

Brownsville Independent School District

Cromack Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: November 4, 2020

Public Presentation Date: November 4, 2020

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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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Cromack Elementary School

Campus Narrative

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

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

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

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

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

1. Response to Intervention
2. EduSmart Science Technology Based Program
3. Extended Day Enrichment Program

4. Texas Literacy Initiative
5. Cromack's Anti-Bullying Campaign

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

School Namesake:	The Cromack Family
School Colors:	Blue and Gold
School Mascot:	Cromack Lions
School Song:	N/A
School Motto:	Cromack Lions Roar with Pride!

Annual Campus Goals

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

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

Demographics

Demographics Summary

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

Demographics Strengths

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

Information obtained from 2019-2020 TAPR (Source: https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr_srch.html?srch=C)

					2019-20 Campus STAAR Performance			
District Name: BROWNSVILLE ISD		School Type: Elementary						
Campus Name: CROMACK EL (031901102)								
		State	District	Campus	African American	Hispanic	White	American Indian
STAAR Performance Rates by Tested Grade, Subject, and Performance Level								
Grade 3 Reading At Approaches Grade Level or Above	2019	76%	80%	73%	-	73%	*	-
	2018	77%	80%	67%	-	67%	-	-
At Meets Grade Level or Above	2019	45%	46%	33%	-	34%	*	-
	2018	43%	42%	18%	-	18%	-	-
At Masters Grade Level	2019	27%	26%	23%	-	23%	*	-

2019-20 Campus STAAR Perfor

	2018	25%	22%	10%	-	10%	-	-
Grade 3 Mathematics	2019	79%	85%	79%	-	80%	*	-
At Approaches Grade Level or Above	2018	78%	86%	72%	-	72%	-	-
At Meets Grade Level or Above	2019	49%	56%	47%	-	48%	*	-
	2018	47%	54%	35%	-	35%	-	-
At Masters Grade Level	2019	25%	27%	14%	-	14%	*	-
	2018	23%	27%	15%	-	15%	-	-
Grade 4 Reading	2019	75%	83%	74%	-	74%	-	-
At Approaches Grade Level or Above	2018	73%	79%	65%	-	64%	-	-
At Meets Grade Level or Above	2019	44%	51%	38%	-	38%	-	-
	2018	46%	49%	38%	-	37%	-	-
At Masters Grade Level	2019	22%	23%	15%	-	15%	-	-
	2018	24%	23%	18%	-	17%	-	-
Grade 4 Mathematics	2019	75%	82%	74%	-	74%	-	-
At Approaches Grade Level or Above	2018	78%	86%	73%	-	72%	-	-
At Meets Grade Level or Above	2019	48%	53%	29%	-	29%	-	-
	2018	49%	56%	43%	-	42%	-	-
At Masters Grade Level	2019	28%	30%	16%	-	16%	-	-
	2018	27%	30%	26%	-	25%	-	-
Grade 4 Writing	2019	67%	78%	60%	-	60%	-	-
At Approaches Grade Level or Above	2018	63%	74%	66%	-	66%	-	-
At Meets Grade Level or Above	2019	35%	44%	26%	-	26%	-	-
	2018	39%	48%	39%	-	38%	-	-
At Masters Grade Level	2019	11%	14%	4%	-	4%	-	-
	2018	11%	14%	13%	-	12%	-	-
Grade 5 Reading^	2019	86%	91%	93%	-	93%	-	-
At Approaches Grade Level or Above	2018	84%	90%	86%	-	86%	-	-
At Meets Grade Level or Above	2019	54%	56%	51%	-	51%	-	-
	2018	54%	59%	62%	-	62%	-	-
At Masters Grade Level	2019	29%	28%	31%	-	31%	-	-
	2018	26%	28%	29%	-	29%	-	-
Grade 5 Mathematics^	2019	90%	96%	94%	-	94%	-	-
At Approaches Grade Level or Above	2018	91%	97%	93%	-	93%	-	-
At Meets Grade Level or Above	2019	58%	70%	66%	-	66%	-	-
	2018	58%	74%	72%	-	72%	-	-

