Statement 15: 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. **Data Analysis/Root Cause:** Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.

Student Learning

Student Learning 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 a learning gap is evident due to the COVID pandemic. In addition, the results of the data analysis, for the last two years, indicate that students' scores in reading, math, and science 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.

Campus performance data is noted below (Source: TEA TAPR).

Texas Education Agency 2020-21 STAAR Performance (TAPR) CROMACK EL (031901102) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
STAAR Performance Rates by Tested Grade, Subject, and Performance Level															
Grade 3 Reading															
At Approaches Grade Level or Above	2021	67%	54%	34%	-	33%	*	-	-	-	-	18%	*	35%	20%
	2019	76%	80%	73%	-	73%	*	-	-	-	-	27%	-	73%	67%
At Meets Grade Level or Above	2021	39%	21%	10%	-	11%	*	-	-	-	-	6%	*	11%	0%
	2019	45%	46%	33%	-	34%	*	-	-	-	-	0%	-	35%	17%
At Masters Grade Level	2021	19%	7%	1%	-	2%	*	-	-	-	-	0%	*	2%	0%
	2019	27%	26%	23%	-	23%	*	-	-	-	-	0%	-	23%	17%
Grade 3 Mathematics															
At Approaches Grade Level or Above	2021	62%	40%	28%	-	29%	*	-	-	-	-	6%	*	29%	20%
	2019	79%	85%	79%	-	80%	*	-	-	-	-	27%	-	78%	83%
At Meets Grade Level or Above	2021	31%	13%	6%	-	6%	*	-	-	-	-	0%	*	6%	0%

	2019	49%	56%	47%	-	48%	*	-	-	-	-	0%	-	48%	33%	
At Masters Grade Level	2021	14%	4%	1%	-	2%	*	-	-	-	-	0%	*	2%	0%	
	2019	25%	27%	14%	-	14%	*	-	-	-	-	0%	-	13%	17%	
Grade 4 Reading																
At Approaches Grade Level or Above	2021	63%	55%	56%	-	56%	-	-	-	-	-	30%	-	61%	29%	
	2019	75%	83%	74%	-	74%	-	-	-	-	-	37%	*	75%	67%	
At Meets Grade Level or Above	2021	36%	27%	26%	-	26%	-	-	-	-	-	20%	-	25%	29%	
	2019	44%	51%	38%	-	38%	-	-	-	-	-	11%	*	37%	44%	
At Masters Grade Level	2021	17%	10%	12%	-	12%	-	-	-	-	-	0%	-	11%	14%	
	2019	22%	23%	15%	-	15%	-	-	-	-	-	5%	*	14%	22%	
Grade 4 Mathematics																
At Approaches Grade Level or Above	2021	59%	40%	32%	-	32%	-	-	-	-	-	10%	-	32%	29%	
	2019	75%	82%	74%	-	74%	-	-	-	-	-	37%	*	77%	56%	
At Meets Grade Level or Above	2021	36%	17%	7%	-	7%	-	-	-	-	-	0%	-	5%	14%	
	2019	48%	53%	29%	-	29%	-	-	-	-	-	11%	*	29%	33%	
At Masters Grade Level	2021	21%	8%	5%	-	5%	-	-	-	-	-	0%	-	3%	14%	
	2019	28%	30%	16%	-	16%	-	-	-	-	-	0%	*	15%	22%	
Grade 4 Writing																

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CROMACK EL (031901102) - BROWNSVILLE ISD - CAMERON COUNTY

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches Grade Level or Above	2021	53%	42%	37%	-	37%	-	-	-	-	-	0%	-	41%	14%
	2019	67%	78%	60%	-	60%	-	-	-	-	-	16%	*	62%	44%
At Meets Grade Level or Above	2021	27%	18%	15%	-	15%	-	-	-	-	-	0%	-	15%	14%
	2019	35%	44%	26%	-	26%	-	-	-	-	-	5%	*	26%	22%
At Masters Grade Level	2021	8%	4%	2%	-	2%	-	-	-	-	-	0%	-	0%	14%
	2019	11%	14%	4%	-	4%	-	-	-	-	-	0%	*	4%	0%

Grade 5 Reading+															
At Approaches Grade Level or Above	2021	73%	71%	64%	-	67%	*	-	-	-	-	40%	-	65%	
	2019	86%	91%	93%	-	93%	-	-	-	-	-	50%	*	92%	
At Meets Grade Level or Above	2021	46%	39%	20%	-	21%	*	-	-	-	-	0%	-	19%	
	2019	54%	56%	51%	-	51%	-	-	-	-	-	0%	*	52%	
At Masters Grade Level	2021	30%	24%	8%	-	8%	*	-	-	-	-	0%	-	8%	
	2019	29%	28%	31%	-	31%	-	-	-	-	-	0%	*	31%	
Grade 5 Mathematics+															
At Approaches Grade Level or Above	2021	70%	59%	35%	-	37%	*	-	-	-	-	27%	-	35%	
	2019	90%	96%	94%	-	94%	-	-	-	-	-	60%	*	94%	
At Meets Grade Level or Above	2021	44%	32%	10%	-	10%	*	-	-	-	-	0%	-	10%	
	2019	58%	70%	66%	-	66%	-	-	-	-	-	10%	*	67%	
At Masters Grade Level	2021	25%	14%	6%	-	6%	*	-	-	-	-	0%	-	6%	
	2019	36%	46%	42%	-	42%	-	-	-	-	-	0%	*	42%	
Grade 5 Science															
At Approaches Grade Level or Above	2021	62%	47%	30%	-	31%	*	-	-	-	-	10%	-	31%	
	2019	75%	84%	85%	-	85%	-	-	-	-	-	40%	*	86%	
At Meets Grade Level or Above	2021	31%	17%	2%	-	2%	*	-	-	-	-	10%	-	2%	
	2019	49%	60%	61%	-	61%	-	-	-	-	-	20%	*	61%	
At Masters Grade Level	2021	13%	6%	0%	-	0%	*	-	-	-	-	0%	-	0%	
	2019	24%	28%	22%	-	22%	-	-	-	-	-	10%	*	22%	
All Grades All Subjects															
At Approaches Grade Level or Above	2021	67%	59%	39%	-	39%	13%	-	-	-	-	17%	*	40%	24%
	2019	78%	81%	78%	-	78%	*	-	-	-	-	34%	100%	79%	67%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CROMACK EL (031901102) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets Grade Level or Above	2021	41%	31%	11%	-	12%	0%	-	-	-	-	4%	*	11%	14%

	2019	50%	52%	43%	-	43%	*	-	-	-	-	7%	83%	44%	33%	
At Masters Grade Level	2021	18%	11%	4%	-	4%	0%	-	-	-	-	0%	*	4%	8%	
	2019	24%	23%	20%	-	20%	*	-	-	-	-	2%	33%	20%	19%	
All Grades ELA/Reading																
At Approaches Grade Level or Above	2021	68%	63%	49%	-	50%	*	-	-	-	-	27%	*	51%	29%	
	2019	75%	76%	80%	-	80%	*	-	-	-	-	36%	*	80%	72%	
At Meets Grade Level or Above	2021	45%	38%	18%	-	18%	*	-	-	-	-	8%	*	17%	21%	
	2019	48%	47%	40%	-	41%	*	-	-	-	-	5%	*	41%	33%	
At Masters Grade Level	2021	18%	12%	6%	-	6%	*	-	-	-	-	0%	*	6%	7%	
	2019	21%	18%	22%	-	23%	*	-	-	-	-	2%	*	22%	22%	
All Grades Mathematics																
At Approaches Grade Level or Above	2021	66%	51%	31%	-	32%	*	-	-	-	-	13%	*	32%	29%	
	2019	82%	86%	82%	-	82%	*	-	-	-	-	39%	*	83%	72%	
At Meets Grade Level or Above	2021	37%	21%	7%	-	8%	*	-	-	-	-	0%	*	7%	7%	
	2019	52%	57%	46%	-	46%	*	-	-	-	-	7%	*	47%	33%	
At Masters Grade Level	2021	18%	7%	4%	-	4%	*	-	-	-	-	0%	*	3%	7%	
	2019	26%	31%	23%	-	23%	*	-	-	-	-	0%	*	23%	22%	
All Grades Writing																
At Approaches Grade Level or Above	2021	58%	51%	37%	-	37%	-	-	-	-	-	0%	-	41%	14%	
	2019	68%	76%	60%	-	60%	-	-	-	-	-	16%	*	62%	44%	
At Meets Grade Level or Above	2021	30%	23%	15%	-	15%	-	-	-	-	-	0%	-	15%	14%	
	2019	38%	44%	26%	-	26%	-	-	-	-	-	5%	*	26%	22%	
At Masters Grade Level	2021	9%	5%	2%	-	2%	-	-	-	-	-	0%	-	0%	14%	
	2019	14%	15%	4%	-	4%	-	-	-	-	-	0%	*	4%	0%	
All Grades Science																
At Approaches Grade Level or Above	2021	71%	62%	30%	-	31%	*	-	-	-	-	10%	-	31%	*	
	2019	81%	84%	85%	-	85%	-	-	-	-	-	40%	*	86%	*	
At Meets Grade Level or Above	2021	44%	31%	2%	-	2%	*	-	-	-	-	10%	-	2%	*	
	2019	54%	55%	61%	-	61%	-	-	-	-	-	20%	*	61%	*	
At Masters Grade Level	2021	20%	10%	0%	-	0%	*	-	-	-	-	0%	-	0%	*	
	2019	25%	21%	22%	-	22%	-	-	-	-	-	10%	*	22%	*	

**Texas Education Agency
2018-19 Progress (TAPR)**

CROMACK EL (031901102) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	74	-	74	-	-	-	-	-	50	*	75	71	73	68
	2018	63	65	68	-	67	-	-	-	-	-	54	*	68	*	67	73
Grade 4 Mathematics	2019	65	64	59	-	59	-	-	-	-	-	53	*	59	57	58	53
	2018	65	66	66	-	66	-	-	-	-	-	46	*	67	*	66	62
Grade 5 ELA/Reading	2019	81	78	84	-	84	-	-	-	-	-	85	*	84	*	84	79
	2018	80	81	81	-	81	-	-	-	-	-	42	-	80	*	81	75
Grade 5 Mathematics	2019	83	88	89	-	89	-	-	-	-	-	91	*	88	*	89	87
	2018	81	87	90	-	90	-	-	-	-	-	92	-	90	*	93	91
All Grades Both Subjects	2019	69	69	76	-	76	-	-	-	-	-	66	*	76	72	75	71
	2018	69	71	76	-	76	-	-	-	-	-	58	*	76	71	76	76
All Grades ELA/Reading	2019	68	67	79	-	79	-	-	-	-	-	63	*	79	78	78	73
	2018	69	69	74	-	74	-	-	-	-	-	48	*	74	75	74	74
All Grades Mathematics	2019	70	71	73	-	73	-	-	-	-	-	69	*	74	67	73	70
	2018	70	72	78	-	78	-	-	-	-	-	69	*	79	67	79	77

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency 2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) CROMACK EL (031901102) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2021	67%	59%	39%	28%	28%	-	-	-	-	-	-	-	-	*	38%

At Approaches Grade Level or Above	2021	67%	59%	59%	28%	28%	-	-	-	-	-	-	-	-	-	36%
	2019	78%	81%	78%	65%	65%	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	41%	31%	11%	7%	7%	-	-	-	-	-	-	-	-	-	* 13%
	2019	50%	52%	43%	31%	31%	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	18%	11%	4%	3%	3%	-	-	-	-	-	-	-	-	-	* 1%
	2019	24%	23%	20%	12%	12%	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																
At Approaches Grade Level or Above	2021	68%	63%	49%	37%	37%	-	-	-	-	-	-	-	-	-	* 60%
	2019	75%	76%	80%	64%	64%	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	45%	38%	18%	9%	9%	-	-	-	-	-	-	-	-	-	* 23%
	2019	48%	47%	40%	33%	33%	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	18%	12%	6%	2%	2%	-	-	-	-	-	-	-	-	-	* 3%
	2019	21%	18%	22%	17%	17%	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics																
At Approaches Grade Level or Above	2021	66%	51%	31%	25%	25%	-	-	-	-	-	-	-	-	-	* 27%
	2019	82%	86%	82%	73%	73%	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	37%	21%	7%	7%	7%	-	-	-	-	-	-	-	-	-	* 10%
	2019	52%	57%	46%	33%	33%	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	18%	7%	4%	4%	4%	-	-	-	-	-	-	-	-	-	* 0%
	2019	26%	31%	23%	12%	12%	-	-	-	-	-	-	-	-	-	-
All Grades Writing																
At Approaches Grade Level or Above	2021	58%	51%	37%	9%	9%	-	-	-	-	-	-	-	-	-	- 14%
	2019	68%	76%	60%	38%	38%	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	30%	23%	15%	4%	4%	-	-	-	-	-	-	-	-	-	0%
	2019	38%	44%	26%	7%	7%	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	9%	5%	2%	4%	4%	-	-	-	-	-	-	-	-	-	0%
	2019	14%	15%	4%	0%	0%	-	-	-	-	-	-	-	-	-	-
All Grades Science																
At Approaches Grade Level or Above	2021	71%	62%	30%	25%	25%	-	-	-	-	-	-	-	-	-	* 27%
	2019	81%	84%	85%	75%	75%	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2021	44%	31%	2%	0%	0%	-	-	-	-	-	-	-	-	-	* 0%
	2019	54%	55%	61%	63%	63%	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2021	20%	10%	0%	0%	0%	-	-	-	-	-	-	-	-	-	* 0%
	2019	25%	21%	22%	6%	6%	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
 2020-21 STAAR Participation (TAPR)
CROMACK EL (031901102) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
2021 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	88%	71%	81%	-	80%	89%	-	-	-	-	78%	*	80%	90%
Included in Accountability	83%	67%	75%	-	76%	44%	-	-	-	-	73%	*	77%	61%
Not Included in Accountability: Mobile	3%	1%	3%	-	2%	22%	-	-	-	-	3%	*	1%	20%
Not Included in Accountability: Other Exclusions	1%	3%	2%	-	2%	22%	-	-	-	-	2%	*	1%	10%
Not Tested	12%	29%	19%	-	20%	11%	-	-	-	-	22%	*	20%	10%
Absent	2%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	0%
Other	10%	29%	19%	-	20%	11%	-	-	-	-	22%	*	20%	10%
2019 STAAR Participation (All Grades)														
All Tests														
Assessment Participant	99%	100%	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	-	94%	*	-	-	-	-	87%	100%	97%	71%
Not Included in Accountability: Mobile	4%	2%	4%	-	4%	*	-	-	-	-	10%	0%	3%	16%
Not Included in Accountability: Other Exclusions	1%	2%	2%	-	2%	*	-	-	-	-	3%	0%	1%	13%
Not Tested	1%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

*Additional STAAR Test results and other assessment information can be found in the addendums via the Texas Academic Performance Report (TAPR) and the Federal Report Card.

Student Learning Strengths

Findings/Analysis Results: The following strengths and needs were identified after all findings were analyzed in May 2021 by the SBDM Committee.

Student Academic Achievement Strengths:

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

Need Statements Identifying Student Learning Needs

Need 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. **Data Analysis/Root Cause:** Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.

Need Statement 2 (Prioritized): Improvement of passing rates on STAAR **Data Analysis/Root Cause:** Students are unable to attain passing rates on STAAR.

Need Statement 3 (Prioritized): Implementation of TEKS based accelerated instructional program **Data Analysis/Root Cause:** To improve achievement, students are in need of additional academic support.

Need Statement 4 (Prioritized): Improvement of Meets and Masters achievement rates on STAAR **Data Analysis/Root Cause:** Most of the student's' STAAR passing rates are at Approaches performance level.

Need Statement 5 (Prioritized): Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 6 (Prioritized): Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 7 (Prioritized): Purchase and replacement of Instructional resources, materials, and supplies to improve the overall educational program **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 8 (Prioritized): Purchase of Cricut machines and refills to create instructional materials and displays **Data Analysis/Root Cause:** To support instruction, teachers

need to create a print rich environment that reinforces the concepts being taught in the classroom.

Need Statement 9 (Prioritized): Increase in student attendance and participation rates **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation

Need Statement 10 (Prioritized): Improvement in student achievement rates to impact amount of students receiving Honor Roll awards **Data Analysis/Root Cause:** Student academic achievement is minimal in some grade levels resulting in high failure rates.

Need Statement 11 (Prioritized): Increase in attendance at end of the year awards **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks.

Need Statement 12 (Prioritized): The performance rate for English Language Learners in grades 3-5 was below the federal performance target of 91% in the area of reading. **Data Analysis/Root Cause:** Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.

Need Statement 13 (Prioritized): Improvement of student assessment scores in the areas of reading, math, writing, and science **Data Analysis/Root Cause:** Due to low an inability to attain mastery on benchmarks, state standardized scores, and report card grades, students will be afforded the opportunity to attend tutorial/accelerated instruction classes.

Need Statement 14 (Prioritized): More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics **Data Analysis/Root Cause:** Review of discipline data supports the need to provide more support to students of different backgrounds.

Need Statement 15 (Prioritized): Redesigned master schedule to incorporate additional learning time to supplement instruction **Data Analysis/Root Cause:** Teachers and students can benefit from the extra instructional/remediation time to be incorporated during the school year.

Need Statement 16 (Prioritized): Increased opportunities for authentic learning **Data Analysis/Root Cause:** Teachers need to create opportunities for hands-on learning, cooperative learning, and student-centered activities.

Need Statement 17 (Prioritized): Increased opportunities for attendance at in-district and out of district staff development sessions for campus administration, teachers, and support staff to hone their skills and expertise **Data Analysis/Root Cause:** Teachers are in need of sustained professional development that revolves around the improvement of pedagogy, curriculum, and instruction.

Need Statement 18 (Prioritized): Inclusion of all student populations in student-led, school sponsored activities **Data Analysis/Root Cause:** The number of student led activities needs to increase at Cromack Elementary.

Need Statement 19 (Prioritized): Increased amount of supplies for school programs to include library, counseling department, PE, custodial staff, nursing, tutorial, and office/administration to run more effectively and better serve students **Data Analysis/Root Cause:** Additional supplies are needed to support instruction and the overall academic program at Cromack.

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 2020 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/needs were identified after all findings were analyzed in May 2021 by the SBDM Committee.

School Processes and Programs Strengths:

1. Sustainability of TLI program
2. Bilingual Education/ELPS
3. Grade Level Collaboration
4. Vertical alignment
5. RTI Implementation
6. Extended Day Program
7. Consistent implementation of explicit instruction through the use of TLI routines, cognitive strategies, vocabulary activities, and curricular supports

Need Statements Identifying School Processes & Programs Needs

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

Need Statement 2 (Prioritized): Redesigned master schedule to incorporate additional learning time to supplement instruction **Data Analysis/Root Cause:** Teachers and students

can benefit from the extra instructional/remediation time to be incorporated during the school year.

Need Statement 3 (Prioritized): Increased opportunities for authentic learning **Data Analysis/Root Cause:** Teachers need to create opportunities for hands-on learning, cooperative learning, and student-centered activities.

Need Statement 4 (Prioritized): Increased opportunities for attendance at in-district and out of district staff development sessions for campus administration, teachers, and support staff to hone their skills and expertise **Data Analysis/Root Cause:** Teachers are in need of sustained professional development that revolves around the improvement of pedagogy, curriculum, and instruction.

Need Statement 5 (Prioritized): Inclusion of all student populations in student-led, school sponsored activities **Data Analysis/Root Cause:** The number of student led activities needs to increase at Cromack Elementary.

Need Statement 6 (Prioritized): Improved facilities to accommodate all students effectively **Data Analysis/Root Cause:** Cromack is an older campus and is in need of facility repairs and updates.

Need Statement 7 (Prioritized): Increased amount of supplies for nurse to more effectively treat students **Data Analysis/Root Cause:** in an effort to provide a safe and orderly environment for all students as well as treat common health concerns, the nurse needs an adequate amount of supplies.

Need Statement 8 (Prioritized): Increased amount of supplies for school programs to include library, counseling department, PE, custodial staff, nursing, tutorial, and office/administration to run more effectively and better serve students **Data Analysis/Root Cause:** Additional supplies are needed to support instruction and the overall academic program at Cromack.

Need Statement 9 (Prioritized): Increase in attendance at parent awareness meetings **Data Analysis/Root Cause:** Low parent attendance rate at parent meetings; minimal parental involvement with school activities

Need Statement 10 (Prioritized): Increase in student attendance and participation rates **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation

Need Statement 11 (Prioritized): Improvement in student achievement rates to impact amount of students receiving Honor Roll awards **Data Analysis/Root Cause:** Student academic achievement is minimal in some grade levels resulting in high failure rates.

Need Statement 12 (Prioritized): Increase in attendance at end of the year awards **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks.

Need Statement 13 (Prioritized): The performance rate for English Language Learners in grades 3-5 was below the federal performance target of 91% in the area of reading. **Data Analysis/Root Cause:** Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.

Need Statement 14 (Prioritized): Implementation of a solid accelerated instructional program **Data Analysis/Root Cause:** Teachers are in need of curricular and instructional support.

Need Statement 15 (Prioritized): Improvement of Meets and Masters achievement rates on STAAR **Data Analysis/Root Cause:** Most of the student's' STAAR passing rates are at Approaches performance level.

Need Statement 16 (Prioritized): Improvement of passing rates on STAAR **Data Analysis/Root Cause:** Students are unable to attain passing rates on STAAR.

Need Statement 17 (Prioritized): Implementation of TEKS based accelerated instructional program **Data Analysis/Root Cause:** To improve achievement, students are in need of additional academic support.

Need Statement 18 (Prioritized): Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and

other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 19 (Prioritized): Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 20 (Prioritized): Purchase and replacement of Instructional resources, materials, and supplies to improve the overall educational program **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 21 (Prioritized): Purchase of Cricut machines and refills to create instructional materials and displays **Data Analysis/Root Cause:** To support instruction, teachers need to create a print rich environment that reinforces the concepts being taught in the classroom.

Need Statement 22: 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. **Data Analysis/Root Cause:** Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.

Perceptions

Perceptions Summary

A campus needs assessment was conducted in Spring 2021 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 and needs were identified after all findings were analyzed in May 2021 by the SBDM Committee.

Perceptions Strengths:

1. Counseling sessions with students
2. Student field trips (instructional)
3. Character education, career orientation
4. CATCH
5. Library Reading Programs
6. Extended Day Program

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Increase in attendance at parent awareness meetings **Data Analysis/Root Cause:** Low parent attendance rate at parent meetings; minimal parental involvement with school activities

Need Statement 2 (Prioritized): Increase in student attendance and participation rates **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation

Need Statement 3 (Prioritized): Improvement in student achievement rates to impact amount of students receiving Honor Roll awards **Data Analysis/Root Cause:** Student academic achievement is minimal in some grade levels resulting in high failure rates.

Need Statement 4 (Prioritized): Increase in attendance at end of the year awards **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks.

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

Need Statement 6 (Prioritized): More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics **Data Analysis/Root Cause:** Review of discipline data supports the need to provide more support to students of different backgrounds.

Need Statement 7 (Prioritized): Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 8 (Prioritized): Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 9 (Prioritized): Purchase and replacement of Instructional resources, materials, and supplies to improve the overall educational program **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 10 (Prioritized): Redesigned master schedule to incorporate additional learning time to supplement instruction **Data Analysis/Root Cause:** Teachers and students can benefit from the extra instructional/remediation time to be incorporated during the school year.

Need Statement 11 (Prioritized): Improved facilities to accommodate all students effectively **Data Analysis/Root Cause:** Cromack is an older campus and is in need of facility repairs and updates.

Need Statement 12 (Prioritized): Increased amount of supplies for nurse to more effectively treat students **Data Analysis/Root Cause:** in an effort to provide a safe and orderly environment for all students as well as treat common health concerns, the nurse needs an adequate amount of supplies.

Need Statement 13 (Prioritized): Increased amount of supplies for school programs to include library, counseling department, PE, custodial staff, nursing, tutorial, and office/administration to run more effectively and better serve students **Data Analysis/Root Cause:** Additional supplies are needed to support instruction and the overall academic program at Cromack.

Priority Need Statements

Need Statement 5: The performance rate for English Language Learners in grades 3-5 was below the federal performance target of 91% in the area of reading.

Data Analysis/Root Cause 5: Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.

Need Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 20: Increase in attendance at parent awareness meetings

Data Analysis/Root Cause 20: Low parent attendance rate at parent meetings; minimal parental involvement with school activities

Need Statement 20 Areas: Demographics - School Processes & Programs - Perceptions

Need Statement 1: Implementation of a solid accelerated instructional program

Data Analysis/Root Cause 1: Teachers are in need of curricular and instructional support.

Need Statement 1 Areas: Demographics - School Processes & Programs

Need Statement 12: Increase in student attendance and participation rates

Data Analysis/Root Cause 12: Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation

Need Statement 12 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 2: Improvement of passing rates on STAAR

Data Analysis/Root Cause 2: Students are unable to attain passing rates on STAAR.

Need Statement 2 Areas: Student Learning - School Processes & Programs

Need Statement 10: Redesigned master schedule to incorporate additional learning time to supplement instruction

Data Analysis/Root Cause 10: Teachers and students can benefit from the extra instructional/remediation time to be incorporated during the school year.

Need Statement 10 Areas: Student Learning - School Processes & Programs - Perceptions

Need Statement 4: Improvement of student assessment scores in the areas of reading, math, writing, and science

Data Analysis/Root Cause 4: Due to low an inability to attain mastery on benchmarks, state standardized scores, and report card grades, students will be afforded the opportunity to attend tutorial/accelerated instruction classes.

Need Statement 4 Areas: Demographics - Student Learning

Need Statement 21: Improvement in student achievement rates to impact amount of students receiving Honor Roll awards

Data Analysis/Root Cause 21: Student academic achievement is minimal in some grade levels resulting in high failure rates.

Need Statement 21 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 3: Implementation of TEKS based accelerated instructional program

Data Analysis/Root Cause 3: To improve achievement, students are in need of additional academic support.

Need Statement 3 Areas: Student Learning - School Processes & Programs

Need Statement 8: Increased opportunities for authentic learning

Data Analysis/Root Cause 8: Teachers need to create opportunities for hands-on learning, cooperative learning, and student-centered activities.

Need Statement 8 Areas: Student Learning - School Processes & Programs

Need Statement 6: More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics

Data Analysis/Root Cause 6: Review of discipline data supports the need to provide more support to students of different backgrounds.

Need Statement 6 Areas: Demographics - Student Learning - Perceptions

Need Statement 22: Increase in attendance at end of the year awards

Data Analysis/Root Cause 22: Student attendance goals are not met at the end of each six weeks.

Need Statement 22 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 7: Improvement of Meets and Masters achievement rates on STAAR

Data Analysis/Root Cause 7: Most of the student's' STAAR passing rates are at Approaches performance level.

Need Statement 7 Areas: Student Learning - School Processes & Programs

Need Statement 9: Increased opportunities for attendance at in-district and out of district staff development sessions for campus administration, teachers, and support staff to hone their skills and expertise

Data Analysis/Root Cause 9: Teachers are in need of sustained professional development that revolves around the improvement of pedagogy, curriculum, and instruction.

Need Statement 9 Areas: Student Learning - School Processes & Programs

Need Statement 15: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress

Data Analysis/Root Cause 15: Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 15 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 11: Inclusion of all student populations in student-led, school sponsored activities

Data Analysis/Root Cause 11: The number of student led activities needs to increase at Cromack Elementary.

Need Statement 11 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 13: Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs

Data Analysis/Root Cause 13: Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 13 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 18: Improved facilities to accommodate all students effectively

Data Analysis/Root Cause 18: Cromack is an older campus and is in need of facility repairs and updates.

Need Statement 18 Areas: School Processes & Programs - Perceptions

Need Statement 14: Purchase and replacement of Instructional resources, materials, and supplies to improve the overall educational program

Data Analysis/Root Cause 14: Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 14 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Need Statement 19: Increased amount of supplies for nurse to more effectively treat students

Data Analysis/Root Cause 19: in an effort to provide a safe and orderly environment for all students as well as treat common health concerns, the nurse needs an adequate amount of supplies.

Need Statement 19 Areas: School Processes & Programs - Perceptions

Need Statement 17: Purchase of Cricut machines and refills to create instructional materials and displays

Data Analysis/Root Cause 17: To support instruction, teachers need to create a print rich environment that reinforces the concepts being taught in the classroom.

Need Statement 17 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 16: Increased amount of supplies for school programs to include library, counseling department, PE, custodial staff, nursing, tutorial, and office/administration to run more effectively and better serve students

Data Analysis/Root Cause 16: Additional supplies are needed to support instruction and the overall academic program at Cromack.

Need Statement 16 Areas: Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- TTESS data
- T-PESS data

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
- Other additional data

Goals

Revised/Approved: May 18, 2021

Goal 1: Cromack Elementary 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).

Los estudiantes de la Primaria Cromack recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4)

Performance Objective 1: Cromack Elementary student performance for all students, all grades, all subjects will exceed 2021 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points. Kindergarten, first, and second grade student achievement data will increase on level performance by 3% on the mCLASS (kindergarten) and TPRI/TEJAS LEE (first & second grades).





El rendimiento escolar de los estudiantes de la Primaria Cromack, para todos los estudiantes, de todos los grados, todas las materias superará el porcentaje de STAAR 2021 Cumple con el nivel de grado y el rendimiento de nivel de grado de STAAR Masters en lectura, escritura, matemáticas, ciencias y estudios sociales en 3 puntos porcentuales. Los datos de rendimiento de los estudiantes de jardín de infantes, primer y segundo grado aumentarán en el rendimiento de nivel en un 3% en mCLASS (jardín de infantes) y TPRI / TEJAS LEE (primer y segundo grados)





Targeted or ESF High Priority





HB3 Goal





Evaluation Data Sources: STAAR/EOC performance reports; mCLASS reports; TPRI/TEJAS LEE





Summative Evaluation: Significant progress made toward meeting Objective



Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize research based instructional resources, iPads, laptops, (such as STAAR resource materials, district approved software, including Imagine Language and Literacy for K-5 and Writable for 3-5 and other varied instructional strategies) and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national).</p> <p>Utilizar recursos instructivos basados en investigacion, iPads, computadoras portatiles (como materiales de recursos STAAR, software aprobado por el distrito y estrategias instructivas) e intervenciones especificas para garantizar que todos los estudiantes esten preparados para cumplir con las demandas de las evaluaciones estandarizadas (local, estatal, nacional).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK, STAAR test results, 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/CPALLS</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 2 - School Processes & Programs 14</p> <p>Funding Sources: Contracted Service-Instruction Partners - 211 Title I-A - 211-13-6299-00-102-Y-99ESF-Y - \$80,000, Supplies and Materials--iPads/Google Chromebooks - 211 Title I-A - 211-11-6398-62-102-Y-30-0F2-Y - \$3,782, Special Education-General Supplies - 166 State Special Ed. - 166-11-6399-00-102-Y-23-0P4-Y - \$1,280, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-102-Y-25-000-Y - \$4,768, Software - 263 Title III-A Bilingual - 263-11-6395-00-102-Y-25-000-Y, Software - 211 Title I-A - 211-11-6395-62-102-Y-30-0F2-Y - \$10,000, Supplies - 166 State Special Ed. - 166-11-6399-00-102-Y-23-0P2-Y - \$1,020, Part-time help/substitutes - 282 ESSER III Grant Funds - 282-11-6126-00-102-Y-23-JST-1 - \$4,500, Supplies & Materials Software - 282 ESSER III Grant Funds - 282-11-6395--62-102-Y-99-OES-1 - \$8,313, Supplies - 282 ESSER III Grant Funds - 282-61-6399-00-102-Y-99-PFS-1 - \$1,500, Stipends - 211 Title I-A - 211-13-6117-00-102-Y99-ESF-Y - \$5,550</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 2 Details	Reviews			
<p>Strategy 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>Proporcionar instruccion acelerada para todos los estudiantes, incluidos, entre otros, aquellos inscritos en el Programa de jornada escolar prolongada, identificados como que necesitan intervencion / remediacion academica en todas las areas basicas, como aquellos estudiantes clasificados como en riesgo, bilingues, educacion especial y dislexicos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, Lexia & Teach Town usage reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, STAAR</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Lead Teachers EE-5 grade Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 2 - School Processes & Programs 14</p> <p>Funding Sources: Professional Extra Duty Pay-Certified - 211 Title I-A - 211-11-6118-00-102-Y-30-ASP-Y - \$26,880, Professional Extra Duty Pay-Classified - 211 Title I-A - 211-11-6121-00-102-Y-2-ASP-Y, Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-102-Y-30-0F2-Y, Social Security/Medicare - 211 Title I-A - 211-11-6141-00-102-Y-30-ASP-Y - \$390, Teacher Retirement/TRS Care - 211 Title I-A - 211-11-6146-00-102-Y-30-ASP-Y - \$2,400, Employee Benefits - 211 Title I-A - 211-11-6148-00-102-Y-30-ASP-Y - \$63, Employee Benefits - 211 Title I-A - 211-11-6149-00-102-Y-30-ASP-Y - \$462, Salary Wages for Substitute Teachers - 211 Title I-A - 211-11-6112-18-102-Y-30-0F2-Y - \$17,000, Professional Extra Duty Pay - 282 ESSER III Grant Funds - 282-11-6118-00-102-Y-23-JST-1 - \$0, Closing Gap-Professional Extra Duty Pay - 282 ESSER III Grant Funds - 282-11-6118-00-102-Y-24-OCG-1 - \$23,760, Closing Gap-Transportation - 282 ESSER III Grant Funds - 282-11-6494-00-102-Y-24-OCG-1 - \$20,000, Professional Extra Duty Pay - 282 ESSER III Grant Funds - 282-61-6118-00-102-Y-99-PFS-1 - \$2,520, Transportation - 282 ESSER III Grant Funds - 282-61-6494-00-102-Y-99-PFS-1 - \$1,200, Social Security Medicare - 211 Title I-A - 211-13-6141-00-102-Y-30-ASP-Y - \$39, Teacher Retirement/TRS - 211 Title I-A - 211-13-6146-00-102-Y-30-ASP-Y - \$241, Employee Benefits - 211 Title I-A - 211-13-6148-00-102-Y-30-ASP-Y - \$6, Employee Benefits - 211 Title I-A - 211-13-6141-00-102-Y-30-ASP-Y - \$41</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 3 Details	Reviews			
<p>Strategy 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>El programa de Lector Acelerado continuara en los grados 1-5 y Educacion Especial, por lo tanto, se compraran libros, suministros y materiales adicionales de la biblioteca para complementar el programa.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK 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/CPALLS, IEPs, STAAR test results,</p> <p>Staff Responsible for Monitoring: Librarian Teachers PK-5th & Special Ed. Principal Asst Principal & Dean of Instruction</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 2 - School Processes & Programs 14</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-12-6399-65-102-Y-30-0F2-Y - \$400, Instructional Resources and Media Services - 197 Projects--TRE/Library - 197-12-6299-62-102-Y-99-000-Y - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: Bilingual LPAC: LPAC meetings will be scheduled to review students' academic needs.</p> <p>LPAC bilingue: Se programaran reuniones de LPAC para revisar las necesidades academicas de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS, , 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, PreLas/LAS, TPRI/Tejas Lee/CPALLS, IEPs STAAR test results,</p> <p>Staff Responsible for Monitoring: Principal Asst Principal & Dean of Instruction PK-5th Teachers LPAC administrator LPAC chairperson</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 2 - School Processes & Programs 14</p> <p>Funding Sources: Substitutes - 263 Title III-A Bilingual - 263-11-6112-00-102-Y-25-000-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 5 Details	Reviews			
<p>Strategy 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>Con el fin de mejorar las estrategias de instruccion en el aula, el dinero se utilizara para comprar suministros y materiales. (Ejemplo: otros insumos, impresion de media center, cuadernos de trabajo, cds, televisores, materiales necesarios para realizar practicas instructivas).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction PK-5th Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 2 - School Processes & Programs 14</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-12-6399-00-102-Y-30-0F2-Y - \$20,000, Copy Paper - 211 Title I-A - 211-12-6396-00-102-Y-30-0F2-Y, General Supplies - 211 Title I-A - 211-11-6399-00-102-Y-30-0F2-Y - \$18,610, Chromebook Cases - 276 Targeted Improvement School Fund - 276-11-6398-62-102-Y-99-TIC-Y, Software - 276 Targeted Improvement School Fund - 276-11-6395-62-102-Y-99-TIC-Y \$140, General Supplies - 276 Targeted Improvement School Fund - 276-11-6399-62-102-Y-99-TIC-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 6 Details	Reviews			
<p>Strategy 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>Establecer puntos de contacto para todas las areas de contenido: artes del lenguaje, matematicas, ciencias y estudios sociales para garantizar que se mantenga la comunicacion entre el distrito y el campus para reforzar la ensenanza y el aprendizaje.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, PreLas/LAS, TPRI, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Asst Principal & Dean of Instruction PK-5th Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 7 Details	Reviews			
<p>Strategy 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>Los maestros de EE-5o grado utilizaran publicaciones periodicas y periodicos en el aula para formular lecciones de eventos actuales. El bibliotecario proporcionara recursos / guias para maestros adicionales para complementar el plan de estudios.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Asst Principal & Dean of Instruction Librarian PK-5th Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
	60%	80%	85%	





Strategy 8 Details	Reviews			
<p>Strategy 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>Los estudiantes participaran en una variedad de actividades que incluyen recitar el juramento, pensamiento del dia, eventos comunitarios, excursiones, actividades extracurriculares y grupos civicos para promover la ciudadania. (SG 4, Obj. 2)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS,TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Asst Principal & Dean of Instruction PK-5th Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 9 Details	Reviews			
<p>Strategy 9: Co-planning will take place between dyslexia, special education, and regular education teachers to monitor and evaluate student progress.</p> <p>La co-planificación se llevara a cabo entre los maestros de dislexia, educacion especial y educacion regular para monitorear y evaluar el progreso de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 10 Details	Reviews			
<p>Strategy 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.</p> <p>Utilizar tecnologia de instruccion modelando dentro del contexto de instruccion en areas del plan de estudios basico mediante el uso de una variedad de equipos tecnologicos (laboratorios de computacion, computadoras portatiles, tabletas, proyectores, Elmos, camaras de documentos, pizarrones, software de instruccion) para diferenciar la instruccion, reforzar el distrito- plan de estudios obligatorio y cumplir con las adaptaciones.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TTPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 11 Details	Reviews			
<p>Strategy 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>Los programas federales financiaran a maestros y paraprofesionales altamente calificados para complementar las posiciones asignadas en el campus para que las necesidades de los estudiantes de bajo rendimiento puedan satisfacerse mediante la instruccion individualizada y en grupos pequenos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Special Programs Administrator Federal Programs Administrator Principal Assistant Principal Dean of Instruction Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 12 Details	Reviews			
<p>Strategy 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>Los Programas Especiales financiaran las siguientes actividades y personal bajo el Titulo II-A: Maestros de reduccion de tamano de clase (CSR) Desarrollo profesional Estipendios para maestros en areas de necesidad certificadas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Special Programs Administrator and Staff Principal Assistant Principal Dean of Instruction Teachers BISD Curriculum Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





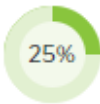



Strategy 13 Details	Reviews			
<p>Strategy 13: Students in grades 1-5 & Special Ed. will administer content area assessments at the end of each marking period. Data will be desegregated after results are submitted; remediation will be provided as needed. Teachers will be involved in the decision making processes for student assessment.</p> <p>Estudiantes en los grados 1-5 y Educacion Especial. administrara las evaluaciones del area de contenido al final de cada periodo de calificaciones. Los datos se desagregaran despues de que se envien los resultados; Se proporcionara remediacion segun sea necesario. Los maestros participaran en los procesos de toma de decisiones para la evaluacion de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Classroom Teacher SPED Teacher</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 14 Details	Reviews			
<p>Strategy 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> <p>Las pruebas de fluidez se administraran a los estudiantes de los grados K-5 con el fin de monitorear la precision, el indice de lectura y la fluidez. Se estableceran metas de fluidez para cada nino cada seis semanas. Los maestros participaran en los procesos de toma de decisiones para la evaluacion de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Texas Literacy Initiative Specialist Classroom Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 15 Details	Reviews			
<p>Strategy 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>Se asignara un maestro certificado al laboratorio de computacion de ciencias de quinto grado. El maestro del laboratorio de ciencias proporcionara instruccion cientifica practica a todas las clases de quinto grado ademas de la instruccion cientifica proporcionada en el salon de clases regular.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, mCLASS, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Classroom Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 16 Details	Reviews			
<p>Strategy 16: Provide career investigation opportunities through the hands-on technology lab, with the support of the Extended Day Program.</p> <p>Brindar oportunidades de investigacion de carreras a traves del laboratorio de tecnologia practica, con el apoyo del Programa de Dia Extendido.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS</p> <p>Staff Responsible for Monitoring: P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2022 - End Date: June 10, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 17 Details	Reviews			
<p>Strategy 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>Los estudiantes recibirán apoyo adicional para el éxito académico a través de:</p> <ul style="list-style-type: none"> -Tutoría antes y después de la escuela -Escuela de Verano -Tutoría en grupos pequeños -Tutoría -Programa de día extendido <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS</p> <p>Staff Responsible for Monitoring: P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 18 Details	Reviews			
<p>Strategy 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>Desarrollar un plan para maximizar la preparacion academica para la universidad para todos los estudiantes, incluido el programa de incentivos, el Programa de jornada escolar prolongada, que motivara a los estudiantes para la preparacion universitaria y profesional. Los estandares de preparacion universitaria se implementaran en el programa de instruccion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS, transcripts</p> <p>Staff Responsible for Monitoring: P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 19 Details	Reviews			
<p>Strategy 19: Students will be encouraged to select middle school courses that are geared towards college preparation.</p> <p>Se alentara a los estudiantes a seleccionar cursos de la escuela intermedia que esten orientados a la preparacion universitaria.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Counseling logs</p> <p>Summative: Middle school choice slips</p> <p>Staff Responsible for Monitoring: P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 20, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 20 Details	Reviews			
<p>Strategy 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>El programa diario para los puestos de paraprofesionales financiados por el departamento bilingue sera revisado y monitoreado para asegurar el cumplimiento de las politicas y procedimientos establecidos por la fuente de financiamiento.</p> <p>Milestone's/Strategy's Expected Results/Impact: Timesheets Employee schedule</p> <p>Staff Responsible for Monitoring: P-K-5 Teachers Special Ed. Teachers Principal Asst Principal Dean of Instruction</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 21 Details	Reviews			
<p>Strategy 21: To monitor student progress in reading, mCLASS, TPRI/Tejas Lee/CPALLS 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>Para monitorear el progreso del estudiante en lectura, las evaluaciones mCLASS, TPRI / Tejas Lee / CPALLS se administraran en los grados EE-2do, al comienzo del ano (BOY), a la mitad del ano (MOY) y al final del ano (EOY). El seguimiento del progreso se llevara a cabo cada dos semanas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS</p> <p>Staff Responsible for Monitoring: EE-3rd Grade Teachers Principal Asst. Principal Dean of Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 22 Details	Reviews			
<p>Strategy 22: All certified teachers will meet at least once a week to work collaboratively to plan grade appropriate, TEKS-based lessons and activities.</p> <p>Todos los maestros certificados se reuniran al menos una vez a la semana para trabajar en colaboracion para planificar lecciones y actividades apropiadas para el grado, basadas en TEKS.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS, Grade Level Meeting Minutes</p> <p>Staff Responsible for Monitoring: Lead Teachers Principal Asst. Principal Dean of Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 23 Details	Reviews			
<p>Strategy 23: 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>Para aumentar el desarrollo del vocabulario, promover la comprension de lectura efectiva y mejorar los puntajes de aprobacion STAAR en todas las areas evaluadas, los maestros en los grados EE-5 incorporaran las rutinas y estrategias de TLI (TTT, CPQ, MIP y Frayer Model para vocabulario academico) en sus lecciones. .</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS, Grade Level Meeting Minutes</p> <p>Staff Responsible for Monitoring: EE-5th grade teachers Principal Asst. Principal Dean of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 24 Details	Reviews			
<p>Strategy 24: 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>Para aumentar las tasas de aprobacion de los estudiantes y promover el logro de logros en todas las areas de contenido, los maestros en los grados EE-5.o implementaran tecnicas de instruccion basadas en la investigacion mediante el uso de DIARIO, rutinas TLI, estrategias cognitivas y apoyos curriculares (TTT, CPQ y MIP).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS</p> <p>Staff Responsible for Monitoring: EE-5th grade teachers Principal Asst. Principal Dean of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 25 Details	Reviews			
<p>Strategy 25: First grade students will be screened at the middle of the year and kindergarten students will be screened at the end of the year for potential at-risk for dyslexia and related disorders in accordance with HB1886.</p> <p>Los estudiantes de primer grado seran evaluados a la mitad del ano y los estudiantes de jardin de infantes seran evaluados al final del ano por posible riesgo de dislexia y trastornos relacionados de acuerdo con HB1886.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations lesson plans TPRI/TEJAS LEE/mCLASS Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS</p> <p>Staff Responsible for Monitoring: K-1st grade teachers Principal Asst. Principal Dean of Instruction</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 2: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>
School Processes & Programs
<p>Need Statement 14: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>

Goal 1: Cromack Elementary 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).

Los estudiantes de la Primaria Cromack recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4)

Performance Objective 2: Cromack Elementary School early childhood performance will increase by 3 percentage points over end-of-year 2021 results.





El desempeño en la primera infancia de la Escuela Primaria Cromack aumentará en 3 puntos porcentuales con respecto a los resultados de fin de año 2021.





Targeted or ESF High Priority





HB3 Goal


Evaluation Data Sources: TPRI, Tejas Lee, CPALLS, mCLASS


Summative Evaluation: Significant progress made toward meeting Objective


Strategy 1 Details	Reviews			
<p>Strategy 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>El dinero local financiara el siguiente personal, actividades y herramientas educativas para implementar el Programa de Tres Anos (PK-3) en un esfuerzo por promover la alfabetizacion temprana y expandir el programa: Maestros y paraprofesionales altamente calificados desarrollo profesional basado en la investigacion Estipendios para maestros Suministros / materiales / equipos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: walk-throughs, Lesson plans, student work, progress reports</p> <p>Summative: Pre-test; Post-test</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The Pre-K program will be provided the full day in order to better prepare qualified students academically.</p> <p>El programa de Pre-K se proporcionara el dia completo para preparar mejor a los estudiantes calificados academicamente.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Walk-Thru, Writing Samples daily work samples CPALLS (BOY & MOY)</p> <p>Summative: CPALLS (EOY)</p> <p>Staff Responsible for Monitoring: Professional Development Principal Assistant Principal Dean of Instruction Administrator for State Compensatory Department BISD Curriculum Department</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 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>Se llevara a cabo una orientacion para ayudar en la transicion de Head Start a Cromack Elementary para ninos en edad preescolar y para estudiantes de quinto grado salientes para ayudar en la transicion a la escuela secundaria.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative; Classroom visitations</p> <p>Summative: Increase in enrollment for Prekindergarten and 6th grade.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Parent Liaison Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 100%	 100%

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Cromack Elementary 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).

Los estudiantes de la Primaria Cromack recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4)

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





El 80% de los estudiantes migrantes estarán al nivel de grado dentro de 2 años y el 70% estará en el nivel de grado Cumple para todas las evaluaciones STAAR.









Targeted or ESF High Priority









HB3 Goal









Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports






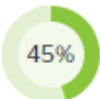


Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p>Strategy 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>Todos los estudiantes migrantes recibirán útiles escolares apropiados para su grado según sea necesario para proporcionarles las herramientas necesarias para completar sus tareas en el aula y en el hogar; ofreciéndoles así la misma oportunidad de afrontar los retos académicos de todos los estudiantes. Los estudiantes de PFS recibirán servicios de apoyo suplementarios antes que otros estudiantes migrantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: On-time promotion Staff Responsible for Monitoring: Special Programs Administrator Principal Assistant Principal Dean of Instruction Home visitor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (MI) Students - Start Date: July 22, 2021 - End Date: June 10, 2022 Need Statements: Demographics 2 - School Processes & Programs 14 Funding Sources: General Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-102-Y-24-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 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>Los niños migrantes de tres años identificados tendrán la oportunidad de inscribirse en el Programa para niños de tres años de la Parte A del Título I (PK-3) para que reciban la misma experiencia educativa que los estudiantes no migrantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase enrollment into 3 year old program</p> <p>Staff Responsible for Monitoring: Special Programs Administrator Principal Asst Principal Dean of Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted</p> <p>Support Strategy - Population: (MI) Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 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>Con el fin de asegurar los datos necesarios para acomodar la ubicación en oportunidades de instrucción suplementarias apropiadas para estudiantes migrantes de Pre-K-5to grado, los maestros y administradores utilizarán los resultados de las pruebas previas y posteriores para identificar a los estudiantes migrantes que se desempeñan por debajo del nivel de grado.</p> <p>Milestone's/Strategy's Expected Results/Impact: 5% increase in student assessment results</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted</p> <p>Support Strategy - Population: (MI) Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 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>El progreso academico de los estudiantes de 1er grado sera monitoreado para asegurar la finalizacion exitosa del nivel de grado y, en ultima instancia, asegurar la promocion al 2do grado.</p> <p>Milestone's/Strategy's Expected Results/Impact: No 1st grader retained</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted</p> <p>Support Strategy - Population: (MI) Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 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>Los estudiantes migrantes de PFS recibiran servicios de apoyo suplementarios antes que otros estudiantes migrantes para garantizar que se aborden los requisitos delineados por la Seccion 1304 (d) de NCLB.</p> <p>Milestone's/Strategy's Expected Results/Impact: Review of NGS PFS Report</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted</p> <p>Support Strategy - Population: (MI) Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 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>Los padres de estudiantes migrantes de PK, Kinder, 1er y 2do grado recibiran sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva.</p> <p>Milestone's/Strategy's Expected Results/Impact: Academic success for all PK-2nd grade students EOY Promotion Rate</p> <p>Staff Responsible for Monitoring: Parent Liaison Principal Assistant Principal Dean of Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (MI) Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 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>Los estudiantes migrantes de primaria tendran la misma oportunidad de asistir a los programas de la escuela de verano del distrito escolar para garantizar la promocion si es necesario o para participar en el programa de enriquecimiento para migrantes de verano. Los estudiantes migrantes recibiran apoyo suplementario adicional por parte del campus respectivo para abordar las necesidades academicas y de asistencia y promover una participacion social positiva.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increased promotion rates and test performance</p> <p>Staff Responsible for Monitoring: Special programs administrator Campus administrators Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (MI) Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 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>Se puede llevar a cabo una sesion de tutoria de dia extendido para estudiantes migrantes en las escuelas primarias donde existe una necesidad documentada de apoyo academico suplementario en las materias basicas para garantizar que los estudiantes migrantes tengan la misma oportunidad de enfrentar desafios academicos que los estudiantes no migrantes. Se proporcionaran utiles de instruccion a los estudiantes para la tutoria.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase promotion rates % test performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers Parent Liasion</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted</p> <p>Support Strategy - Population: (MI) Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 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>Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, el personal docente y administrativo del campus de BISD recibira la informacion adecuada sobre los migrantes para que se brinden intervenciones oportunas y adecuadas a los estudiantes migrantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Timely placement into interventions</p> <p>Staff Responsible for Monitoring: Special programs administrator Principal Assistant Principal Dean of Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted</p> <p>Support Strategy - Population: (MI) Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 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>Se utilizara una encuesta para evaluar la efectividad del Programa de Educacion Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes inmigrantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase on-time grade level promotion</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Parent Liason</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted</p> <p>Support Strategy - Population: (MI) Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Cromack will provide homeless, unaccompanied youth, and migrants with available community based vouchers, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Cromack proporcionara a los jovenes sin hogar, a los jovenes no acompanados y a los migrantes cupones disponibles para la comunidad, productos de higiene, utiles escolares y ropa segun sea necesario para satisfacer sus necesidades academicas, sociales, emocionales y fisicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, Benchmark Scores, Daily Attendance</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p> <p>Staff Responsible for Monitoring: Administration Parent Liason Counselor Nurse</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted</p> <p>Support Strategy - Population: (MI) Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Need Statements:

Demographics
<p>Need Statement 2: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>

School Processes & Programs

Need Statement 14: Implementation of a solid accelerated instructional program **Data Analysis/Root Cause:** Teachers are in need of curricular and instructional support.

Goal 1: Cromack Elementary 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).

Los estudiantes de la Primaria Cromack recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4)

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 3% over 2020-2021 participation.

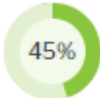



Aumentar el número de estudiantes en programas cocurriculares y extracurriculares que avanzan en matemáticas, ciencias, estudios sociales, ELA, bellas artes y programas CTE en un 3% con respecto a la participación de 2020-2021.





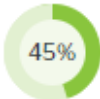



Targeted or ESF High Priority









HB3 Goal





Evaluation Data Sources: Regional and state competition participation numbers





Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 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>Desarrollar el pensamiento crítico y las habilidades multitarea, la creatividad, el trabajo en equipo y el carácter participando en concursos de UIL, concursos de TMEA, concursos que no son de UIL, exposiciones, eventos del distrito / comunidad y actuaciones públicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, mCLASS, TPRI/TEJAS LEE, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase vertically aligned course offerings in grades EE-5 and all instructional materials needed to ensure equitable access for all students to promote college readiness.</p> <p>Aumentar la oferta de cursos alineados verticalmente en los grados EE-5 y todos los materiales educativos necesarios para garantizar un acceso equitativo para todos los estudiantes para promover la preparacion universitaria.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The EE-5th grade student will express ideas through original artwork using a variety of media with appropriate skill.</p> <p>El estudiante de EE-5o grado expresara ideas a traves de obras de arte originales utilizando una variedad de medios con la habilidad adecuada.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 4 Details	Reviews			
<p>Strategy 4: The EE-5th grade student will describe and analyze musical sound and demonstrate musical artistry.</p> <p>El estudiante de EE-5o grado describira y analizara el sonido musical y demostrara el arte musical.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 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>Los estudiantes exploraran varias opciones de carrera a traves del Dia de la carrera para estudiantes de tercer a quinto grado, Presentaciones de consejeria de carrera para iniciativas de exploracion de carrera de dia extendido y de jardin de infantes</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS</p> <p>Staff Responsible for Monitoring: P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 6 Details	Reviews			
<p>Strategy 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>Proporcionar desarrollo profesional continuo y sostenido para maestros de bellas artes en un esfuerzo por desarrollar habilidades de pensamiento critico y apoyar las materias del area de contenido para mejorar la fluidez, comprension y aritmetica para todos los estudiantes.</p> <p>La administracion viajara a la conferencia ISTE.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, 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, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Fine Arts teachers BISD Curriculum Department</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Science Fair Sponsors and Coordinators will be provided with training to promote participation at the campus and district level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and College/Career readiness.</p> <p>Los patrocinadores y coordinadores de la feria de ciencias recibirán capacitación para promover la participación en el nivel del campus y distrito al aumentar la conciencia de los estudiantes sobre los conceptos de ciencia, tecnología, ingeniería y matemáticas, creando un camino para STEM y la preparación universitaria / profesional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Number of campus entries, district entries, Regional and State Entries</p> <p>Staff Responsible for Monitoring: Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: Grades 3-12 teachers and students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: 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 Chess and UIL Academics.</p> <p>Las habilidades de resolucion de problemas, la originalidad y la creatividad de los estudiantes seran alentadas a traves de su participacion en los programas del distrito. Los maestros, patrocinadores y entrenadores recibiran desarrollo profesional para promover la participacion en Ajedrez y Academicos UIL.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training agendas and flyers PDS attendance and evaluation reports</p> <p>Summative:</p> <p>Chess- 10% increase in student participation at the district, regional, state and national level.</p> <p>UIL Academics - 10% increase in student participation at the district and state level.</p> <p>Staff Responsible for Monitoring: Curriculum Administrators, Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration Campus Coordinators Sponsors and/or Coaches, BISD Curriculum Department</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: Grades K-12 teachers and students (especially G/T identified students) - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Cromack Elementary 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)

La Primaria Cromack asegurara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y energeticamente eficientes para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Objetivo del tablero 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)





La Primaria Cromack implementara planes de ahorro de energia; Mantener y actualizar las instalaciones actuales para proporcionar un entorno de aprendizaje saludable y positivo mediante la programacion de la renovacion / actualizacion / mejora de al menos el 20% de las instalaciones de ensenanza anualmente durante los proximos 5 anos. (Objetivo del tablero 2)









Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.</p> <p>Evaluar y recomendar las actualizaciones necesarias para las instalaciones y el equipo de instruccion para garantizar un entorno de instruccion apropiado y la seguridad de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Review of campus facilities; submission of work orders</p> <p>Summative: Completed work orders; campus inspection</p> <p>Staff Responsible for Monitoring: Principals Safety Coordinators Maintenance Personnel</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: School Processes & Programs 6 - Perceptions 11</p> <p>Funding Sources: Facilities construction or improvement - 282 ESSER III Grant Funds - 282-81-6629-00-102-Y-99-090-1 - \$666,642, Miscellaneous operating costs - 282 ESSER III Grant Funds - 282-81-6499-53-102-Y-99-PFS-1 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Custodial supplies will be utilized to maintain campus cleanliness and promote student safety and care.</p> <p>Se utilizaran suministros de conserjería para mantener la limpieza del campus y promover la seguridad y el cuidado de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Head Custodian Secretary</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 2 - School Processes & Programs 14</p> <p>Funding Sources: sanitation/disinfecting supplies - 199 G/T Advanced Academics - 199-11-6399-57-102-Y-11-000-Y - \$288</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 2: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>
School Processes & Programs
<p>Need Statement 6: Improved facilities to accommodate all students effectively Data Analysis/Root Cause: Cromack is an older campus and is in need of facility repairs and updates.</p>
<p>Need Statement 14: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>
Perceptions
<p>Need Statement 11: Improved facilities to accommodate all students effectively Data Analysis/Root Cause: Cromack is an older campus and is in need of facility repairs and updates.</p>

Goal 3: Cromack Elementary 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)

La Primaria Cromack asegurara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Objetivo de la Junta 3) (TEA Capitulo 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.





La Primaria Cromack asegurara el uso eficaz y eficiente del 100% de los fondos presupuestados disponibles que se utilizaran para satisfacer las necesidades de todos los estudiantes.


Targeted or ESF High Priority


HB3 Goal


Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.


Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Cromack Elementary will effectively and efficiently use 100% of available budgeted funds based on the needs assessments.</p> <p>La Primaria Cromack utilizara eficaz y eficientemente el 100% de los fondos presupuestados disponibles segun las evaluaciones de necesidades.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration DEIC/SBDM Committees</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: BISD Stakeholders - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 10, 11, 12 - Student Learning 5, 6, 7 - School Processes & Programs 18, 19, 20 - Perceptions 7, 8, 9</p> <p>Funding Sources: Miscel Operating Costs-Fees - 211 Title I-A - 211-13-6497-00-102-Y-99-ESF-Y - \$8,110, Social Security/Medicare - 211 Title I-A - 211-13-6141-00-102-Y-99-ESF-Y - \$105, Teacher Retirement/TRS Care - 211 Title I-A - 211-13-6146-00-102-Y-99-ESF-Y - \$542, Employee Benefits - 211 Title I-A - 211-13-6149-00-102-Y-99-ESF-Y - \$95, Substitutes - 211 Title I-A - 211-11-6112-18-102-Y-30-ASP-Y - \$6,757, Social Security - 211 Title I-A - 211-11-6141-18-102-Y-30-ASP-Y - \$98, Social Security - 211 Title I-A - 211-13-6141-00-102-Y-30-ASP-Y - \$51</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 10: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress Data Analysis/Root Cause: Due to the transition to remote learning, we were able to identify the need for updated equipment.</p>
<p>Need Statement 11: Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs Data Analysis/Root Cause: Due to the transition to remote learning, we were able to identify the need for updated equipment.</p>
<p>Need Statement 12: Purchase and replacement of Instructional resources, materials, and supplies to improve the overall educational program Data Analysis/Root Cause: Due to the transition to remote learning, we were able to identify the need for updated equipment.</p>

Student Learning

Need Statement 5: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 6: Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 7: Purchase and replacement of Instructional resources, materials, and supplies to improve the overall educational program **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

School Processes & Programs

Need Statement 18: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 19: Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 20: Purchase and replacement of Instructional resources, materials, and supplies to improve the overall educational program **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Perceptions

Need Statement 7: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 8: Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 9: Purchase and replacement of Instructional resources, materials, and supplies to improve the overall educational program **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Goal 3: Cromack Elementary 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)

La Primaria Cromack asegurara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Objetivo de la Junta 3) (TEA Capitulo 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.





La Primaria Cromack creara y proporcionara reconocimientos y actividades a la facultad y el personal para mejorar la moral / clima del campus y apoyar la retencion de maestros y directores.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 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>La Primaria Cromack implementara estrategias para mejorar el clima escolar y aumentar la retencion de maestros, tales como incentivos semanales para asistencia perfecta; estacionamiento designado como "Empleado de la semana"; golosinas para reuniones de nivel de grado; incentivos de reaccion productivas y productivas de PAWS.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs; Feedback from teachers</p> <p>Summative: Results of EOY Campus Needs Assessment</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Cromack Teachers - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Cromack Elementary 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)

La Primaria Cromack trabajara de cerca y en colaboracion con la Oficina de Informacion Publica del BISD para expandir las campanas de relaciones publicas / mercadeo para expandir aun mas los esfuerzos de inscripcion / reclutamiento / retencion de estudiantes. (Objetivo de la mesa directiva 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.





La Primaria Cromack proporcionara a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades co- / extracurriculares y eventos para padres / comunidad.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Cromack Elementary will promote its history and origins along with current accomplishments weekly through the website and media venues.</p> <p>La Primaria Cromack promovera su historia y origenes junto con los logros actuales semanalmente a traves del sitio web y los medios de comunicacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: pictures on campus website</p> <p>Summative: digital folder of pictures</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Counselors Teachers Public Information Office</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: BISD Stakeholders - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 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>El campus designara un contacto de PIO para proporcionar articulos destacados, reconocimientos de estudiantes / padres / personal actuales y anteriores, actividades co- / extracurriculares y eventos para padres / comunidad.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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> <p>Staff Responsible for Monitoring: PIO District Administrators Campus Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: BISD Stakeholders - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	→
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will update website at least monthly including showcasing student and community activities.</p> <p>El campus actualizara el sitio web al menos una vez al mes, incluyendo la exhibicion de actividades de los estudiantes y de la comunidad.</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes.</p> <p>Formative: checklist of websites indicating are current</p> <p>Summative: report at end of year for monthly checklist results</p> <p>Staff Responsible for Monitoring: PIO District Administration Campus Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: BISD Stakeholders - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	→
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

La Primaria Cromack mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Capitulo 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2021-2022 and will not be disproportionate for any population.





Las colocaciones disciplinarias para suspension dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuiran en un 5% para 2021-2022 y no seran desproporcionadas para ninguna poblacion.







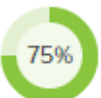

Targeted or ESF High Priority





HB3 Goal

Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior, Rtl plans, and monitoring reports, plans for addressing Bullying, Teen Violence, and others.


Summative Evaluation: Significant progress made toward meeting Objective


Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>El director se asegurara de que los consejeros del campus proporcionen sesiones de asesamiento individual y grupal semanalmente para garantizar que se aborden las necesidades de los estudiantes. Se compraran suministros.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative; Walkthroughs, observations, Student sign in sheets, Counselor logs</p> <p>Summative: meeting logs</p> <p>Staff Responsible for Monitoring: Principals Counselors Teachers, Nurses</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 4 - Student Learning 14 - Perceptions 6</p> <p>Funding Sources: General supplies-Toner - 211 Title I-A - 211-31-6399-65-102-Y-30-0F2-Y, General supplies - 211 Title I-A - 211-31-6399-00-102-Y-30-0F2-Y - \$300, Professional Extra Duty Pay-Mental Health - 282 ESSER III Grant Funds - 282-31-6118-00-102-Y-99-MH1-1 - \$3,000, Salary and fringe - 281 ESSER II Grant Funds - \$164,495</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 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>Brindar capacitacion para administradores y maestros nuevos: (a) para manejar eficazmente la disciplina en el aula de modo que las suspensiones fuera de la escuela se utilicen como ultimo recurso; (b) asegurar que se brinden los derechos de los estudiantes y el debido proceso</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agenda, sign-in sheets</p> <p>Summative: transcripts, PEIMS Data Report</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Recognize and award incentives to students who maintain discipline and/or participate in extracurricular activities throughout the six weeks</p> <p>Reconocer y otorgar incentivos a los estudiantes que mantienen la disciplina y / o participan en actividades extracurriculares durante las seis semanas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus documentation</p> <p>Summative: PEIMS EOY attendance data; TAPR Report, eSchools attendance report, increase in student attendance rates</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers, Nurses, Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 7, 8, 9 - Student Learning 9, 10, 11 - School Processes & Programs 10, 11, 12 - Perceptions 2, 3, 4</p> <p>Funding Sources: BI Awards - 166 State Special Ed. - 166-11-6498-00-102-Y-23-OP2-Y - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends, and conflict resolution through presentations with students, parents, campus faculty, and staff on various topics to include mental health, interpersonal/intrapersonal effectiveness, personal health/safety and college and career readiness in effort to decrease disproportionate OSS/ISS placements for students of all populations (including SPED, Section 504/Dyslexia, At-Risk).</p> <p>Los consejeros del campus implementaran un programa de asesoramiento integral bajo TAC 11.252 con el apoyo de organizaciones comunitarias / sin fines de lucro para abordar la salud mental actual, las tendencias relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores del campus y personal sobre varios temas para incluir salud mental, efectividad interpersonal / intrapersonal, salud / seguridad personal y preparacion universitaria y profesional en un esfuerzo por disminuir las colocaciones desproporcionadas de OSS / ISS para estudiantes de todas las poblaciones (incluido SPED, Seccion 504 / Dislexia, en riesgo).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative; Walkthroughs, observations, Student sign in sheets, Counselor logs</p> <p>Summative: meeting logs</p> <p>Staff Responsible for Monitoring: Principal Counselors Teachers Nurse</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 4: More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics Data Analysis/Root Cause: Review of discipline data supports the need to provide more support to students of different backgrounds.</p> <p>Need Statement 7: Increase in student attendance and participation rates Data Analysis/Root Cause: Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation</p> <p>Need Statement 8: Improvement in student achievement rates to impact amount of students receiving Honor Roll awards Data Analysis/Root Cause: Student academic achievement is minimal in some grade levels resulting in high failure rates.</p> <p>Need Statement 9: Increase in attendance at end of the year awards Data Analysis/Root Cause: Student attendance goals are not met at the end of each six weeks.</p>

Student Learning

Need Statement 9: Increase in student attendance and participation rates **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation

Need Statement 10: Improvement in student achievement rates to impact amount of students receiving Honor Roll awards **Data Analysis/Root Cause:** Student academic achievement is minimal in some grade levels resulting in high failure rates.

Need Statement 11: Increase in attendance at end of the year awards **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks.

Need Statement 14: More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics **Data Analysis/Root Cause:** Review of discipline data supports the need to provide more support to students of different backgrounds.

School Processes & Programs

Need Statement 10: Increase in student attendance and participation rates **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation

Need Statement 11: Improvement in student achievement rates to impact amount of students receiving Honor Roll awards **Data Analysis/Root Cause:** Student academic achievement is minimal in some grade levels resulting in high failure rates.

Need Statement 12: Increase in attendance at end of the year awards **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks.

Perceptions

Need Statement 2: Increase in student attendance and participation rates **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation

Need Statement 3: Improvement in student achievement rates to impact amount of students receiving Honor Roll awards **Data Analysis/Root Cause:** Student academic achievement is minimal in some grade levels resulting in high failure rates.

Need Statement 4: Increase in attendance at end of the year awards **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks.

Need Statement 6: More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics **Data Analysis/Root Cause:** Review of discipline data supports the need to provide more support to students of different backgrounds.

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

La Primaria Cromack mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Capitulo 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.





La Primaria Cromack perfeccionara e implementara su plan de seguridad para garantizar que los estudiantes esten seguros en caso de una crisis.

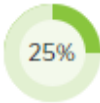



Targeted or ESF High Priority


HB3 Goal


Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.


Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 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>Los campus desarrollaran y mantendran un Plan de Operaciones de Emergencia para prevenir, proteger, responder, recuperarse y mitigar los efectos de los incidentes, independientemente de la causa, el tamano, la ubicacion o la complejidad, con el fin de reducir la perdida de vidas y propiedades y dano al medio ambiente.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: After Action Reviews, Sign-In Sheets,</p> <p>Summative: Evaluations, Audits EOP Completion and submission</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses must have an identification security system. Visitors must present an identification; Sign-In and escorted at all times.</p> <p>Los campus deben tener un sistema de seguridad de identificacion. Los visitantes deben presentar una identificacion; Registrare y acompañado en todo momento.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In Sheets Contact logs</p> <p>Summative; Audits, Evaluation Sheets</p> <p>Staff Responsible for Monitoring: Administrators, Campus Staff & Faculty, Students, All BISD Personnel, Visitors, Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 6: Cromack Elementary 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)

La Primaria Cromack proporcionara el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres seran socios plenos de los educadores en la educacion de sus hijos. (TEA Capitulo 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2020-2021 to 2021-2022.





Habra un aumento del 10% de padres involucrados en las actividades de participacion de los padres del campus de 2020-2021 a 2021-2022.









Targeted or ESF High Priority





HB3 Goal





Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates





Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: school parent compacts</p> <p>Summative: Composite of end of the year survey increase by 10%; Title I Parental Involvement Checklist</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison Asst. Principal Classroom teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Staff, Parents, All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct an Annual Title I meeting to inform parents of service provided through Title I funds</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign-in sheets Minutes</p> <p>Summative: Composite of end of the year survey; Title I Parental Involvement Checklist</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison Asst. Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Parents - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents are informed of campus performance via campus report card and campus newsletters through parent meeting.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent conference Flyers Sign-in sheets Conference agendas Meeting agendas Conference evaluations</p> <p>Summative: STAAR results Composite of evaluation results</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison Asst. Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Parents - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 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>Milestone's/Strategy's Expected Results/Impact: Formative: Parent conference Flyers Sign-in sheets Conference agendas Meeting agendas Conference evaluations</p> <p>Summative: STAAR results Composite of evaluation results</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Parent Liaison</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Parents, Teachers, School Staff, All Students - Start Date: July 22, 2021 - End Date: June 10, 2022 Need Statements: Demographics 7 - Student Learning 9 - School Processes & Programs 10 - Perceptions 2 Funding Sources: Home visit mileage - 211 Title I-A - 211-611-6411-00-102-Y-30-0F2 - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct an annual title I Parent Survey to evaluate the effectiveness of district and/or campus parental involvement efforts.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Survey results</p> <p>Summative: Composite of end of the year survey; Title I Parental Involvement Checklist</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Parents - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 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>Informational meetings will be conducted on different dates and times to encourage parents to attend. Snacks will be purchased for parents and supplies and materials will be purchased for use during meetings.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent conference Flyers Sign-in sheets Conference agendas Meeting agendas Conference evaluations</p> <p>Summative: STAAR results Composite of evaluation results Extended Day</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Parents, Teachers - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 2 - School Processes & Programs 14</p> <p>Funding Sources: Parent Involvement supplies and materials - 211 Title I-A - 211-61-6399-00-102-Y-30-0F2-Y - \$500, Light refreshments and snacks - 211 Title I-A - 211-61-6499-53-102-Y-30-0F2-Y - \$900, Awards - 211 Title I-A - 211-61-6498-00-102-Y30-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 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>Milestone's/Strategy's Expected Results/Impact: Formative; Classroom visitations</p> <p>Summative: Increase in enrollment for Prekindergarten and 6th grade.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Parent Liaison Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Teachers, PK Students, 5th Grade Students - Start Date: July 22, 2021 - End Date: June 22, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 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>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Principal Parent liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Parents, Teachers - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Increase parental involvement levels by hosting a recruitment drive during the month of September to facilitate Parental Involvement/Community Partnership.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Principal Parent liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Parents, Teachers - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 2: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>
<p>Need Statement 7: Increase in student attendance and participation rates Data Analysis/Root Cause: Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation</p>
Student Learning
<p>Need Statement 9: Increase in student attendance and participation rates Data Analysis/Root Cause: Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation</p>
School Processes & Programs
<p>Need Statement 10: Increase in student attendance and participation rates Data Analysis/Root Cause: Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation</p>
<p>Need Statement 14: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>
Perceptions
<p>Need Statement 2: Increase in student attendance and participation rates Data Analysis/Root Cause: Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation</p>

Goal 7: Educators at Cromack Elementary 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)

Los educadores de la Primaria Cromack se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Capitulo 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.





El desarrollo profesional relacionado con lo academico mejorara la efectividad de los maestros al brindar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben educacion especial, dislexia, segundo idioma y apoyos en riesgo para mejorar el desempeno academico y la participacion, como lo demuestran las observaciones en el aula.





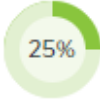



Targeted or ESF High Priority





HB3 Goal





Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations, Imagine Language and Literacy usage reports (K-5), Writable usage reports (3-5)





Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 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>Brindar apoyo instructivo al personal del campus que ancle los marcos distritales de BISD en estrategias basadas en la investigacion y las mejores practicas en las areas de lectura, matematicas, escritura, ciencias y estudios sociales para mejorar la fluidez, comprension y aritmetica para todos, presentados y / o se abordan a traves del monitoreo del campus de desarrollo profesional, recorridos y comentarios.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: TAPR report, CIP, report cards, TELPAS, mCLASS, TPRI/Tejas Lee/CPALLS, IEPs STAAR test results,</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 2 - School Processes & Programs 14</p> <p>Funding Sources: Employee Travel - 211 Title I-A - 211-13-6411-00-102-Y-30-AYP-Y - \$8,000, Stipends - 282 ESSER III Grant Funds - 282-11-6117-49-102-Y-11-000-1 - \$14,000, Stipends - 282 ESSER III Grant Funds - 282-11-6117-49-102-Y-32-000-1 - \$600, Substitutes - 211 Title I-A - 211-13-6112-00-102-Y-99-ESF-Y - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				





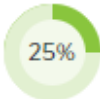



Strategy 2 Details	Reviews			
<p>Strategy 2: Provide on-going, sustained Response to Intervention (RTI) training to campus staff to implement intervention through the RTI 3 Tier Model in order to support student academic growth and success.</p> <p>Proporcionar capacitacion continua y sostenida de Respuesta a la Intervencion (RTI) al personal del campus para implementar la intervencion a traves del Modelo RTI de 3 niveles con el fin de apoyar el crecimiento y el exito academico de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs STAAR test results,</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development opportunities to teachers on college readiness.</p> <p>Brindar oportunidades de desarrollo profesional a los maestros sobre la preparacion para la universidad.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations , lesson plans Benchmark testing Fluency Monitoring; Sign-in sheets, agendas</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS, transcripts</p> <p>Staff Responsible for Monitoring: P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction BISD Curriculum Department</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 4 Details	Reviews			
<p>Strategy 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>Con el fin de atender mejor las necesidades de los estudiantes del idioma ingles en el campus, todos los maestros que atienden a estos estudiantes recibirán capacitación sobre los procedimientos operativos de instrucción protegida (SIOP) y capacitación bilingüe continua de acuerdo con la política del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS, transcripts</p> <p>Staff Responsible for Monitoring: P-K-5 Teachers Special Ed. Teachers Principal Asst Principal Dean of Instruction</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Improve instruction for all students including ELL, special education, at-risk, Section/504, RTI, 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>Mejorar la instruccion para todos los estudiantes, incluidos los estudiantes ELL, educacion especial, en riesgo, seccion 504, RTI, dislexia, dotados y talentosos, y estudiantes economicamente desfavorecidos al brindar oportunidades de aprendizaje centradas en el maestro, como reuniones de colaboracion basadas en estrategias, reuniones de planificacion vertical y / u horizontal.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, 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, mCLASS, TPRI/Tejas Lee/CPALLS, IEPs STAAR test results</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Elementary teachers will be provided with professional development to promote participation in Brownsville Kids Voting activities.</p> <p>Los maestros de primaria recibiran desarrollo profesional para promover la participacion en las actividades de votacion de los ninos de Brownsville.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign in Sheets, Agendas, Lesson plans, observations, walkthroughs</p> <p>Summative: STAAR</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Dean of Instruction Classroom Teachers Curriculum Department</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Grades 3-12 teachers - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 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. Substitutes will be requested when needed to provide coverage for teachers to attend professional development activities.</p> <p>Iniciar un plan para todo el campus para el desarrollo profesional altamente calificado para el profesorado y el personal. Las actividades de desarrollo del personal se enfocaran en la identificacion de los estudiantes que estan en riesgo de reprobar. Los maestros adquiriran estrategias de instruccion efectivas de intervencion y prevencion; El desarrollo del personal se buscara fuera del distrito para maestros y administradores. Se compraran los suministros necesarios para llevar a cabo las sesiones de desarrollo del personal. Se solicitaran suplentes cuando sea necesario para brindar cobertura a los maestros para que asistan a actividades de desarrollo profesional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, mCLASS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Professional Development Principal Assistant Principal Dean of Instruction BISD Curriculum Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: The Dean of Instruction will facilitate research-based professional development workshops on instructional strategies and curricular support to train and retrain highly qualified personnel.</p> <p>El Decano de Instruccion facilitara talleres de desarrollo profesional basados en la investigacion sobre estrategias de instruccion y apoyo curricular para capacitar y volver a capacitar al personal altamente calificado.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Session Evaluation Report, Session Attendance Report, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, (BOY and MOY), progress monitoring, walk-throughs, lesson plans, student work, progress reports;</p> <p>Summative: STAAR TELPAS, mCLASS, TPRI/Tejas Lee/CPALLS (EOY)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Administrator for State Compensatory BISD Curriculum Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Population: (TI) (MI) (LEP) (AR) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Elementary teachers will be provided with professional development on MTSS to include social emotional learning and trauma informed care training for administrators, counselors, and teachers.</p> <p>Los maestros de primaria recibiran desarrollo profesional en MTSS para incluir el aprendizaje socioemocional y la capacitacion sobre atencion informada sobre el trauma para administradores, consejeros y maestros.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative; Walkthroughs, observations, Student sign in sheets, Counselor logs</p> <p>Summative: meeting logs</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (AR) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022 Need Statements: Demographics 3 - Student Learning 13</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Elementary teachers and paraprofessionals will be provided with professional development on CPI training for staff and administrators to address special education and de-escalation.</p> <p>Los maestros de primaria y paraprofesionales recibirán desarrollo profesional en la capacitación de CPI para el personal y los administradores para abordar la educación especial y la reducción de la escala.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative; Walkthroughs, observations, Sign in sheets,</p> <p>Summative: meeting logs</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (AR) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022 Need Statements: Demographics 4 - Student Learning 14 - Perceptions 6</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 2: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>
<p>Need Statement 3: Improvement of student assessment scores in the areas of reading, math, writing, and science Data Analysis/Root Cause: Due to low an inability to attain mastery on benchmarks, state standardized scores, and report card grades, students will be afforded the opportunity to attend tutorial/accelerated instruction classes.</p>
<p>Need Statement 4: More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics Data Analysis/Root Cause: Review of discipline data supports the need to provide more support to students of different backgrounds.</p>
Student Learning
<p>Need Statement 13: Improvement of student assessment scores in the areas of reading, math, writing, and science Data Analysis/Root Cause: Due to low an inability to attain mastery on benchmarks, state standardized scores, and report card grades, students will be afforded the opportunity to attend tutorial/accelerated instruction classes.</p>
<p>Need Statement 14: More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics Data Analysis/Root Cause: Review of discipline data supports the need to provide more support to students of different backgrounds.</p>
School Processes & Programs
<p>Need Statement 14: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>

Perceptions

Need Statement 6: More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics **Data Analysis/Root Cause:** Review of discipline data supports the need to provide more support to students of different backgrounds.

Goal 8: At Cromack Elementary, technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

En Cromack Elementary, la tecnología se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2021-2022. (Future Ready Curriculum, Instruction, and Assessment)





La instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de desercion, asi como las brechas en las habilidades de los maestros, a traves del aprendizaje adaptativo, personalizado, flexible y complementario, aumentara en comparacion con datos comparables para 2021-2022. (Plan de estudios, instruccion y evaluacion preparados para el futuro)





Targeted or ESF High Priority





HB3 Goal

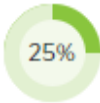



Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 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>Tecnología: Evaluar y actualizar el equipo del laboratorio de computación para garantizar suficientes recursos de hardware. (Computadoras de escritorio, Laptops, Disco Duro Externo, Impresoras, Escaneres, Maquinas de Fax, Laminadores, Sistema de Sonido, Camaras Digitales, Camaras de Video, Camaras de Documentos, Proyectores, Pizarrones Inteligentes, TV, Moduladores de Canal, Equipo de Tecnología).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Needs Assessment Survey Lesson plans Walk thru Grade books Benchmark test Results</p> <p>Summative: STAAR results, TELPAS scores, Benchmark results, mCLASS, TPRI results, Progress reports, Report cards</p> <p>Staff Responsible for Monitoring: Principal Asst Principal & Dean of Instruction Instructional Tech. Teacher EE-5th grade teachers Lab Paraprofessionals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 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>Tecnologia-Se compraran suministros generales para implementar adecuadamente los requisitos del plan de estudios adoptados por el distrito y el estado para los estudiantes de EE-5o grado (cartuchos de tinta, toner, rodillos de tambor, dispositivos de almacenamiento externo, tarjetas de memoria digital seguras, bombillas, kits de fusor).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p> <p>Staff Responsible for Monitoring: Principal Asst Principal & Dean of Instruction Instructional Tech. Teacher Science Lab Teacher</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 10, 11 - Student Learning 5, 6 - School Processes & Programs 18, 19 - Perceptions 7, 8</p> <p>Funding Sources: Toner - 166 State Special Ed. - 166-11-6399-62-102-Y-23-000-YY - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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, instructional TV panels, TV, Channel Modulators, internet drops cable, Technology equipment).</p> <p>Tecnologia: Evaluar y actualizar el equipo y el hardware informatico para garantizar recursos suficientes para implementar el programa de instruccion obligatorio federal, estatal y del distrito (computadoras de escritorio, computadoras portatiles, disco duro externo, impresoras, escaneres, maquinas de fax, laminadores, sistema de sonido, camaras digitales, camaras de video). , Camaras de documentos, proyectores, pizarrones inteligentes, TV, moduladores de canales, cables de conexion a Internet, equipos de tecnologia).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principal Campus TST Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 10, 11 - Student Learning 5, 6 - School Processes & Programs 18, 19 - Perceptions 7, 8</p> <p>Funding Sources: Instructional TV Panels - 496 Elon Musk Grant Funds - 496-11-6639-11-102-Y-11-000-Y - \$21,338</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>Los maestros del salon de clases incorporaran el uso de la tecnologia en la instruccion en el salon de clases usando Dinero de Subvenciones de Prioridad y Enfoque de Title IA para comprar Gastos de Capital, Computadoras de Escritorio, Computadoras Portatiles, Disco Duro Externo, Impresoras, Escaneres, Maquinas de Fax, Laminadoras, Sistema de Sonido, Camaras Digitales, Camaras de Video, Camaras de documentos, proyectores, pizarrones inteligentes, televisores, moduladores de canales, focos de proyectores en un salon de clases para aumentar el rendimiento de los estudiantes en todas las areas academicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Budget/purchase orders Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principal Campus TST Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects or products that foster creativity,</p>	Formative			Summative
	Nov	Jan	Mar	June

innovation, communication, collaboration, information fluency and digital citizenship in all content areas.

El campus aumentara la accesibilidad para todos los estudiantes en instruccion basada en tecnologia en todas las areas tematicas al proporcionar nuevo software y plataformas, incluidos Microsoft, Google y Apple, y hardware en los campus para instruccion mejorada en computacion / tecnologia. Los estudiantes tambien desarrollaran proyectos o productos que fomenten la creatividad, la innovacion, la comunicacion, la colaboracion, la fluidez en la informacion y la ciudadania digital en todas las areas de contenido.

Milestone's/Strategy's Expected Results/Impact: Formative Results: Improved connectivity of wired and wireless devices.

Improved fidelity of software use

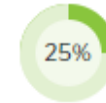
Summative Impact: Electronic portfolios LMS progress reports

Staff Responsible for Monitoring: Campus administration; teachers

TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:**

All students - **Start Date:** July 22, 2021 - **End Date:** June 10, 2022

Need Statements: Student Learning 16 - School Processes & Programs 3



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Need Statements:

Demographics

Need Statement 10: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 11: Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Student Learning

Need Statement 5: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 6: Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Student Learning

Need Statement 16: Increased opportunities for authentic learning **Data Analysis/Root Cause:** Teachers need to create opportunities for hands-on learning, cooperative learning, and student-centered activities.

School Processes & Programs

Need Statement 3: Increased opportunities for authentic learning **Data Analysis/Root Cause:** Teachers need to create opportunities for hands-on learning, cooperative learning, and student-centered activities.

Need Statement 18: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 19: Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Perceptions

Need Statement 7: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Need Statement 8: Upgrade of keyboards, chromebooks, clear touch displays as well as the renewal of computer software, applications and programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs **Data Analysis/Root Cause:** Due to the transition to remote learning, we were able to identify the need for updated equipment.

Goal 8: At Cromack Elementary, technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

En Cromack Elementary, la tecnología se implementará y utilizará para aumentar la efectividad del aprendizaje de los estudiantes, la gestión de la instrucción, el desarrollo del personal y la administración. (Plan de acción de tecnología preparada para el futuro de BISD) (TEA Capítulo 4 Obj. 10)

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community in aerospace, robotics, coding and technology compared to 2020-2021, leveraging human capital in personalized learning.

Future Ready Use of Space and Time

Aumentar las oportunidades de aprendizaje de los estudiantes en cualquier momento del día, desde el hogar, la escuela y / o la comunidad en aeroespacial, robótica, codificación y tecnología en comparación con 2020-2021, aprovechando el capital humano en el aprendizaje personalizado.





Uso preparado para el futuro del espacio y el tiempo









Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All EE through 5th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills.</p> <p>Todos los estudiantes de EE hasta el quinto grado seran programados para el laboratorio de computacion para aumentar su conocimiento y uso de las habilidades tecnologicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Technology 6 wk grades Student Lab Progress Report software usage reports</p> <p>Summative: EOY grades; software usage reports</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Technology Lab Teacher Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 2 - School Processes & Programs 14</p> <p>Funding Sources: - 289-TIV Title IV-A Student Support and Acad. Enri</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Los estudiantes trabajaran en estaciones de computadoras en programas que aumentaran sus matematicas, ciencias y lectura para ayudar a aumentar su nivel de rendimiento academico, ademas de aumentar su capacidad para producir proyectos generados por computadora.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Lab Progress Report; software usage reports</p> <p>Summative: EOY grades; software usage reports</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principal Campus TST Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Need Statements:

Demographics
<p>Need Statement 2: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>
School Processes & Programs
<p>Need Statement 14: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>

Goal 8: At Cromack Elementary, technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

En Cromack Elementary, la tecnología se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.

Future Ready Robust Infrastructure

Mejorar la conectividad de la red de alta velocidad para todas las partes interesadas para garantizar el exito de la implementacion del plan para respaldar el aprendizaje combinado en todos los niveles de grado.





Infraestructura robusta preparada para el futuro





Targeted or ESF High Priority





HB3 Goal

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teachers will enhance technology in the instructional setting by applying blended-learning and resources in the classroom (such as the use of the Clear Touch Displays and CriCut system).</p> <p>Los maestros del salon de clases mejoraran la tecnologia en el entorno educativo aplicando el aprendizaje combinado y los recursos en el salon de clases (como el uso de Clear Touch Displays y el sistema CriCut).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Budget/purchase orders Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principal Campus TST Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-33-6399-00-102-Y-30-0F2-Y - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted across the district in the early fall, mid-year and spring.</p> <p>Con el fin de garantizar la conectividad WIFI adecuada para todas las partes interesadas, se realizaran pruebas de velocidad en todo el distrito a principios de otono, mediados de ano y primavera.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks</p> <p>Staff Responsible for Monitoring: Campus administration; teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: All students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 10 - Student Learning 5 - School Processes & Programs 18 - Perceptions 7</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Need Statements:

Demographics
<p>Need Statement 10: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress Data Analysis/Root Cause: Due to the transition to remote learning, we were able to identify the need for updated equipment.</p>
Student Learning
<p>Need Statement 5: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress Data Analysis/Root Cause: Due to the transition to remote learning, we were able to identify the need for updated equipment.</p>
School Processes & Programs
<p>Need Statement 18: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress Data Analysis/Root Cause: Due to the transition to remote learning, we were able to identify the need for updated equipment.</p>
Perceptions
<p>Need Statement 7: Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, internet drops cable, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress Data Analysis/Root Cause: Due to the transition to remote learning, we were able to identify the need for updated equipment.</p>

Goal 8: At Cromack Elementary, technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

En Cromack Elementary, la tecnología se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.

Future Ready Data and Privacy

Revisar la actualizacion e implementar las politicas que guian a los estudiantes, el personal, los padres y los miembros de la comunidad que garantizan la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.









Privacidad y datos preparados para el futuro

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Updated policies, reports of data breaches

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Cromack will review and update campus internet security procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.</p> <p>Cromack revisara y actualizara los procedimientos de seguridad de Internet del campus para guiar a los estudiantes, el personal, los padres y la comunidad para garantizar la seguridad, la privacidad y la seguridad.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies</p> <p>Staff Responsible for Monitoring: campus administration; technology administration</p> <p>Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8: At Cromack Elementary, technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

En Cromack Elementary, la tecnología se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce.

Future Ready Community Partnerships

Aumentar las asociaciones orientadas a la comunidad y los negocios, y crear una base de datos de lideres con experiencia en tecnologia educativa que facilitara la planificacion, las asociaciones a nivel de aula y el acceso a habilidades para apoyar a los estudiantes mientras se preparan para ingresar a la fuerza laboral.





Asociaciones comunitarias preparadas para el futuro









Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Cromack Elementary will create a database of leaders with expertise in technology integration to provide classroom level partnerships.</p> <p>La Primaria Cromack creara una base de datos de lideres con experiencia en integracion de tecnologia para proporcionar asociaciones a nivel de salon de clases.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Professional development sessions Summative Impact: Database of leaders Professional Development records</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Parent Liaison Counselors</p> <p>Population: All students and staff - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Cromack Elementary will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology.</p> <p>La Primaria Cromack aumentara la asociacion comunitaria, enfocandose en el espiritu empresarial, la innovacion y la planificacion estrategica que facilitara la tecnologia educativa.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Parent Liaison Counselors</p> <p>Population: All students and staff - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: At Cromack Elementary, technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

En Cromack Elementary, la tecnología se implementará y utilizará para aumentar la efectividad del aprendizaje de los estudiantes, la gestión de la instrucción, el desarrollo del personal y la administración. (Plan de acción de tecnología preparada para el futuro de BISD) (TEA Capítulo 4 Obj. 10)

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.

Future Ready Personalized Professional Learning

Brindar desarrollo profesional basado en la competencia y la investigación, aprovechar los especialistas en medios, decanos, administradores de tecnología, maestros de apoyo tecnológico en cada campus, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnología del distrito, promover y establecer asociaciones innovadoras (MIE, educador certificado de Apple y Google Certified Teacher) y proporcionan recursos tecnológicos y desarrollo profesional que respaldan el aprendizaje combinado, flexible y personalizado en todas las áreas de contenido.









Aprendizaje profesional personalizado preparado para el futuro

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development opportunities to faculty and staff on learning management system, technology platforms, and technology to improve and diversify digital learning.</p> <p>Brindar oportunidades de desarrollo profesional a los profesores y al personal sobre el sistema de gestion del aprendizaje, las plataformas tecnologicas y la tecnologia para mejorar y diversificar el aprendizaje digital.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations , lesson plans Benchmark testing Fluency Monitoring; Sign-in sheets, agendas</p> <p>Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS, transcripts</p> <p>Staff Responsible for Monitoring: P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction BISD Curriculum Department</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: At Cromack Elementary, technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

En Cromack Elementary, la tecnología se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.

Future Ready: Budget and Resources

Permita la accesibilidad al software y las plataformas, y defina metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos.

Preparado para el futuro: presupuesto y recursos

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Summative Evaluation: Significant progress made toward meeting Objective

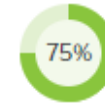
Strategy 1 Details	Reviews			
Strategy 1: The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and	Formative			Summative
	Nov	Jan	Mar	June

PAPERBASKET to analyze the return of investment for all softwares purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc.

El Distrito aumentara la accesibilidad para todos los estudiantes en la instruccion basada en tecnologia en todas las areas tematicas al proporcionar nuevo software y plataformas, incluidos Microsoft, Google y Apple, y hardware en los campus para instruccion mejorada en computacion / tecnologia. El distrito utilizara plataformas como GOGUARDIAN, CLEVER y PAPERBASKET para analizar el retorno de la inversion de todos los softwares comprados por los campus y el distrito. Analizara el uso de los estudiantes, el impacto academico, el rendimiento de los estudiantes, etc.

Milestone's/Strategy's Expected Results/Impact: Formative Results: Software Usage Reports
Software Monitoring Reports
Summative Results: Software Usage Reports Software Monitoring Reports
Staff Responsible for Monitoring: Campus administration; teachers

TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students - **Start Date:** July 22, 2021 - **End Date:** June 10, 2022



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 8: At Cromack Elementary, technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

En Cromack Elementary, la tecnología se implementara y utilizara para aumentar la efectividad del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.

Future Ready Collaborative Leadership

Realice la Encuesta de tecnologia del marco Future Ready de BISD anualmente para evaluar el nivel de implementacion de cada equipo Future Ready. Liderazgo colaborativo preparado para el futuro

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: BISD Future Ready Framework survey results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: BISD will use technology surveys conducted for addressing Closed--Instructing and preparing for the 2021-2022 School year instead of the Future Ready Framework Technology Survey in Spring 2021 to create new baseline data for the district and campus technology needs assessment, setting new technology goals, and developing the strategies	Formative			Summative
	Nov	Jan	Mar	June

for technology for the 2021-2022 District Improvement Plan.
 DCNA: Technology Plan and COVID 19 Closed--Instructing needs

BISD utilizara encuestas de tecnologia realizadas para abordar Cerrado - Instruccion y preparacion para el ano escolar 2021-2022 en lugar de la Encuesta de tecnologia Future Ready Framework en la primavera de 2021 para crear nuevos datos de referencia para la evaluacion de necesidades de tecnologia del distrito y el campus, estableciendo nuevas metas tecnologicas y desarrollar las estrategias de tecnologia para el Plan de Mejoramiento Distrital 2021-2022.

DCNA: Plan de tecnologia y COVID 19 Cerrado - Necesidades de instruccion

Milestone's/Strategy's Expected Results/Impact: Formative Results: Agendas and attendance records
 Presentations
 BOY Surveys Summative Results: Agendas
 Sign in Sheets Presentations EOY Surveys

Staff Responsible for Monitoring: Campus administration; teachers

TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** July 22, 2021 - **End Date:** June 10, 2022



No Progress

Accomplished

Continue/Modify

Discontinue

Goal 9: Through enhanced dropout prevention efforts to include increasing involvement in after school programs and tutorials for all students of all demographics (SPED, Section 504/Dyslexia, Emergent Bilingual, At-RISK, GT) all students at Cromack Elementary will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes de Cromack Elementary permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 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.









Aumentar la tasa de asistencia general del campus al 97.5% y mejorar la tasa de asistencia de estudiantes en riesgo en un 10% con respecto a la asistencia del ano anterior.





Targeted or ESF High Priority





HB3 Goal

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 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>Implementar metas de asistencia al campus que aborden los procedimientos, roles, responsabilidades y un plan formal escrito para la asistencia para garantizar que la asistencia de los estudiantes del campus cumpla con las tasas del Distrito y del Estado para que los estudiantes alcancen su maximo potencial educativo.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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; TAPR Report, eSchools attendance report, increase in student attendance rates</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Home visitor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Reduce by 5% yearly the out-of-school suspensions to increase student attendance rates and improve student instructional levels.</p> <p>Reducir en un 5% anual las suspensiones fuera de la escuela para aumentar las tasas de asistencia de los estudiantes y mejorar los niveles de instruccion de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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; TAPR Report, eSchools attendance report, increase in student attendance rates</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Home visitor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 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>Supervisor y comunicar constantemente las ausencias y tardanzas diarias de los estudiantes para reducir las ausencias y tardanzas de los estudiantes y aumentar las oportunidades de instruccion para los estudiantes. El visitador domiciliario realizara visitas domiciliarias cuando sea necesario.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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; TAPR Report, eSchools attendance report, increase in student attendance rates</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Home visitor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 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>Reconocer y otorgar incentivos a los estudiantes con cuadro de honor y asistencia perfecta cada seis semanas y al final del ano.</p> <p>Reconocimiento del campus a los padres por asistir a actividades periodicas de participacion de los padres.</p> <p>Reconocimiento del campus a los estudiantes por logros de asistencia perfecta que aumentan el rendimiento del aprendizaje.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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; TAPR Report, eSchools attendance report, increase in student attendance rates</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Home visitor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 7 - Student Learning 9 - School Processes & Programs 10 - Perceptions 2</p> <p>Funding Sources: Awards - 211 Title I-A - 211-11-6498-00-102-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 7: Increase in student attendance and participation rates Data Analysis/Root Cause: Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation</p>
Student Learning
<p>Need Statement 9: Increase in student attendance and participation rates Data Analysis/Root Cause: Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation</p>

School Processes & Programs

Need Statement 10: Increase in student attendance and participation rates **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation

Perceptions

Need Statement 2: Increase in student attendance and participation rates **Data Analysis/Root Cause:** Student attendance goals are not met at the end of each six weeks; awards will be provided in an attempt to improve attendance and participation

Goal 9: Through enhanced dropout prevention efforts to include increasing involvement in after school programs and tutorials for all students of all demographics (SPED, Section 504/Dyslexia, Emergent Bilingual, At-RISK, GT) all students at Cromack Elementary will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes de Cromack Elementary permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)

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





La Primaria Cromack desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 10%.





Targeted or ESF High Priority





HB3 Goal









Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students.





Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 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, Emergent Bilingual, RTI, SPED, and Section 504/Dyslexic.</p> <p>Proporcionar tutoria y suministros para todos los estudiantes identificados que necesitan intervencion / remediacion academica en todas las areas basicas, como aquellos estudiantes clasificados como en riesgo, bilingue emergente y disl</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, walk-throughs, Lesson plans, tutorial attendance report, tutorial schedule, student work, progress reports Summative: STAAR</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Administrator for State Compensatory</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 1, 2 - Student Learning 12 - School Processes & Programs 13, 14 - Perceptions 5</p> <p>Funding Sources: Extra duty pay with fringe - 281 ESSER II Grant Funds - \$77,978, Instructional software and resources - 281 ESSER II Grant Funds - \$75,733</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Cromack will design a comprehensive, developmental, guidance & counseling program, designed to serve all students and student groups.</p> <p>Cromack disenara un programa integral de desarrollo, orientacion y asesoramiento, disenado para servir a todos los estudiantes y grupos de estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: agendas, sign-in sheets</p> <p>Summative:Counseling Logs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers Counselors Parent Liaison</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional aides will assist At-Risk students with core academic activities in order to improve student performance.</p> <p>Los auxiliares de instruccion del campus ayudaran a los estudiantes en riesgo con las actividades academicas basicas para mejorar el rendimiento de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS, BOY, MOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, mCLASS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 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>Aumentar la coordinacion con el secretario de educacion especial y el visitador domiciliario para determinar el paradero de los estudiantes que no regresan y para garantizar que se cuente con la documentacion adecuada para recuperar y documentar a los estudiantes que no regresan.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student rosters & attendance sheets; eSchools attendance report; home visitor logs</p> <p>Summative: Student rosters & attendance sheets; eSchools attendance report; home visitor logs; State Assessment Results, TAPR report, CIP, report cards, TELPAS, mCLASS, TPRI/Tejas Lee/CPALLS, IEPs</p> <p>Staff Responsible for Monitoring: Professional Development Principal Assistant Principal Dean of Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 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>Asegurese de que el campus cuente con un proceso para identificar a los estudiantes sin hogar a fin de recibir la proteccion total de la Ley McKinney-Vento, incluida la ayuda que necesitan para inscribirse, asistir y tener exito en la escuela.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Monthly eSchool PLUS; At-Risk reports; student progress reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Home visitor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 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>Proporcionar instruccion basada en computadora, Programa de jornada escolar prolongada (para estudiantes elegibles) y suministros en el plan de estudios basico y dispositivos asistidos por adaptacion para mejorar el rendimiento, la asistencia, la tasa de finalizacion del nivel de grado de los estudiantes en riesgo y disminuir la tasa de retencion de nivel de grado.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, and Retention Rate</p> <p>Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Administrator for State Compensatory</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 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>Se implementara una despensa de alimentos y un armario de ropa en cada campus para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento, la asistencia y la tasa de graduacion de los estudiantes en riesgo. , tasa de finalizacion y disminucion la tasa de retencion y la tasa de abandono.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Campus Homeless Youth Coordinator; Admin. for State Compensatory Education; Admin. for Special Programs</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Automate 10 At-Risk indicators in Student Plus to effectively provide immediate identification of At-Risk students and implement intervention strategies</p> <p>Automatizar 10 indicadores en riesgo en Student Plus para proporcionar una identificacion inmediata y eficaz de los estudiantes en riesgo e implementar estrategias de intervencion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchools attendance rosters</p> <p>Summative: 10% decrease in student failure and retention rates</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Data Entry Clerk Administrator for Special Programs/State Compensatory</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: 5th Grade students classified At-Risk will be in a class with 22 to 1 ratio in order to provide smaller classroom settings</p> <p>Los estudiantes de quinto grado clasificados en riesgo estaran en una clase con una proporcion de 22 a 1 con el fin de proporcionar entornos de aula mas pequenos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchools Plus Rosters</p> <p>Summative: STAAR results, TELPAS scores, Benchmark results, TPRI results, Progress reports, Report cards, reading tests</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Data Entry Clerk Administrator for Special Programs/State Compensatory</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Cromack Elementary will support drop-out prevention efforts by participating in the Walk for the Future movement to recruit students.</p> <p>La Primaria Cromack apoyara los esfuerzos de prevencion de la desercion escolar participando en el movimiento Walk for the Future para reclutar estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchools Plus Rosters</p> <p>Summative: STAAR results, TELPAS scores, Benchmark results, TPRI results, Progress reports, Report cards, reading tests</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Data Entry Clerk Administrator for Special Programs/State Compensatory</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Need Statements:

Demographics
<p>Need 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. Data Analysis/Root Cause: Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.</p>
<p>Need Statement 2: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>
Student Learning
<p>Need Statement 12: The performance rate for English Language Learners in grades 3-5 was below the federal performance target of 91% in the area of reading. Data Analysis/Root Cause: Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.</p>
School Processes & Programs
<p>Need Statement 13: The performance rate for English Language Learners in grades 3-5 was below the federal performance target of 91% in the area of reading. Data Analysis/Root Cause: Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.</p>
<p>Need Statement 14: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.</p>
Perceptions
<p>Need Statement 5: The performance rate for English Language Learners in grades 3-5 was below the federal performance target of 91% in the area of reading. Data Analysis/Root Cause: Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.</p>

Goal 9: Through enhanced dropout prevention efforts to include increasing involvement in after school programs and tutorials for all students of all demographics (SPED, Section 504/Dyslexia, Emergent Bilingual, At-RISK, GT) all students at Cromack Elementary will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes de Cromack Elementary permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 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.





Implementar un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.




Targeted or ESF High Priority









HB3 Goal

Evaluation Data Sources: 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: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: School nurse will provide general health care to students while on campus.</p> <p>La enfermera de la escuela brindara atencion medica general a los estudiantes mientras esten en el campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Budget/purchase orders</p> <p>Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials</p> <p>Staff Responsible for Monitoring: Campus Counselors Parental Involvement Campus Personnel Campus Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p> <p>Need Statements: Demographics 4 - Student Learning 14 - Perceptions 6</p> <p>Funding Sources: nursing supplies - 211 Title I-A - 211-33-6399-00-102-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 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>Supervisar y enfatizar los conceptos academicos integrados de matematicas, lectura, ciencia y escritura inherentes a los programas del plan de estudios de Salud y Educacion Fisica para mejorar las habilidades de los estudiantes y prepararlos para las pruebas.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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> <p>Staff Responsible for Monitoring: PE Specialist PE Teachers Principal Assistant Principal Dean of Instruction</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 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>En un esfuerzo por promover la salud física y emocional de los estudiantes, el campus implementara el plan de estudios obligatorio del distrito, CATCH, y un Comité Asesor de Salud Escolar que evaluará la implementación de las iniciativas del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, TTPRI/Tejas Lee/CPALLS, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, mCLASS, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs, School Health Index; FitnessGram</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: July 22, 2021 - End Date: June 10, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:

Demographics
<p>Need Statement 4: More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics Data Analysis/Root Cause: Review of discipline data supports the need to provide more support to students of different backgrounds.</p>
Student Learning
<p>Need Statement 14: More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics Data Analysis/Root Cause: Review of discipline data supports the need to provide more support to students of different backgrounds.</p>
Perceptions
<p>Need Statement 6: More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics Data Analysis/Root Cause: Review of discipline data supports the need to provide more support to students of different backgrounds.</p>

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize research based instructional resources, iPads, laptops, (such as STAAR resource materials, district approved software, including Imagine Language and Literacy for K-5 and Writable for 3-5 and other varied instructional strategies) and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national). Utilizar recursos instructivos basados en investigacion, iPads, computadoras portatiles (como materiales de recursos STAAR, software aprobado por el distrito y estrategias instructivas) e intervenciones especificas para garantizar que todos los estudiantes esten preparados para cumplir con las demandas de las evaluaciones estandarizadas (local, estatal, nacional).
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. Proporcionar instruccion acelerada para todos los estudiantes, incluidos, entre otros, aquellos inscritos en el Programa de jornada escolar prolongada, identificados como que necesitan intervencion / remediacion academica en todas las areas basicas, como aquellos estudiantes clasificados como en riesgo, bilingues, educacion especial y dislexicos.
1	1	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. El programa de Lector Acelerado continuara en los grados 1-5 y Educacion Especial, por lo tanto, se compraran libros, suministros y materiales adicionales de la biblioteca para complementar el programa.
1	1	4	Bilingual LPAC: LPAC meetings will be scheduled to review students' academic needs. LPAC bilingue: Se programaran reuniones de LPAC para revisar las necesidades academicas de los estudiantes.
1	1	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). Con el fin de mejorar las estrategias de instruccion en el aula, el dinero se utilizara para comprar suministros y materiales. (Ejemplo: otros insumos, impresion de media center, cuadernos de trabajo, cds, televisores, materiales necesarios para realizar practicas instructivas).
1	1	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. Establecer puntos de contacto para todas las areas de contenido: artes del lenguaje, matematicas, ciencias y estudios sociales para garantizar que se mantenga la comunicacion entre el distrito y el campus para reforzar la ensenanza y el aprendizaje.
1	1	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. Los maestros de EE-5o grado utilizaran publicaciones periodicas y periodicos en el aula para formular lecciones de eventos actuales. El bibliotecario proporcionara recursos / guias para maestros adicionales para complementar el plan de estudios.
1	1	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) Los estudiantes participaran en una variedad de actividades que incluyen recitar el juramento, pensamiento del dia, eventos comunitarios, excursiones, actividades extracurriculares y grupos civicos para promover la ciudadania. (SG 4, Obj. 2)
1	1	9	Co-planning will take place between dyslexia, special education, and regular education teachers to monitor and evaluate student progress. La co-planificacion se llevara a cabo entre los maestros de dislexia, educacion especial y educacion regular para monitorear y evaluar el progreso de los estudiantes.

Goal	Objective	Strategy	Description
1	1	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. Utilizar tecnologia de instruccion modelando dentro del contexto de instruccion en areas del plan de estudios basico mediante el uso de una variedad de equipos tecnologicos (laboratorios de computacion, computadoras portatiles, tabletas, proyectores, Elmos, camaras de documentos, pizarrones, software de instruccion) para diferenciar la instruccion, reforzar el distrito- plan de estudios obligatorio y cumplir con las adaptaciones.
1	1	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. Los programas federales financiaran a maestros y paraprofesionales altamente calificados para complementar las posiciones asignadas en el campus para que las necesidades de los estudiantes de bajo rendimiento puedan satisfacerse mediante la instruccion individualizada y en grupos pequenos.
1	1	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. Los Programas Especiales financiaran las siguientes actividades y personal bajo el Titulo II-A: Maestros de reduccion de tamano de clase (CSR) Desarrollo profesional Estipendios para maestros en areas de necesidad certificadas.
1	1	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. Estudiantes en los grados 1-5 y Educacion Especial. administrara las evaluaciones del area de contenido al final de cada periodo de calificaciones. Los datos se desagregaran despues de que se envien los resultados; Se proporcionara remediacion segun sea necesario. Los maestros participaran en los procesos de toma de decisiones para la evaluacion de los estudiantes.
1	1	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. Las pruebas de fluidez se administraran a los estudiantes de los grados K-5 con el fin de monitorear la precision, el indice de lectura y la fluidez. Se estableceran metas de fluidez para cada nino cada seis semanas. Los maestros participaran en los procesos de toma de decisiones para la evaluacion de los estudiantes.
1	1	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. Se asignara un maestro certificado al laboratorio de computacion de ciencias de quinto grado. El maestro del laboratorio de ciencias proporcionara instruccion cientifica practica a todas las clases de quinto grado ademas de la instruccion cientifica proporcionada en el salon de clases regular.
1	1	16	Provide career investigation opportunities through the hands-on technology lab, with the support of the Extended Day Program. Brindar oportunidades de investigacion de carreras a traves del laboratorio de tecnologia practica, con el apoyo del Programa de Dia Extendido.
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 Los estudiantes recibiran apoyo adicional para el exito academico a traves de: -Tutoria antes y despues de la escuela -Escuela de Verano -Tutoria en grupos pequenos -Tutoria -Programa de dia extendido

Goal	Objective	Strategy	Description
1	1	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. Desarrollar un plan para maximizar la preparacion academica para la universidad para todos los estudiantes, incluido el programa de incentivos, el Programa de jornada escolar prolongada, que motivara a los estudiantes para la preparacion universitaria y profesional. Los estandares de preparacion universitaria se implementaran en el programa de instruccion.
1	1	19	Students will be encouraged to select middle school courses that are geared towards college preparation. Se alentara a los estudiantes a seleccionar cursos de la escuela intermedia que esten orientados a la preparacion universitaria.
1	1	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. El programa diario para los puestos de paraprofesionales financiados por el departamento bilingue sera revisado y monitoreado para asegurar el cumplimiento de las politicas y procedimientos establecidos por la fuente de financiamiento.
1	1	21	To monitor student progress in reading, mCLASS, TPRI/Tejas Lee/CPALLS 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. Para monitorear el progreso del estudiante en lectura, las evaluaciones mCLASS, TPRI / Tejas Lee / CPALLS se administraran en los grados EE-2do, al comienzo del ano (BOY), a la mitad del ano (MOY) y al final del ano (EOY). El seguimiento del progreso se llevara a cabo cada dos semanas.
1	1	22	All certified teachers will meet at least once a week to work collaboratively to plan grade appropriate, TEKS-based lessons and activities. Todos los maestros certificados se reuniran al menos una vez a la semana para trabajar en colaboracion para planificar lecciones y actividades apropiadas para el grado, basadas en TEKS.
1	1	23	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. Para aumentar el desarrollo del vocabulario, promover la comprension de lectura efectiva y mejorar los puntajes de aprobacion STAAR en todas las areas evaluadas, los maestros en los grados EE-5 incorporaran las rutinas y estrategias de TLI (TTT, CPQ, MIP y Frayer Model para vocabulario academico) en sus lecciones. .
1	1	24	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). Para aumentar las tasas de aprobacion de los estudiantes y promover el logro de logros en todas las areas de contenido, los maestros en los grados EE-5.o implementaran tecnicas de instruccion basadas en la investigacion mediante el uso de DIARIO, rutinas TLI, estrategias cognitivas y apoyos curriculares (TTT, CPQ y MIP).
1	1	25	First grade students will be screened at the middle of the year and kindergarten students will be screened at the end of the year for potential at-risk for dyslexia and related disorders in accordance with HB1886. Los estudiantes de primer grado seran evaluados a la mitad del ano y los estudiantes de jardin de infantes seran evaluados al final del ano por posible riesgo de dislexia y trastornos relacionados de acuerdo con HB1886.
1	2	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. El dinero local financiara el siguiente personal, actividades y herramientas educativas para implementar el Programa de Tres Anos (PK-3) en un esfuerzo por promover la alfabetizacion temprana y expandir el programa: Maestros y paraprofesionales altamente calificados desarrollo profesional basado en la investigacion Estipendios para maestros Suministros / materiales / equipos.

Goal	Objective	Strategy	Description
1	2	2	The Pre-K program will be provided the full day in order to better prepare qualified students academically. El programa de Pre-K se proporcionara el dia completo para preparar mejor a los estudiantes calificados academicamente.
1	2	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. Se llevara a cabo una orientacion para ayudar en la transicion de Head Start a Cromack Elementary para ninos en edad preescolar y para estudiantes de quinto grado salientes para ayudar en la transicion a la escuela secundaria.
1	3	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. Todos los estudiantes migrantes reciban utiles escolares apropiados para su grado segun sea necesario para proporcionarles las herramientas necesarias para completar sus tareas en el aula y en el hogar; ofreciendoles asi la misma oportunidad de afrontar los retos academicos de todos los estudiantes. Los estudiantes de PFS reciban servicios de apoyo suplementarios antes que otros estudiantes migrantes.
1	3	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. Los ninos migrantes de tres anos identificados tendran la oportunidad de inscribirse en el Programa para ninos de tres anos de la Parte A del Titulo I (PK-3) para que reciban la misma experiencia educativa que los estudiantes no migrantes.
1	3	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. Con el fin de asegurar los datos necesarios para acomodar la ubicacion en oportunidades de instruccion suplementarias apropiadas para estudiantes migrantes de Pre-K-5to grado, los maestros y administradores utilizaran los resultados de las pruebas previas y posteriores para identificar a los estudiantes migrantes que se desempeñan por debajo del nivel de grado.
1	3	4	The academic progress of 1st grade students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. El progreso academico de los estudiantes de 1er grado sera monitoreado para asegurar la finalizacion exitosa del nivel de grado y, en ultima instancia, asegurar la promocion al 2do grado.
1	3	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. Los estudiantes migrantes de PFS reciban servicios de apoyo suplementarios antes que otros estudiantes migrantes para garantizar que se aborden los requisitos delineados por la Seccion 1304 (d) de NCLB.
1	3	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. Los padres de estudiantes migrantes de PK, Kinder, 1er y 2do grado reciban sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva.
1	3	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. Los estudiantes migrantes de primaria tendran la misma oportunidad de asistir a los programas de la escuela de verano del distrito escolar para garantizar la promocion si es necesario o para participar en el programa de enriquecimiento para migrantes de verano. Los estudiantes migrantes reciban apoyo suplementario adicional por parte del campus respectivo para abordar las necesidades academicas y de asistencia y promover una participacion social positiva.

Goal	Objective	Strategy	Description
1	3	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. Se puede llevar a cabo una sesion de tutoria de dia extendido para estudiantes migrantes en las escuelas primarias donde existe una necesidad documentada de apoyo academico suplementario en las materias basicas para garantizar que los estudiantes migrantes tengan la misma oportunidad de enfrentar desafios academicos que los estudiantes no migrantes. Se proporcionaran utiles de instruccion a los estudiantes para la tutoria.
1	3	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. Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, el personal docente y administrativo del campus de BISD recibira la informacion adecuada sobre los migrantes para que se brinden intervenciones oportunas y adecuadas a los estudiantes migrantes.
1	3	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. Se utilizara una encuesta para evaluar la efectividad del Programa de Educacion Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes inmigrantes.
1	3	11	Cromack will provide homeless, unaccompanied youth, and migrants with available community based vouchers, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Cromack proporcionara a los jovenes sin hogar, a los jovenes no acompañados y a los migrantes cupones disponibles para la comunidad, productos de higiene, utiles escolares y ropa segun sea necesario para satisfacer sus necesidades academicas, sociales, emocionales y fisicas.
1	4	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. Desarrollar el pensamiento critico y las habilidades multitarea, la creatividad, el trabajo en equipo y el caracter participando en concursos de UIL, concursos de TMEA, concursos que no son de UIL, exposiciones, eventos del distrito / comunidad y actuaciones publicas.
1	4	2	Increase vertically aligned course offerings in grades EE-5 and all instructional materials needed to ensure equitable access for all students to promote college readiness. Aumentar la oferta de cursos alineados verticalmente en los grados EE-5 y todos los materiales educativos necesarios para garantizar un acceso equitativo para todos los estudiantes para promover la preparacion universitaria.
1	4	3	The EE-5th grade student will express ideas through original artwork using a variety of media with appropriate skill. El estudiante de EE-5o grado expresara ideas a traves de obras de arte originales utilizando una variedad de medios con la habilidad adecuada.
1	4	4	The EE-5th grade student will describe and analyze musical sound and demonstrate musical artistry. El estudiante de EE-5o grado describira y analizara el sonido musical y demostrara el arte musical.
1	4	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. Los estudiantes exploraran varias opciones de carrera a traves del Dia de la carrera para estudiantes de tercer a quinto grado, Presentaciones de consejeria de carrera para iniciativas de exploracion de carrera de dia extendido y de jardin de infantes

Goal	Objective	Strategy	Description
1	4	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. Proporcionar desarrollo profesional continuo y sostenido para maestros de bellas artes en un esfuerzo por desarrollar habilidades de pensamiento critico y apoyar las materias del area de contenido para mejorar la fluidez, comprension y aritmetica para todos los estudiantes. La administracion viajara a la conferencia ISTE.
1	4	7	Science Fair Sponsors and Coordinators will be provided with training to promote participation at the campus and district level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and College/Career readiness. Los patrocinadores y coordinadores de la feria de ciencias recibiran capacitacion para promover la participacion en el nivel del campus y distrito al aumentar la conciencia de los estudiantes sobre los conceptos de ciencia, tecnologia, ingenieria y matematicas, creando un camino para STEM y la preparacion universitaria / profesional.
1	4	8	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 Chess and UIL Academics. Las habilidades de resolucion de problemas, la originalidad y la creatividad de los estudiantes seran alentadas a traves de su participacion en los programas del distrito. Los maestros, patrocinadores y entrenadores recibiran desarrollo profesional para promover la participacion en Ajedrez y Academicos UIL.

State Compensatory

Budget for Cromack Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

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Personnel for Cromack Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
N/A	PK4 Teachers	1.5
N/A	Dean of Instruction	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Surveys were distributed to all stakeholders in the Spring of 2021 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 and members of the Site Based Decision Making Committee met on May 18, 2021 to conduct a needs assessment and review the results of the surveys then determine the next course of action which involved reviewing survey data, budget information, and assessment data. Upon completion of the meeting, the campus leadership team collaborated with their respective grade levels and departments to review meeting minutes as well as elements of the multiple measures of data and identify strengths and weaknesses. The findings detailed below indicate the results of the Comprehensive Needs Assessment.

Needs as listed on the Multiple Measures:

- Implementation of a solid accelerated instructional program
- Improvement of student assessment scores in the areas of reading, math, writing, and science
- More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics
- Provide tutorial/accelerated instruction/extended day program for students in need of academic support through reteaching and targeted interventions
- Improvement of passing rates on STAAR
- Implementation of TEKS based accelerated instructional program
- Improvement of Meets and Masters achievement rates on STAAR
- Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress
- Renewal of computer software, applications, programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs
- Purchase and replacement of Instructional resources, materials, and supplies to improve the overall educational program
- Purchase of Cricut machines and refills to create instructional materials and displays
- Redesigned master schedule to incorporate additional learning time to supplement instruction
- Increased opportunities for authentic learning
- Increased opportunities for attendance at in-district and out of district staff development sessions for campus administration, teachers, and support staff to hone their skills and expertise
- Inclusion of all student populations in student-led, school sponsored activities
- Improved facilities to accommodate all students effectively
- Increased amount of supplies for nurse to more effectively treat students
- Increased amount of supplies for school programs to include library, counseling department, PE, custodial staff, tutorial, and office/administration to run more effectively and better serve students
- Increase in attendance at parent awareness meetings
- Increase in student attendance rates
- Improvement in student achievement rates to impact amount of students receiving Honor Roll awards
- Increase in attendance at end of the year awards

Strengths as listed on the Multiple Measures:

- Low mobility rate
- Bilingual Education-ELPS
- Grade level collaboration
- 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
- 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
- Counseling sessions with students
- Student field trips (instructional)
- Character education, career orientation
- CATCH
- Library Reading Programs
- Extended Day Program

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site Based Decision Committee reviewed assessment data, budget information, and goals and strategies included in the Campus Improvement Plan on May 18, 2021. 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. Because assessment results indicated that improvement is needed on the STAAR, the campus leadership team opted to focus on improving curriculum alignment, lesson planning, and data desegregation. These areas of focus were incorporated into the Targeted Improvement Plan and Campus Improvement Plan as strategies/milestones and activities. The Campus Improvement Plan and the Targeted Improvement Plan were both reviewed quarterly throughout the school year to address the needs of the campus stakeholders to include parents, students, and faculty members and make revisions as needed. At the last quarterly meeting in the Spring of 2021, the SBDM and the campus leadership team, met to discuss the revisions and plan for the upcoming school year.

2.2: Regular monitoring and revision

The Site Based Decision Making Committee and campus administration met multiple times (May 18, 2021 and January 6, 2022) to discuss campus needs and make necessary adjustments to the overall school program. When making impactful changes that affect teachers and students, the campus leadership team and the Site Based Decision Making Committee use data to inform their decisions. The CIP was reviewed on May 18, 2021 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

To foster school-parent relationships, Cromack Elementary opens the lines of communication between the home and school by utilizing the School Messenger system, fliers, teleconferences, and virtual and in-person meetings. 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 are hosted by the campus parent liaison and the District's Parental Involvement Department will consist of state assessment standards and passing rates, improving student achievement, supporting instruction, and forging partnerships between the home and school. Parent meetings are held in both English and Spanish. A copy of the Campus Improvement Plan is available to parents in the front office for their review. CIP goals one, six, and nine have been translated to Spanish; the remainder of the document can be orally translated to Spanish upon request.

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 are afforded with opportunities for accelerated instruction through tutorial and the Extended Day Program when necessary. Students in need of additional academic support are placed on appropriate academic intervention programs such as Bilingual, RTI, Dyslexia/504, or Special Education. By the same token, gifted and talented students are provided with opportunities to receive instruction and activities that best serve their needs. Computer based instruction is available to our students to support the District curriculum and reinforce state standards. Finally, teachers use research based instruction and interventions to increase passing rates and support struggling students.

2.5: Increased learning time and well-rounded education

At Cromack Elementary, 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). Cromack Elementary has restructured the school schedule to include remediation time to provide for interventions for students who are experiencing academic difficulties.

Budgeted funds are used to improve the overall instructional program at Cromack Elementary to meet the needs of all students to be able to

- (1) prepare 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 in the Campus Improvement Plan through strategies outlining the use of research based instructional resources and activities. Students in need of additional academic support are provided with accelerated instruction and remediation strategies in the areas of reading/math/writing/science. Teachers refer students to the RTI Committee in an effort to assist students experiencing academic or behavioral difficulties and to, subsequently, decrease retention rates and improve student achievement. When necessary, Dyslexia and Special Education testing is conducted to provide students with the appropriate accommodations and modifications to support learning.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was reviewed in the fall of the 2020-2021 school year (September 17, 2021) by the parent liaison and a group of parents. Parents in attendance received a copy of the Parent and Family Engagement Policy. In addition, Cromack students received a copy of the Parent and Family Engagement Policy to take home to parents on October 7, 2021. At the onset of the school year, the Parent and Family Engagement Policy was presented to the SBDM as well. Parents and families are offered support at each campus through the campus parent liaison and via the school district's Parental Involvement Department. In addition, the Parent and Family Engagement Policy is made available to parents at the campus front office and via the campus's website and district's website in both English and Spanish.

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 (every other week on Wednesdays). 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. Informational meetings are conducted at different dates and times throughout the year to enable parents to attend the sessions. Moreover the BISD Parental Involvement Department provides parents with a myriad of opportunities to learn strategies and obtain resources to support teaching and learning. Campus administration is available on a daily basis to meet with parents, when necessary. Title I Meeting was held on September 17, 2021.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Sanchez	Nurse	ESEA Title I-A	0.4
B. Elizondo	Title I-A Pre-Kinder Aide	ESEA Title I-A	1.0
H. Gutierrez	Library Aide	ESEA Title I-A	1.0
L. Angeles	Title I-A Pre-Kinder Aide	ESEA Title I-A	1.0
M. Moran	Parent Liasion	ESSA Title I-A	1.0
T. Rodriguez	PK3 Teacher	ESEA Title I-A	1.0
Y. Pena	Title I-A Pre-Kinder Aide	ESEA Title I-A	1.0

Plan Notes

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Assessment	Demographics, Student Learning, and Perception Needs information, TAPRs as Addendums (SMART) Performance Objectives, Local funds allocated and have needs attached, Committees (SBDM)	11/19/21	D. Lopez		Update demographics to include: Sp. Ed, GT, and At-Risk (DONE) Missing TAPR 19-20 (DONE)
Assistant Superintendent	Processes and Programs and Goals 1 and 2		Ana Garza 547-5072		SELP/SSLP is no longer used district-wide, we are now using PRE-LAS for PK3-KG and LAS for 1-5th. consider replacing any mention of "LEP", "ELL", "EL", Bilingual" with "EMERGENT BILINGUAL" consider adding SummitK12 reports to any mention of TELPAS for monitoring student progress.
Bilingual	Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB	11/29/2021		GOAL 1 GOAL 7 GOAL 9	
CCMR/Dual Enrollment	Goal 1 related to ECHS, CCMR, Dual Enrollment	12/06/2021 DNA			
Curriculum--Elementary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary	Goal 8- DNA		Goal 1-PO1 Goal 8-PO1	include mCLASS Kinder Include Imagine Language and Literacy for all Kinder-5th grade teachers and add Writable (3rd-5th)
		11/17/21	Rachel Alvarado		
		12/8/21 Goal 1-OK	547-6685		
		11/18/21	Roman Gomez	Goal 1-PO4	Strategy7: remove "regional, state, and international level"
		12/6/21 - OK	698-1654	Goal8-PO2	Are you providing "authentic job-embedded student internships"? May want to remove this part of the PO

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-NeedNotes or Feedback
Curriculum--Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary			

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
			Roni Rentfro 547-3590		<p>fixed Board approval date should be 12-14-2021</p> <p>CCNA and CIP revision dates should be in May or June 2021--not after board approval</p> <p>fixed Delete all needs from the multiple measures strength boxes</p> <p>fixed SL needs 2021 data and refer to 2021 TAPR</p> <p>Data documentation: unck HB3 CCMR Local Acct (LAS)</p> <p>PObj 1.4 still 2020</p> <p>Too many Targeted linked strategies--are about adult behaviors and match with TIP</p> <p>finish removing CCNA information from strategy text boxes (1.1.1, 1.1.2 and 1.1.3 for example)</p> <p>fixed All funded strategies must have at least one need linked</p> <p>ESSA Elements:</p> <p>max of 5 strategies linked to 2.4, 2.5, and 2.6</p> <p>fixed 3.2 must address and have a link to strategy that informational meetings will be conducted on different dates and times</p> <p>3.2 date of Jan 2021?</p> <p>fixed 2.3 should mention Goals 1-6-9 are also in the document in Spanish</p> <p>fixed 3.1 dates are still 2020</p> <p>Title I Nurse only 0.4</p> <p>attach Early Childhood Board goals</p>
DCSI	Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review	6-16 335p 6/21 203p			

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-NeedNotes or Feedback
Dyslexia/504	Student Learning, Processes and Programs, Goals 1, 7 and 9 for Dyslexia	11-11-21 12-7-21 DNA 1-31-22 pending	Beatriz Daniels 548-8679 Martha Delgado 698-3196	<p>mCLASS needs to be updated next to TPRI. A strategy needs to be added to address HB 1886 that ensures that all students in 1st grade be screened in the MOY and all Kinder students be screened at the EOY for potential at-risk for dyslexia and/or related disorders. Dyslexia strategies were apparent throughout the plan as well as RtI strategies and procedures.</p> <p>Include 504 students in your population strategies in Goal 1.</p> <p>RtI needs to be addressed in Goal 1 & Goal 9.</p> <p>Strategy needed to address all Kinder and 1st graders meeting HB 1886 requirements. Delete OWL and add the <u>PK New adoption "Three Cheers for Pre-K"</u></p> <p>CPALLS+ is the assessment tool for BOY, MOY & EOY, and Three Cheers for Pre-K is used for Progress Monitoring, so Delete CIRCLE PM.</p> <p>Add Three Cheers for Pre-K Progress Monitoring I, II, & EOY</p> <p>PK Technology is Ignite by Hatch</p> <p>PK Resources are CIRCLE Manual, CLI, PA All Day, Lenguaje y Lectura, Heggerty & Semillitas, Ready Rosie</p>
Early Childhood	Student Learning and Goals 1 and 7 Early Childhood ESSER funded Strategies with Needs linked and all funds allocate Goal 2	11/15/21 12/10/21 OK	G1 PO2, G7, G8	There should be no more PK3 half day classes unless it is a collaboration Head start class.

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-NeedNotes or Feedback
Federal Programs (211) Finance and Budget	211 funded Strategies with Needs linked, ESSA T1-A Elements, T1-A Personnel Goal 3			
Fine Arts	Student Learning and Processes and Programs, Goals 1 and &			

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-NeedNotes or Feedback
				Ensure that a strategy is include for following
			Garza	<ul style="list-style-type: none"> • Goal #5: Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness.
			Garza 1468	<ul style="list-style-type: none"> • Goal #7: Include strategy to include Professional Development for MTSS to include social-emotional learning and trauma-informed care training for administrators, counselors and teachers.
				<ul style="list-style-type: none"> • Goal#7: Include strategy to include Professional Development for child sexual abuse, sex-trafficking and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and

		11/18/21			campus staff. (DIP 7.4.3)
Guidance and Counseling	Perceptions and Goals 5, 7 and 9	12/8/21		Need to address in yellow	◦ Goal #7: Include a strategy to include Professional Development for Safe and Supportive Schools Behavioral Threat Assessment Team (DIP # 7.4.2)
Homeless	Demographics, Processes and Programs, Goals 1 and 9 related to Homeless		Miguel Molina		◦ Quaver SEL Curriculum Implementation
		11/11/21			Update Goal 8 to New Future Ready Version
Instructional Technology or ISET	Processes and Programs, Goal 8	12/06/2021	Miguel Molina		ok
Migrant	Demographics, Goals 1 and 9 related to Migrant				
Parent and Family Engagement	Demographics, Processes and Programs, and Perceptions, Goal 6, ESSA SWP 3.1 and 3.2				
PEIMS	Demographics and related strategies				
Professional Development	Perceptions, Processes and Programs, Goal 7 performance objectives and strategies				
Public Information	Perceptions and Goal 4				
Pupil Services	Demographics and Goal 5				
Security Services	Demographics and Perceptions, Goals 5 and 7				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and # Norma Cisneros	Goal-PO-Strategy-NeedNotes or Feedback
Special Education	All Need areas, Goals 1, 5, 7 and 9 related to Special Education 162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas	11/16/21	Goal 1,5,7,9	Goal 1 - Modify strategy 4 to include Lexia and Teach Town for SPED students Goal 5- Add a strategy to specifically target proactive strategies in reducing disproportionate OSS/ISS placements for SPED population Goal 7 - Modify or add strategy to include CPI training for staff and admin to address SPED and deescalation Goal 9 - Modify goal to address increasing participation in after school programs and tutorials for SPed population
State Compensatory Education		12/8/21 DNA	2/7/22 Goal 1,7,9 have not been addressed	Make sure SPED population is specifically addressed in each of these goals

2021-2022 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	L. Hernandez (Y1)	Principal
Meeting Facilitator	C. Lopez (Y2)	Dean
Meeting Facilitator	M. Guerra (Y2)	Asst. Principal
Classroom Teacher	G. Abete (Y2)	Teacher
Classroom Teacher	G. Salguero (Y1)	Teacher
Classroom Teacher	A. Garza (Y2)	Teacher
Classroom Teacher	O. Quiroz (Y1)	Teacher
Classroom Teacher	J. Torres (Y1)	Teacher
Classroom Teacher	E. Juarez (1)	Teacher
Community Representative	F. Gonzalez (Y2)	Community Representative
Parent	W. Harris (Y2)	Parent
Community Representative	C. Mendez (Y2)	Community Representative
Non-classroom Professional	N. Gonzales (Y2)	Counselor
District-level Professional	N. Ponce (Y1)	District-level Professional
Non-classroom Professional	L. Angeles (Y2)	Non-Classroom Professional
Parent	A. Limas (Y1)	Parent
Student	A. Herrera (Y1)	Student
Business Representative	H. Almanza (Y2)	Business Representative
Business Representative	A. Rivera (Y2)	Business Representative
Classroom Teacher	J. Hernandez (Y2)	Classroom Teacher
Classroom Teacher	M. Herrera (Y1)	Classroom Teacher

Campus Funding Summary

No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
164 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
165 Athletics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Special Education-General Supplies	166-11-6399-00-102-Y-23-0P4-Y	\$1,280.00
1	1	1	Supplies	166-11-6399-00-102-Y-23-0P2-Y	\$1,020.00
5	1	3	BI Awards	166-11-6498-00-102-Y-23-OP2-Y	\$1,500.00
8	1	2	Toner	166-11-6399-62-102-Y-23-000-YY	\$1,000.00
Sub-Total					\$4,800.00
Budgeted Fund Source Amount					\$4,800.00
+/- Difference					\$0.00

197 Projects--TRE/Library					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Resources and Media Services	197-12-6299-62-102-Y-99-000-Y	\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	sanitation/disinfecting supplies	199-11-6399-57-102-Y-11-000-Y	\$288.00
Sub-Total					\$288.00
Budgeted Fund Source Amount					\$288.00
+/- Difference					\$0.00
206 McKinney Vento Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Contracted Service-Instruction Partners	211-13-6299-00-102-Y-99ESF-Y	\$80,000.00
1	1	1	Supplies and Materials--iPads/Google Chromebooks	211-11-6398-62-102-Y-30-0F2-Y	\$3,782.00
1	1	1	Software	211-11-6395-62-102-Y-30-0F2-Y	\$10,000.00
1	1	1	Stipends	211-13-6117-00-102-Y99-ESF-Y	\$5,550.00
1	1	2	Employee Benefits	211-13-6148-00-102-Y-30-ASP-Y	\$6.00
1	1	2	Professional Extra Duty Pay-Certified	211-11-6118-00-102-Y-30-ASP-Y	\$26,880.00
1	1	2	Professional Extra Duty Pay-Classified	211-11-6121-00-102-Y-2-ASP-Y	\$0.00
1	1	2	Social Security Medicare	211-13-6141-00-102-Y-30-ASP-Y	\$39.00
1	1	2	Teacher Retirement/TRS Care	211-11-6146-00-102-Y-30-ASP-Y	\$2,400.00
1	1	2	Salary Wages for Substitute Teachers	211-11-6112-18-102-Y-30-0F2-Y	\$17,000.00
1	1	2	Employee Benefits	211-11-6148-00-102-Y-30-ASP-Y	\$63.00
1	1	2	Social Security/Medicare	211-11-6141-00-102-Y-30-ASP-Y	\$390.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Extra Duty Pay	211-11-6118-00-102-Y-30-0F2-Y	\$0.00
1	1	2	Employee Benefits	211-13-6141-00-102-Y-30-ASP-Y	\$41.00
1	1	2	Teacher Retirement/TRS	211-13-6146-00-102-Y-30-ASP-Y	\$241.00
1	1	2	Employee Benefits	211-11-6149-00-102-Y-30-ASP-Y	\$462.00
1	1	3	General Supplies	211-12-6399-65-102-Y-30-0F2-Y	\$400.00
1	1	5	General Supplies	211-12-6399-00-102-Y-30-0F2-Y	\$20,000.00
1	1	5	Copy Paper	211-12-6396-00-102-Y-30-0F2-Y	\$0.00
1	1	5	General Supplies	211-11-6399-00-102-Y-30-0F2-Y	\$18,610.00
3	1	1	Substitutes	211-11-6112-18-102-Y-30-ASP-Y	\$6,757.00
3	1	1	Social Security	211-13-6141-00-102-Y-30-ASP-Y	\$51.00
3	1	1	Teacher Retirement/TRS Care	211-13-6146-00-102-Y-99-ESF-Y	\$542.00
3	1	1	Social Security/Medicare	211-13-6141-00-102-Y-99-ESF-Y	\$105.00
3	1	1	Employee Benefits	211-13-6149-00-102-Y-99-ESF-Y	\$95.00
3	1	1	Miscel Operating Costs-Fees	211-13-6497-00-102-Y-99-ESF-Y	\$8,110.00
3	1	1	Social Security	211-11-6141-18-102-Y-30-ASP-Y	\$98.00
5	1	1	General supplies	211-31-6399-00-102-Y-30-0F2-Y	\$300.00
5	1	1	General supplies-Toner	211-31-6399-65-102-Y-30-0F2-Y	\$0.00
6	1	4	Home visit 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	\$500.00
6	1	6	Light refreshments and snacks	211-61-6499-53-102-Y-30-0F2-Y	\$900.00
6	1	6	Awards	211-61-6498-00-102-Y30-0F2-Y	\$0.00
7	1	1	Employee Travel	211-13-6411-00-102-Y-30-AYP-Y	\$8,000.00
7	1	1	Substitutes	211-13-6112-00-102-Y-99-ESF-Y	\$1,500.00
8	3	1	General Supplies	211-33-6399-00-102-Y-30-0F2-Y	\$500.00
9	1	4	Awards	211-11-6498-00-102-Y-30-0F2-Y	\$0.00
9	3	1	nursing supplies	211-33-6399-00-102-Y-30-0F2-Y	\$0.00
Sub-Total					\$213,772.00
Budgeted Fund Source Amount					\$213,772.00
+/- Difference					\$0.00

212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	General Supplies	212-11-6399-00-102-Y-24-0F2-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
224 Federal Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
244 Perkins Grant (Fed. CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
255 Title II, Part A (TPTR/Class Size)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	263-11-6399-00-102-Y-25-000-Y	\$4,768.00
1	1	1	Software	263-11-6395-00-102-Y-25-000-Y	\$0.00
1	1	4	Substitutes	263-11-6112-00-102-Y-25-000-Y	\$0.00
Sub-Total					\$4,768.00
Budgeted Fund Source Amount					\$4,768.00
+/- Difference					\$0.00

274 GEAR UP Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
276 Targeted Improvement School Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Chromebook Cases	276-11-6398-62-102-Y-99-TIC-Y	\$0.00
1	1	5	Software	276-11-6395-62-102-Y-99-TIC-Y \$140	\$0.00
1	1	5	General Supplies	276-11-6399-62-102-Y-99-TIC-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Salary and fringe		\$164,495.00
9	2	1	Extra duty pay with fringe		\$77,978.00
9	2	1	Instructional software and resources		\$75,733.00
Sub-Total					\$318,206.00
Budgeted Fund Source Amount					\$318,206.00
+/- Difference					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Part-time help/substitutes	282-11-6126-00-102-Y-23-JST-1	\$4,500.00
1	1	1	Supplies & Materials Software	282-11-6395--62-102-Y-99-OES-1	\$8,313.00
1	1	1	Supplies	282-61-6399-00-102-Y-99-PFS-1	\$1,500.00
1	1	2	Professional Extra Duty Pay	282-11-6118-00-102-Y-23-JST-1	\$0.00
1	1	2	Professional Extra Duty Pay	282-61-6118-00-102-Y-99-PFS-1	\$2,520.00
1	1	2	Transportation	282-61-6494-00-102-Y-99-PFS-1	\$1,200.00
1	1	2	Closing Gap-Professional Extra Duty Pay	282-11-6118-00-102-Y-24-OCG-1	\$23,760.00
1	1	2	Closing Gap-Transportation	282-11-6494-00-102-Y-24-OCG-1	\$20,000.00

282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Facilities construction or improvement	282-81-6629-00-102-Y-99-090-1	\$666,642.00
2	1	1	Miscellaneous operating costs	282-81-6499-53-102-Y-99-PFS-1	\$1,500.00
5	1	1	Professional Extra Duty Pay-Mental Health	282-31-6118-00-102-Y-99-MH1-1	\$3,000.00
7	1	1	Stipends	282-11-6117-49-102-Y-32-000-1	\$600.00
7	1	1	Stipends	282-11-6117-49-102-Y-11-000-1	\$14,000.00
Sub-Total					\$747,535.00
Budgeted Fund Source Amount					\$747,535.00
+/- Difference					\$0.00
289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
429 P-TECH Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
496 Elon Musk Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	3	Instructional TV Panels	496-11-6639-11-102-Y-11-000-Y	\$21,338.00
Sub-Total					\$21,338.00
Budgeted Fund Source Amount					\$21,338.00
+/- Difference					\$0.00
Grand Total Budgeted					\$1,315,707.00
Grand Total Spent					\$1,315,707.00
+/- Difference					\$0.00

Addendums

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
Improper Conduct	<p>If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.</p>
Confidentiality	<p>To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.</p>

Texas Education Agency
2020-21 STAAR Performance
CROMACK EL (031901102) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	54%	34%	-	33%	*	-	-	-	-	18%	*	35%	20%	33%	31%
	2019	76%	80%	73%	-	73%	*	-	-	-	-	27%	-	73%	67%	71%	65%
At Meets Grade Level or Above	2021	39%	21%	10%	-	11%	*	-	-	-	-	6%	*	11%	0%	9%	7%
	2019	45%	46%	33%	-	34%	*	-	-	-	-	0%	-	35%	17%	27%	35%
At Masters Grade Level	2021	19%	7%	1%	-	2%	*	-	-	-	-	0%	*	2%	0%	2%	0%
	2019	27%	26%	23%	-	23%	*	-	-	-	-	0%	-	23%	17%	19%	24%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	40%	28%	-	29%	*	-	-	-	-	6%	*	29%	20%	27%	29%
	2019	79%	85%	79%	-	80%	*	-	-	-	-	27%	-	78%	83%	76%	78%
At Meets Grade Level or Above	2021	31%	13%	6%	-	6%	*	-	-	-	-	0%	*	6%	0%	5%	4%
	2019	49%	56%	47%	-	48%	*	-	-	-	-	0%	-	48%	33%	41%	52%
At Masters Grade Level	2021	14%	4%	1%	-	2%	*	-	-	-	-	0%	*	2%	0%	2%	2%
	2019	25%	27%	14%	-	14%	*	-	-	-	-	0%	-	13%	17%	10%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	56%	-	56%	-	-	-	-	-	30%	-	61%	29%	56%	50%
	2019	75%	83%	74%	-	74%	-	-	-	-	-	37%	*	75%	67%	73%	71%
At Meets Grade Level or Above	2021	36%	27%	26%	-	26%	-	-	-	-	-	20%	-	25%	29%	26%	25%
	2019	44%	51%	38%	-	38%	-	-	-	-	-	11%	*	37%	44%	37%	31%
At Masters Grade Level	2021	17%	10%	12%	-	12%	-	-	-	-	-	0%	-	11%	14%	12%	14%
	2019	22%	23%	15%	-	15%	-	-	-	-	-	5%	*	14%	22%	13%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	40%	32%	-	32%	-	-	-	-	-	10%	-	32%	29%	32%	32%
	2019	75%	82%	74%	-	74%	-	-	-	-	-	37%	*	77%	56%	74%	71%
At Meets Grade Level or Above	2021	36%	17%	7%	-	7%	-	-	-	-	-	0%	-	5%	14%	7%	8%
	2019	48%	53%	29%	-	29%	-	-	-	-	-	11%	*	29%	33%	28%	19%
At Masters Grade Level	2021	21%	8%	5%	-	5%	-	-	-	-	-	0%	-	3%	14%	5%	5%
	2019	28%	30%	16%	-	16%	-	-	-	-	-	0%	*	15%	22%	14%	10%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance
CROMACK EL (031901102) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	42%	37%	-	37%	-	-	-	-	-	0%	-	41%	14%	37%	41%
	2019	67%	78%	60%	-	60%	-	-	-	-	-	16%	*	62%	44%	59%	48%
At Meets Grade Level or Above	2021	27%	18%	15%	-	15%	-	-	-	-	-	0%	-	15%	14%	15%	18%
	2019	35%	44%	26%	-	26%	-	-	-	-	-	5%	*	26%	22%	23%	15%
At Masters Grade Level	2021	8%	4%	2%	-	2%	-	-	-	-	-	0%	-	0%	14%	2%	3%
	2019	11%	14%	4%	-	4%	-	-	-	-	-	0%	*	4%	0%	3%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	71%	64%	-	67%	*	-	-	-	-	40%	-	65%	*	63%	67%
	2019	86%	91%	93%	-	93%	-	-	-	-	-	50%	*	92%	*	93%	89%
At Meets Grade Level or Above	2021	46%	39%	20%	-	21%	*	-	-	-	-	0%	-	19%	*	21%	21%
	2019	54%	56%	51%	-	51%	-	-	-	-	-	0%	*	52%	*	53%	58%
At Masters Grade Level	2021	30%	24%	8%	-	8%	*	-	-	-	-	0%	-	8%	*	8%	10%
	2019	29%	28%	31%	-	31%	-	-	-	-	-	0%	*	31%	*	33%	39%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	59%	35%	-	37%	*	-	-	-	-	27%	-	35%	*	33%	38%
	2019	90%	96%	94%	-	94%	-	-	-	-	-	60%	*	94%	*	93%	92%
At Meets Grade Level or Above	2021	44%	32%	10%	-	10%	*	-	-	-	-	0%	-	10%	*	6%	10%
	2019	58%	70%	66%	-	66%	-	-	-	-	-	10%	*	67%	*	65%	58%
At Masters Grade Level	2021	25%	14%	6%	-	6%	*	-	-	-	-	0%	-	6%	*	4%	8%
	2019	36%	46%	42%	-	42%	-	-	-	-	-	0%	*	42%	*	42%	42%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	47%	30%	-	31%	*	-	-	-	-	10%	-	31%	*	27%	31%
	2019	75%	84%	85%	-	85%	-	-	-	-	-	40%	*	86%	*	85%	84%
At Meets Grade Level or Above	2021	31%	17%	2%	-	2%	*	-	-	-	-	10%	-	2%	*	2%	3%
	2019	49%	60%	61%	-	61%	-	-	-	-	-	20%	*	61%	*	63%	63%
At Masters Grade Level	2021	13%	6%	0%	-	0%	*	-	-	-	-	0%	-	0%	*	0%	0%
	2019	24%	28%	22%	-	22%	-	-	-	-	-	10%	*	22%	*	25%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	39%	-	39%	13%	-	-	-	-	17%	*	40%	24%	38%	39%
	2019	78%	81%	78%	-	78%	*	-	-	-	-	34%	100%	79%	67%	77%	74%

Texas Education Agency
2020-21 STAAR Performance
CROMACK EL (031901102) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	31%	11%	-	12%	0%	-	-	-	-	4%	*	11%	14%	11%	11%
	2019	50%	52%	43%	-	43%	*	-	-	-	-	7%	83%	44%	33%	41%	40%
At Masters Grade Level	2021	18%	11%	4%	-	4%	0%	-	-	-	-	0%	*	4%	8%	4%	5%
	2019	24%	23%	20%	-	20%	*	-	-	-	-	2%	33%	20%	19%	19%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	49%	-	50%	*	-	-	-	-	27%	*	51%	29%	48%	47%
	2019	75%	76%	80%	-	80%	*	-	-	-	-	36%	*	80%	72%	79%	74%
At Meets Grade Level or Above	2021	45%	38%	18%	-	18%	*	-	-	-	-	8%	*	17%	21%	17%	16%
	2019	48%	47%	40%	-	41%	*	-	-	-	-	5%	*	41%	33%	39%	40%
At Masters Grade Level	2021	18%	12%	6%	-	6%	*	-	-	-	-	0%	*	6%	7%	6%	7%
	2019	21%	18%	22%	-	23%	*	-	-	-	-	2%	*	22%	22%	21%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	31%	-	32%	*	-	-	-	-	13%	*	32%	29%	30%	33%
	2019	82%	86%	82%	-	82%	*	-	-	-	-	39%	*	83%	72%	81%	80%
At Meets Grade Level or Above	2021	37%	21%	7%	-	8%	*	-	-	-	-	0%	*	7%	7%	6%	7%
	2019	52%	57%	46%	-	46%	*	-	-	-	-	7%	*	47%	33%	43%	42%
At Masters Grade Level	2021	18%	7%	4%	-	4%	*	-	-	-	-	0%	*	3%	7%	3%	5%
	2019	26%	31%	23%	-	23%	*	-	-	-	-	0%	*	23%	22%	21%	20%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	37%	-	37%	-	-	-	-	-	0%	-	41%	14%	37%	41%
	2019	68%	76%	60%	-	60%	-	-	-	-	-	16%	*	62%	44%	59%	48%
At Meets Grade Level or Above	2021	30%	23%	15%	-	15%	-	-	-	-	-	0%	-	15%	14%	15%	18%
	2019	38%	44%	26%	-	26%	-	-	-	-	-	5%	*	26%	22%	23%	15%
At Masters Grade Level	2021	9%	5%	2%	-	2%	-	-	-	-	-	0%	-	0%	14%	2%	3%
	2019	14%	15%	4%	-	4%	-	-	-	-	-	0%	*	4%	0%	3%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	30%	-	31%	*	-	-	-	-	10%	-	31%	*	27%	31%
	2019	81%	84%	85%	-	85%	-	-	-	-	-	40%	*	86%	*	85%	84%
At Meets Grade Level or Above	2021	44%	31%	2%	-	2%	*	-	-	-	-	10%	-	2%	*	2%	3%
	2019	54%	55%	61%	-	61%	-	-	-	-	-	20%	*	61%	*	63%	63%

Texas Education Agency
2020-21 STAAR Performance
CROMACK EL (031901102) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2021	20%	10%	0%	-	0%	*	-	-	-	-	0%	-	0%	*	0%	0%
	2019	25%	21%	22%	-	22%	-	-	-	-	-	10%	*	22%	*	25%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2021	24%	10%	3%	-	3%	*	-	-	-	-	0%	*	3%	0%	2%	0%
	2019	35%	38%	29%	-	30%	*	-	-	-	-	0%	-	30%	17%	22%	30%
Reading and Mathematics Including EOC	2021	24%	10%	3%	-	3%	*	-	-	-	-	0%	*	3%	0%	2%	0%
	2019	35%	38%	29%	-	30%	*	-	-	-	-	0%	-	30%	17%	22%	30%
Reading Including EOC	2021	38%	21%	10%	-	11%	*	-	-	-	-	6%	*	11%	0%	9%	7%
	2019	45%	46%	33%	-	34%	*	-	-	-	-	0%	-	35%	17%	27%	35%
Math Including EOC	2021	31%	13%	6%	-	6%	*	-	-	-	-	0%	*	6%	0%	5%	4%
	2019	49%	56%	47%	-	48%	*	-	-	-	-	0%	-	48%	33%	41%	52%
4th Graders																	
Reading and Mathematics	2021	26%	13%	7%	-	7%	-	-	-	-	-	0%	-	6%	14%	7%	8%
	2019	35%	38%	26%	-	26%	-	-	-	-	-	11%	*	25%	33%	24%	17%
Reading and Mathematics Including EOC	2021	26%	13%	7%	-	7%	-	-	-	-	-	0%	-	6%	14%	7%	8%
	2019	35%	38%	26%	-	26%	-	-	-	-	-	11%	*	25%	33%	24%	17%
Reading Including EOC	2021	36%	27%	26%	-	26%	-	-	-	-	-	20%	-	25%	29%	26%	25%
	2019	44%	51%	38%	-	38%	-	-	-	-	-	11%	*	37%	44%	37%	31%
Math Including EOC	2021	36%	17%	7%	-	7%	-	-	-	-	-	0%	-	5%	14%	7%	8%
	2019	48%	53%	29%	-	29%	-	-	-	-	-	11%	*	29%	33%	28%	19%
5th Graders																	
Reading and Mathematics	2021	34%	24%	2%	-	2%	*	-	-	-	-	0%	-	2%	*	2%	3%
	2019	44%	48%	46%	-	46%	-	-	-	-	-	0%	*	47%	*	48%	50%
Reading and Mathematics Including EOC	2021	34%	24%	2%	-	2%	*	-	-	-	-	0%	-	2%	*	2%	3%
	2019	44%	48%	46%	-	46%	-	-	-	-	-	0%	*	47%	*	48%	50%
Reading Including EOC	2021	46%	39%	20%	-	21%	*	-	-	-	-	0%	-	19%	*	21%	21%
	2019	54%	56%	51%	-	51%	-	-	-	-	-	0%	*	52%	*	53%	58%
Math Including EOC	2021	44%	32%	10%	-	10%	*	-	-	-	-	0%	-	10%	*	6%	10%
	2019	58%	71%	66%	-	66%	-	-	-	-	-	10%	*	67%	*	65%	58%
3rd - 8th Graders																	

Texas Education Agency
2020-21 STAAR Performance
CROMACK EL (031901102) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Reading and Mathematics	2021	26%	14%	4%	-	4%	*	-	-	-	-	0%	*	3%	7%	3%	3%
	2019	36%	35%	33%	-	33%	*	-	-	-	-	5%	*	34%	28%	31%	31%
Reading and Mathematics Including EOC	2021	28%	15%	4%	-	4%	*	-	-	-	-	0%	*	3%	7%	3%	3%
	2019	38%	38%	33%	-	33%	*	-	-	-	-	5%	*	34%	28%	31%	31%
Reading Including EOC	2021	41%	31%	18%	-	18%	*	-	-	-	-	8%	*	17%	21%	17%	16%
	2019	47%	47%	40%	-	41%	*	-	-	-	-	5%	*	41%	33%	39%	40%
Math Including EOC	2021	37%	20%	7%	-	8%	*	-	-	-	-	0%	*	7%	7%	6%	7%
	2019	52%	55%	46%	-	46%	*	-	-	-	-	7%	*	47%	33%	43%	42%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR in 2018-19 school year. Only first administration is available starting from 2020-21 school year.

Texas Education Agency

2019-20 Federal Report Card for Texas Public Schools

Campus Name: CROMACK EL

Campus ID: 031901102

District Name: BROWNSVILLE ISD

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
 - (aa) the specific weight of the indicators in such differentiation;
 - (bb) the methodology by which the State differentiates all such schools;
 - (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
 - (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year: [Comprehensive Support and Improvement Schools](#) , [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) .

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

Not applicable

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	Students with EL Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Out-of-School Suspensions											
	Male	3	0	3	0	0	0	0	0	2	
	Female	0	0	0	0	0	0	0	0	0	
	Total	3	0	3	0	0	0	0	0	2	
Expulsions											
With Educational Services											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Without Educational Services											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arrests											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Students With Disabilities											
In-School Suspensions											
	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Out-of-School Suspensions											
	Male	3	0	3	0	0	0	0	0	2	2
	Female	0	0	0	0	0	0	0	0	0	0
	Total	3	0	3	0	0	0	0	0	2	2
Expulsions											
With Educational Services											
	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Without Educational Services											
	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Under Zero Tolerance Policies											
	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
School-Related Arrests											
	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Referrals to Law Enforcement											
	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
All Students	0	0	0	0	0	0	0	0	0	0	0
Chronic Absenteeism											
Male	37	-8	36	1	-8	-8	-8	-8	22	13	-8
Female	37	-8	36	1	-8	-8	-8	-8	20	3	-8
Total	74	-8	72	2	-8	-8	-8	-8	42	16	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	6
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs										
Male	54	0	53	1	0	0	0	0	36	0
Female	57	0	56	1	0	0	0	0	36	0
Total	111	0	109	2	0	0	0	0	72	0
Accelerated Coursework										
Advanced Placement Courses										
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses										
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs										
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- '-' Indicates there are no data available in the group.
 - '-3' Indicates skip logic failure.
 - '-8' Indicates EDFacts missing data.
 - '-9' Indicates not applicable / skipped.
 - '-11' Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	4.0	10.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.6	4.6%

All School
Number Percent

⋮ Indicates there are no data available in the group.
Blank cell indicates data are not applicable to this report.

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

	Enrollment	State & Local and Federal	State & Local District		Federal District			
		Total(\$)	Site(\$)	Allocation(\$)	Total(\$)	Site(\$)	Allocation(\$)	Total(\$)
Business/central/other support services		367		367	367			
Food services		938	781	157	938			
Instruction		6,055	4,702	233	4,935	1,068	52	1,120
Support services, general administration		41		41	41			
Support services, instructional staff		653	414	75	489	72	92	164
Support services, operation and maintenance of plant		1,266	324	937	1,261	0	5	5
Support services, pupils		513	402	35	437	35	41	76
Support services, school administration		591	558	30	588	3	0	3
Support services, student transportation		244		244	244			
Total	560	10,669	7,181	2,119	9,300	1,178	190	1,368

Blank cell indicates there are no data available in the group.
Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
	English Language Learners	61	65	39	35	12	10	2	1	
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
Pacific Islander		*	36	*	64	*	28	*	6	
Two or More Races		9	16	91	84	51	44	9	10	
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
Black		53	46	47	54	41	15	n/a	1	
Hispanic		38	37	62	63	19	22	1	2	
White		20	18	80	82	35	42	3	5	
American Indian		*	41	*	59	*	19	*	1	

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

*** Indicates reporting standards not met.
 'n/a' Indicates data reporting is not applicable for this group.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

Not applicable

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CROMACK EL**

Early Childhood Literacy Progress Measure 1

Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 94% to 99% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
95%	96%	97%	98%	99%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	96%	96%	94%
2021	97%	97%	95%
2022	98%	98%	96%
2023	99%	99%	97%
2024	100%	100%	98%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1

Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 99% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
100%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	100%	100%	100%
2021	100%	100%	100%
2022	100%	100%	100%
2023	100%	100%	100%
2024	100%	100%	100%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CROMACK EL**

Early Childhood Literacy Progress Measure 2

Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 88% to 93% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
89%	90%	91%	92%	93%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	89%	90%	89%
2021	90%	91%	90%
2022	91%	92%	91%
2023	92%	93%	92%
2024	93%	94%	93%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2

Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the **EOY Benchmark** will increase from 80% to 85% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
81%	82%	83%	84%	85%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	81%	81%	76%
2021	82%	82%	77%
2022	83%	83%	78%
2023	84%	84%	79%
2024	85%	85%	80%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CROMACK EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade

Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 83% to 88% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
84%	85%	86%	87%	88%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	85%	86%	80%	58%
2021	86%	87%	81%	59%
2022	87%	88%	82%	60%
2023	88%	89%	83%	61%
2024	89%	90%	84%	62%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CROMACK EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade

Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 43% to 48% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	46%	47%	48%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	44%	46%	40%	26%
2021	45%	47%	41%	27%
2022	46%	48%	42%	28%
2023	47%	49%	43%	29%
2024	48%	50%	44%	30%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade

Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 56% to 61% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
57%	58%	59%	60%	61%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	56%	57%	54%	43%
2021	57%	58%	55%	44%
2022	58%	59%	56%	45%
2023	59%	60%	57%	46%
2024	60%	61%	58%	47%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CROMACK EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 70% to 75% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
71%	72%	73%	74%	75%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	70%	69%	67%
2021	71%	70%	68%
2022	72%	71%	69%
2023	73%	72%	70%
2024	74%	73%	71%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CROMACK EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 50% to 55% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
51%	52%	53%	54%	55%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	50%	48%	56%
2021	51%	49%	57%
2022	52%	50%	58%
2023	53%	51%	59%
2024	54%	52%	60%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 51% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
52%	53%	54%	55%	56%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	51%	49%	57%
2021	52%	50%	58%
2022	53%	51%	59%
2023	54%	52%	60%
2024	55%	53%	61%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CROMACK EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 34% to 39% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
35%	36%	37%	38%	39%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	36%	36%	34%	1%
2021	37%	37%	35%	2%
2022	38%	38%	36%	3%
2023	39%	39%	37%	4%
2024	40%	40%	38%	5%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 37% to 42% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
38%	39%	40%	41%	42%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	39%	38%	39%	1%
2021	40%	39%	40%	2%
2022	41%	40%	41%	3%
2023	42%	41%	42%	4%
2024	43%	42%	43%	5%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CROMACK EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 33% to 38% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
34%	35%	36%	37%	38%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	35%		28%	36%	1%
2021	36%	1%	29%	37%	2%
2022	37%	2%	30%	38%	3%
2023	38%	3%	31%	39%	4%
2024	39%	4%	32%	40%	5%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 47% to 52% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
48%	49%	50%	51%	52%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	49%		42%	53%	1%
2021	50%	1%	43%	54%	2%
2022	51%	2%	44%	55%	3%
2023	52%	3%	45%	56%	4%
2024	53%	4%	46%	57%	5%

Minimum size criteria set to 10 or more students.

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **CROMACK EL**

Campus Number: **031901102**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2019	76%	80%	73%	-	73%	*	-	-	-	27%	-	73%	67%	71%	65%
	2018	77%	80%	67%	-	67%	-	-	-	-	22%	*	66%	83%	66%	64%
At Meets Grade Level or Above	2019	45%	46%	33%	-	34%	*	-	-	-	0%	-	35%	17%	27%	35%
	2018	43%	42%	18%	-	18%	-	-	-	-	0%	*	16%	33%	16%	6%
At Masters Grade Level	2019	27%	26%	23%	-	23%	*	-	-	-	0%	-	23%	17%	19%	24%
	2018	25%	22%	10%	-	10%	-	-	-	-	0%	*	8%	33%	8%	2%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2019	79%	85%	79%	-	80%	*	-	-	-	27%	-	78%	83%	76%	78%
	2018	78%	86%	72%	-	72%	-	-	-	-	44%	*	71%	83%	71%	68%
At Meets Grade Level or Above	2019	49%	56%	47%	-	48%	*	-	-	-	0%	-	48%	33%	41%	52%
	2018	47%	54%	35%	-	35%	-	-	-	-	11%	*	33%	67%	34%	30%
At Masters Grade Level	2019	25%	27%	14%	-	14%	*	-	-	-	0%	-	13%	17%	10%	13%
	2018	23%	27%	15%	-	15%	-	-	-	-	0%	*	14%	33%	14%	11%
Grade 4 Reading																
At Approaches Grade Level or Above	2019	75%	83%	74%	-	74%	-	-	-	-	37%	*	75%	67%	73%	71%
	2018	73%	79%	65%	-	64%	-	-	-	-	20%	*	65%	67%	64%	64%
At Meets Grade Level or Above	2019	44%	51%	38%	-	38%	-	-	-	-	11%	*	37%	44%	37%	31%
	2018	46%	49%	38%	-	37%	-	-	-	-	0%	*	38%	33%	36%	42%
At Masters Grade Level	2019	22%	23%	15%	-	15%	-	-	-	-	5%	*	14%	22%	13%	8%
	2018	24%	23%	18%	-	17%	-	-	-	-	0%	*	18%	17%	17%	27%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2019	75%	82%	74%	-	74%	-	-	-	-	37%	*	77%	56%	74%	71%
	2018	78%	86%	73%	-	72%	-	-	-	-	20%	*	76%	33%	72%	78%
At Meets Grade Level or Above	2019	48%	53%	29%	-	29%	-	-	-	-	11%	*	29%	33%	28%	19%
	2018	49%	56%	43%	-	42%	-	-	-	-	7%	*	44%	33%	41%	42%
At Masters Grade Level	2019	28%	30%	16%	-	16%	-	-	-	-	0%	*	15%	22%	14%	10%
	2018	27%	30%	26%	-	25%	-	-	-	-	0%	*	25%	33%	25%	27%
Grade 4 Writing																
At Approaches Grade Level or Above	2019	67%	78%	60%	-	60%	-	-	-	-	16%	*	62%	44%	59%	48%
	2018	63%	74%	66%	-	66%	-	-	-	-	13%	*	66%	67%	65%	62%
At Meets Grade Level or Above	2019	35%	44%	26%	-	26%	-	-	-	-	5%	*	26%	22%	23%	15%
	2018	39%	48%	39%	-	38%	-	-	-	-	0%	*	41%	17%	37%	40%
At Masters Grade Level	2019	11%	14%	4%	-	4%	-	-	-	-	0%	*	4%	0%	3%	0%
	2018	11%	14%	13%	-	12%	-	-	-	-	0%	*	14%	0%	12%	16%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	93%	-	93%	-	-	-	-	-	50%	*	92%	*	93%	89%
	2018	84%	90%	86%	-	86%	-	-	-	-	-	23%	-	85%	*	85%	79%
At Meets Grade Level or Above	2019	54%	56%	51%	-	51%	-	-	-	-	-	0%	*	52%	*	53%	58%
	2018	54%	59%	62%	-	62%	-	-	-	-	-	8%	-	63%	*	61%	60%
At Masters Grade Level	2019	29%	28%	31%	-	31%	-	-	-	-	-	0%	*	31%	*	33%	39%
	2018	26%	28%	29%	-	29%	-	-	-	-	-	0%	-	30%	*	27%	28%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	94%	-	94%	-	-	-	-	-	60%	*	94%	*	93%	92%
	2018	91%	97%	93%	-	93%	-	-	-	-	-	69%	-	93%	*	92%	94%
At Meets Grade Level or Above	2019	58%	70%	66%	-	66%	-	-	-	-	-	10%	*	67%	*	65%	58%
	2018	58%	74%	72%	-	72%	-	-	-	-	-	31%	-	73%	*	73%	72%
At Masters Grade Level	2019	36%	46%	42%	-	42%	-	-	-	-	-	0%	*	42%	*	42%	42%
	2018	30%	43%	32%	-	32%	-	-	-	-	-	15%	-	31%	*	33%	30%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	85%	-	85%	-	-	-	-	-	40%	*	86%	*	85%	84%
	2018	76%	85%	77%	-	77%	-	-	-	-	-	31%	-	78%	*	76%	77%
At Meets Grade Level or Above	2019	49%	60%	61%	-	61%	-	-	-	-	-	20%	*	61%	*	63%	63%
	2018	41%	51%	33%	-	33%	-	-	-	-	-	8%	-	34%	*	33%	36%
At Masters Grade Level	2019	24%	28%	22%	-	22%	-	-	-	-	-	10%	*	22%	*	25%	13%
	2018	17%	20%	7%	-	7%	-	-	-	-	-	0%	-	7%	*	8%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	78%	-	78%	*	-	-	-	-	34%	100%	79%	67%	77%	74%
	2018	77%	78%	74%	-	74%	-	-	-	-	-	29%	86%	75%	69%	73%	73%
At Meets Grade Level or Above	2019	50%	52%	43%	-	43%	*	-	-	-	-	7%	83%	44%	33%	41%	40%
	2018	48%	49%	42%	-	42%	-	-	-	-	-	8%	29%	42%	36%	41%	41%
At Masters Grade Level	2019	24%	23%	20%	-	20%	*	-	-	-	-	2%	33%	20%	19%	19%	18%
	2018	22%	21%	19%	-	18%	-	-	-	-	-	2%	29%	18%	22%	18%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	80%	-	80%	*	-	-	-	-	36%	*	80%	72%	79%	74%
	2018	74%	74%	72%	-	72%	-	-	-	-	-	22%	*	72%	79%	71%	69%
At Meets Grade Level or Above	2019	48%	47%	40%	-	41%	*	-	-	-	-	5%	*	41%	33%	39%	40%
	2018	46%	44%	38%	-	38%	-	-	-	-	-	3%	*	38%	36%	36%	36%
At Masters Grade Level	2019	21%	18%	22%	-	23%	*	-	-	-	-	2%	*	22%	22%	21%	23%
	2018	19%	17%	19%	-	18%	-	-	-	-	-	0%	*	18%	21%	17%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	82%	-	82%	*	-	-	-	-	39%	*	83%	72%	81%	80%
	2018	81%	85%	79%	-	79%	-	-	-	-	-	43%	*	80%	64%	78%	80%
At Meets Grade Level or Above	2019	52%	57%	46%	-	46%	*	-	-	-	-	7%	*	47%	33%	43%	42%

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	55%	49%	-	49%	-	-	-	-	-	16%	*	49%	50%	48%	48%
	2019	26%	31%	23%	-	23%	*	-	-	-	-	0%	*	23%	22%	21%	20%
	2018	24%	28%	24%	-	24%	-	-	-	-	-	5%	*	23%	36%	24%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	60%	-	60%	-	-	-	-	-	16%	*	62%	44%	59%	48%
	2018	66%	71%	66%	-	66%	-	-	-	-	-	13%	*	66%	67%	65%	62%
	2019	38%	44%	26%	-	26%	-	-	-	-	-	5%	*	26%	22%	23%	15%
At Meets Grade Level or Above	2019	41%	45%	39%	-	38%	-	-	-	-	-	0%	*	41%	17%	37%	40%
	2019	14%	15%	4%	-	4%	-	-	-	-	-	0%	*	4%	0%	3%	0%
	2018	13%	13%	13%	-	12%	-	-	-	-	-	0%	*	14%	0%	12%	16%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	85%	-	85%	-	-	-	-	-	40%	*	86%	*	85%	84%
	2018	80%	82%	77%	-	77%	-	-	-	-	-	31%	-	78%	*	76%	77%
	2019	54%	55%	61%	-	61%	-	-	-	-	-	20%	*	61%	*	63%	63%
At Meets Grade Level or Above	2019	51%	51%	33%	-	33%	-	-	-	-	-	8%	-	34%	*	33%	36%
	2019	25%	21%	22%	-	22%	-	-	-	-	-	10%	*	22%	*	25%	13%
	2018	23%	19%	7%	-	7%	-	-	-	-	-	0%	-	7%	*	8%	11%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	74	-	74	-	-	-	-	-	50	*	75	71	73	68
	2018	63	65	68	-	67	-	-	-	-	-	54	*	68	*	67	73
Grade 4 Mathematics	2019	65	64	59	-	59	-	-	-	-	-	53	*	59	57	58	53
	2018	65	66	66	-	66	-	-	-	-	-	46	*	67	*	66	62
Grade 5 ELA/Reading	2019	81	78	84	-	84	-	-	-	-	-	85	*	84	*	84	79
	2018	80	81	81	-	81	-	-	-	-	-	42	-	80	*	81	75
Grade 5 Mathematics	2019	83	88	89	-	89	-	-	-	-	-	91	*	88	*	89	87
	2018	81	87	90	-	90	-	-	-	-	-	92	-	90	*	93	91
All Grades Both Subjects	2019	69	69	76	-	76	-	-	-	-	-	66	*	76	72	75	71
	2018	69	71	76	-	76	-	-	-	-	-	58	*	76	71	76	76
All Grades ELA/Reading	2019	68	67	79	-	79	-	-	-	-	-	63	*	79	78	78	73
	2018	69	69	74	-	74	-	-	-	-	-	48	*	74	75	74	74
All Grades Mathematics	2019	70	71	73	-	73	-	-	-	-	-	69	*	74	67	73	70
	2018	70	72	78	-	78	-	-	-	-	-	69	*	79	67	79	77

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	53%	-	53%	-	-	-	-	-	18%	53%	33%
	2018	38%	44%	40%	-	40%	-	-	-	-	-	*	40%	31%
Mathematics	2019	45%	57%	47%	-	47%	-	-	-	-	-	28%	41%	40%
	2018	47%	57%	57%	-	57%	-	-	-	-	-	33%	57%	56%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	84%	-	84%	-	-	-	-	-	33%	84%	68%
Students Requiring Accelerated Instruction														
	2019	22%	16%	16%	-	16%	-	-	-	-	-	67%	16%	32%
STAAR Cumulative Met Standard														
	2019	86%	91%	91%	-	91%	-	-	-	-	-	45%	92%	72%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	91%	-	91%	-	-	-	-	-	50%	90%	74%
Students Requiring Accelerated Instruction														
	2019	17%	8%	9%	-	9%	-	-	-	-	-	50%	10%	26%
STAAR Cumulative Met Standard														
	2019	90%	96%	94%	-	94%	-	-	-	-	-	64%	94%	83%

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 560
 Grade Span: PK - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	78%	65%	65%	-	-	-	-	-	-	-	65%	65%
	2018	77%	78%	74%	57%	57%	-	-	-	-	-	-	-	57%	57%
At Meets Grade Level or Above	2019	50%	52%	43%	31%	31%	-	-	-	-	-	-	-	31%	31%
	2018	48%	49%	42%	26%	26%	-	-	-	-	-	-	-	26%	26%
At Masters Grade Level	2019	24%	23%	20%	12%	12%	-	-	-	-	-	-	-	12%	12%
	2018	22%	21%	19%	10%	10%	-	-	-	-	-	-	-	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	80%	64%	64%	-	-	-	-	-	-	-	64%	64%
	2018	74%	74%	72%	54%	54%	-	-	-	-	-	-	-	54%	54%
At Meets Grade Level or Above	2019	48%	47%	40%	33%	33%	-	-	-	-	-	-	-	33%	33%
	2018	46%	44%	38%	23%	23%	-	-	-	-	-	-	-	23%	23%
At Masters Grade Level	2019	21%	18%	22%	17%	17%	-	-	-	-	-	-	-	17%	17%
	2018	19%	17%	19%	11%	11%	-	-	-	-	-	-	-	11%	11%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	82%	73%	73%	-	-	-	-	-	-	-	73%	73%
	2018	81%	85%	79%	64%	64%	-	-	-	-	-	-	-	64%	64%
At Meets Grade Level or Above	2019	52%	57%	46%	33%	33%	-	-	-	-	-	-	-	33%	33%
	2018	50%	55%	49%	34%	34%	-	-	-	-	-	-	-	34%	34%
At Masters Grade Level	2019	26%	31%	23%	12%	12%	-	-	-	-	-	-	-	12%	12%
	2018	24%	28%	24%	13%	13%	-	-	-	-	-	-	-	13%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	60%	38%	38%	-	-	-	-	-	-	-	38%	38%
	2018	66%	71%	66%	32%	32%	-	-	-	-	-	-	-	32%	32%
At Meets Grade Level or Above	2019	38%	44%	26%	7%	7%	-	-	-	-	-	-	-	7%	7%
	2018	41%	45%	39%	9%	9%	-	-	-	-	-	-	-	9%	9%
At Masters Grade Level	2019	14%	15%	4%	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	13%	13%	5%	5%	-	-	-	-	-	-	-	5%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	85%	75%	75%	-	-	-	-	-	-	-	75%	75%
	2018	80%	82%	77%	67%	67%	-	-	-	-	-	-	-	67%	67%
At Meets Grade Level or Above	2019	54%	55%	61%	63%	63%	-	-	-	-	-	-	-	63%	63%
	2018	51%	51%	33%	24%	24%	-	-	-	-	-	-	-	24%	24%
At Masters Grade Level	2019	25%	21%	22%	6%	6%	-	-	-	-	-	-	-	6%	6%
	2018	23%	19%	7%	0%	0%	-	-	-	-	-	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects															
	2019	69%	69%	76%	67%	67%	-	-	-	-	-	-	-	67%	67%
	2018	69%	71%	76%	74%	74%	-	-	-	-	-	-	-	74%	74%
All Grades ELA/Reading															
	2019	68%	67%	79%	68%	68%	-	-	-	-	-	-	-	68%	68%
	2018	69%	69%	74%	73%	73%	-	-	-	-	-	-	-	73%	73%
All Grades Mathematics															
	2019	70%	71%	73%	67%	67%	-	-	-	-	-	-	-	67%	67%
	2018	70%	72%	78%	74%	74%	-	-	-	-	-	-	-	74%	74%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading															
	2019	41%	48%	53%	33%	33%	-	-	-	-	-	-	-	33%	33%
	2018	38%	44%	40%	31%	31%	-	-	-	-	-	-	-	31%	31%
Mathematics															
	2019	45%	57%	47%	40%	40%	-	-	-	-	-	-	-	40%	40%
	2018	47%	57%	57%	56%	56%	-	-	-	-	-	-	-	56%	56%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	*	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	94%	-	94%	*	-	-	-	-	87%	93%	91%
Not Included in Accountability													
Mobile	4%	2%	4%	-	4%	*	-	-	-	-	10%	4%	3%
Other Exclusions	1%	2%	2%	-	2%	*	-	-	-	-	3%	2%	5%
Not Tested	1%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	90%	-	90%	-	-	-	-	-	88%	89%	81%
Not Included in Accountability													
Mobile	4%	3%	8%	-	8%	-	-	-	-	-	9%	8%	12%
Other Exclusions	1%	2%	2%	-	2%	-	-	-	-	-	3%	2%	7%
Not Tested	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.0%	95.2%	-	95.2%	*	-	-	-	-	93.5%	95.1%	94.7%
2017-18	95.4%	95.4%	96.0%	-	95.9%	*	-	-	-	-	94.6%	95.9%	95.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,285	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	3,255	180,673
White	-	-	18	105,577
American Indian	-	-	1	1,293
Asian	-	-	8	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	20	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	516	15,160
Foundation H.S. Program (DLA)	-	-	2,509	285,538
Special Education Graduates	-	-	299	27,598
Economically Disadvantaged Graduates	-	-	2,760	186,364
LEP Graduates	-	-	462	25,189
At-Risk Graduates	-	-	2,003	146,432

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: BROWNSVILLE ISD
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 Campus Number: 031901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 560
Grade Span: PK - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: CROMACK EL
Campus Number: 031901102

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	560	100.0%	42,989	5,479,173	561	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	1	0.2%	0.2%	0.5%
Pre-Kindergarten	104	18.6%	8.3%	4.5%	104	18.5%	8.3%	4.5%
Kindergarten	88	15.7%	5.9%	7.0%	88	15.7%	5.9%	7.0%
Grade 1	67	12.0%	6.5%	7.1%	67	11.9%	6.5%	7.1%
Grade 2	91	16.3%	6.5%	7.1%	91	16.2%	6.4%	7.1%
Grade 3	61	10.9%	6.7%	7.1%	61	10.9%	6.7%	7.1%
Grade 4	64	11.4%	6.6%	7.3%	64	11.4%	6.6%	7.3%
Grade 5	85	15.2%	7.1%	7.6%	85	15.2%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.6%	0	0.0%	0.1%	12.6%
Hispanic	549	98.0%	98.3%	52.8%	550	98.0%	98.3%	52.8%
White	10	1.8%	1.3%	27.0%	10	1.8%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	1	0.2%	0.2%	4.6%	1	0.2%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	272	48.6%	49.1%	48.8%	273	48.7%	49.1%	48.8%
Male	288	51.4%	50.9%	51.2%	288	51.3%	50.9%	51.2%
Economically Disadvantaged	552	98.6%	89.5%	60.3%	553	98.6%	89.5%	60.2%
Non-Educationally Disadvantaged	8	1.4%	10.5%	39.7%	8	1.4%	10.5%	39.8%
Section 504 Students	27	4.8%	8.6%	6.9%	27	4.8%	8.6%	6.9%
English Learners (EL)	340	60.7%	36.1%	20.3%	340	60.6%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	19	3.4%	5.9%	4.1%	19	3.4%	5.9%	4.1%
Foster Care	2	0.4%	0.4%	0.3%	2	0.4%	0.4%	0.3%
Homeless	28	5.0%	3.4%	1.4%	28	5.0%	3.4%	1.4%
Immigrant	18	3.2%	1.1%	2.3%	18	3.2%	1.1%	2.3%
Migrant	8	1.4%	1.4%	0.3%	8	1.4%	1.4%	0.3%
Title I	559	99.8%	98.5%	65.1%	560	99.8%	98.5%	65.1%
Military Connected	1	0.2%	0.5%	1.9%	1	0.2%	0.5%	1.9%
At-Risk	458	81.8%	67.8%	50.6%	458	81.6%	67.7%	50.5%

District Name: BROWNSVILLE ISD
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Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	339	60.5%	35.6%	20.6%	339	60.4%	35.6%	20.6%
Career & Technical Education	0	0.0%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	36	6.4%	11.6%	8.1%	36	6.4%	11.6%	8.1%
Special Education	79	14.1%	13.3%	10.5%	80	14.3%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	79							
By Type of Primary Disability								
Students with Intellectual Disabilities	42	53.2%	54.6%	42.4%				
Students with Physical Disabilities	12	15.2%	11.7%	21.4%				
Students with Autism	**	**	12.1%	13.8%				
Students with Behavioral Disabilities	19	24.1%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	*	*	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	62	14.4%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	61	14.1%						
White	1	0.2%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	113	22.2%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	6.1%	1.2%	1.6%	0.0%	3.3%	5.5%
Grade 1	4.0%	7.6%	2.9%	5.6%	15.7%	4.9%
Grade 2	7.8%	4.1%	1.6%	10.0%	4.6%	2.0%
Grade 3	5.7%	2.9%	0.9%	0.0%	2.2%	0.8%
Grade 4	3.2%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	0.0%	0.4%	0.4%	0.0%	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 560
Grade Span: PK - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: CROMACK EL
Campus Number: 031901102

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.0	19.0	19.0
Grade 1	17.4	16.9	18.9
Grade 2	15.0	17.9	18.8
Grade 3	16.9	22.2	19.0
Grade 4	16.9	23.3	19.2
Grade 5	42.4	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	-	16.3	16.4
Foreign Languages	-	17.8	18.7
Mathematics	-	19.5	17.8
Science	-	19.3	18.8
Social Studies	-	19.0	19.3

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	56.8	100.0%	100.0%	100.0%
Professional Staff:	43.3	76.2%	56.7%	63.7%
Teachers	34.8	61.3%	44.1%	49.4%
Professional Support	5.5	9.7%	9.7%	10.2%
Campus Administration (School Leadership)	3.0	5.3%	2.8%	3.0%
Educational Aides:	13.5	23.8%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	2.0	n/a	155.0	12,901.0
Part-time	0.0	n/a	8.0	1,103.0
Total Minority Staff:	55.8	98.2%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	31.8	91.4%	89.8%	28.1%
White	1.0	2.9%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	2.0	5.7%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	8.0	23.0%	31.5%	23.8%
Females	26.8	77.0%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	28.3	81.3%	79.4%	73.4%
Masters	6.5	18.7%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.7%	2.3%	7.4%
1-5 Years Experience	2.0	5.7%	13.3%	27.9%
6-10 Years Experience	5.0	14.4%	17.3%	19.4%
11-20 Years Experience	14.0	40.2%	40.1%	29.4%
Over 20 Years Experience	11.8	34.0%	27.1%	15.9%
Number of Students per Teacher	16.1	n/a	15.0	15.1

District Name: BROWNSVILLE ISD
 Campus Name: CROMACK EL
 Campus Number: 031901102

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information**

Total Students: 560
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	9.6	6.2
Average Years Experience of Principals with District	9.0	9.1	5.3
Average Years Experience of Assistant Principals	11.5	9.1	5.3
Average Years Experience of Assistant Principals with District	11.5	8.9	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	16.9	15.4	11.1
Average Years Experience of Teachers with District:	16.4	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,112	\$50,807	\$49,868
1-5 Years Experience	\$51,882	\$51,636	\$52,823
6-10 Years Experience	\$50,579	\$53,468	\$55,756
11-20 Years Experience	\$55,308	\$58,689	\$59,308
Over 20 Years Experience	\$73,024	\$67,128	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,923	\$58,957	\$57,091
Professional Support	\$59,619	\$73,071	\$67,352
Campus Administration (School Leadership)	\$93,573	\$95,913	\$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	5.9%	2.7%	6.5%
Career & Technical Education	0.0	0.0%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.1	0.4%	0.4%	1.9%
Regular Education	27.4	78.8%	78.7%	70.9%
Special Education	4.3	12.4%	11.7%	9.3%
Other	0.9	2.5%	0.2%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)