							2019-20 Campus STAAR Perform	
At Masters Grade Level	2019	36%	46%	42%	-	42%	-	-
	2018	30%	43%	32%	-	32%	-	-
Grade 5 Science								
At Approaches Grade Level or Above	2019	75%	84%	85%	-	85%	-	-
	2018	76%	85%	77%	-	77%	-	-
At Meets Grade Level or Above	2019	49%	60%	61%	-	61%	-	-
	2018	41%	51%	33%	-	33%	-	-
At Masters Grade Level	2019	24%	28%	22%	-	22%	-	-
	2018	17%	20%	7%	-	7%	-	-
All Grades All Subjects								
At Approaches Grade Level or Above	2019	78%	81%	78%	-	78%	*	-
	2018	77%	78%	74%	-	74%	-	-
At Meets Grade Level or Above	2019	50%	52%	43%	-	43%	*	-
	2018	48%	49%	42%	-	42%	-	-
At Masters Grade Level	2019	24%	23%	20%	-	20%	*	-
	2018	22%	21%	19%	-	18%	-	-
All Grades ELA/Reading								
At Approaches Grade Level or Above	2019	75%	76%	80%	-	80%	*	-
	2018	74%	74%	72%	-	72%	-	-
At Meets Grade Level or Above	2019	48%	47%	40%	-	41%	*	-
	2018	46%	44%	38%	-	38%	-	-
At Masters Grade Level	2019	21%	18%	22%	-	23%	*	-
	2018	19%	17%	19%	-	18%	-	-
All Grades Mathematics								
At Approaches Grade Level or Above	2019	82%	86%	82%	-	82%	*	-
	2018	81%	85%	79%	-	79%	-	-
At Meets Grade Level or Above	2019	52%	57%	46%	-	46%	*	-
	2018	50%	55%	49%	-	49%	-	-
At Masters Grade Level	2019	26%	31%	23%	-	23%	*	-
	2018	24%	28%	24%	-	24%	-	-
All Grades Writing								
At Approaches Grade Level or Above	2019	68%	76%	60%	-	60%	-	-
	2018	66%	71%	66%	-	66%	-	-
At Meets Grade Level or Above	2019	38%	44%	26%	-	26%	-	-
	2018	41%	45%	39%	-	38%	-	-
At Masters Grade Level	2019	14%	15%	4%	-	4%	-	-
	2018	13%	13%	13%	-	12%	-	-
All Grades Science								
At Approaches Grade Level or Above	2019	81%	84%	85%	-	85%	-	-
	2018	80%	82%	77%	-	77%	-	-
At Meets Grade Level or Above	2019	54%	55%	61%	-	61%	-	-
	2018	51%	51%	33%	-	33%	-	-

							2019-20 Campus STAAR Perfor	
At Masters Grade Level	2019	25%	21%	22%	-	22%	-	-
	2018	23%	19%	7%	-	7%	-	-
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above								
3rd Graders	2019	35%	38%	29%	-	30%	*	-
	Reading and Mathematics							
Reading and Mathematics Including EOC	2018	34%	35%	14%	-	14%	-	-
	2019	35%	38%	29%	-	30%	*	-
Reading Including EOC	2018	34%	35%	14%	-	14%	-	-
	2019	45%	46%	33%	-	34%	*	-
Math Including EOC	2018	43%	42%	18%	-	18%	-	-
	2019	49%	56%	47%	-	48%	*	-
	2018	47%	54%	35%	-	35%	-	-
4th Graders	2019	35%	38%	26%	-	26%	-	-
	Reading and Mathematics							
Reading and Mathematics Including EOC	2018	36%	39%	29%	-	28%	-	-
	2019	35%	38%	26%	-	26%	-	-
Reading Including EOC	2018	36%	39%	29%	-	28%	-	-
	2019	44%	51%	38%	-	38%	-	-
Math Including EOC	2018	46%	49%	38%	-	37%	-	-
	2019	48%	53%	29%	-	29%	-	-
	2018	49%	56%	43%	-	42%	-	-
5th Graders	2019	44%	48%	46%	-	46%	-	-
	Reading and Mathematics							
Reading and Mathematics Including EOC	2018	44%	54%	54%	-	54%	-	-
	2019	44%	48%	46%	-	46%	-	-
Reading Including EOC	2018	44%	54%	54%	-	54%	-	-
	2019	54%	56%	51%	-	51%	-	-
Math Including EOC	2018	54%	59%	62%	-	62%	-	-
	2019	58%	71%	66%	-	66%	-	-

Demographics Needs:

1. Implementation of a solid accelerated instructional program
2. Improvement of student assessment scores in the areas of reading, math, writing, and science
3. More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics
4. Provide tutorial/accelerated instruction/extended day program for students in need of academic support through reteaching and targeted interventions

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

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

STAAR SCORES 2019 (SOURCE: EDUPHORIA)

THIRD GRADE	Mathematics				Reading/ELA				Summarized Results			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
STAAR SPRING 2019												
Cromack Elementary	65	80%	46.15%	13.85%	65	76.92%	36.92%	23.08%	65	78.46%	41.54%	18.46%
At Risk	56	76.79%	42.86%	12.50%	56	76.79%	32.14%	19.64%	56	76.79%	37.50%	16.07%
Economic Disadvantage	59	77.97%	40.68%	11.86%	59	76.27%	32.20%	20.34%	59	77.12%	36.44%	16.10%
Hispanic/Latino	63	80.95%	47.62%	14.29%	63	77.78%	38.10%	23.81%	63	79.37%	42.86%	19.05%
White	2	50%	0%	0%	2	50%	0%	0%	2	50%	0%	0%
Gifted Talented	7	100%	57.14%	0%	7	85.71%	42.86%	28.57%	7	92.86%	50%	14.29%
LEP	41	78.05%	46.34%	7.32%	41	70.73%	36.59%	24.39%	41	74.39%	41.46%	15.85%
Migrant	2	100%	0%	0%	2	100%	50%	50%	2	100%	25%	25%
Special Ed	13	30.77%	0%	0%	13	30.77%	7.69%	0%	13	30.77%	3.85%	0%

FOURTH GRADE	Mathematics				Reading/ELA				Writing				Summarized Results			
	STAAR SPRING 2019	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets
Cromack Elementary	86	72.09%	30.23%	17.44%	86	72.09%	37.21%	13.95%	86	56.98%	23.26%	3.49%	86	67.05%	30.23%	11.63%
At Risk	56	62.50%	14.29%	5.36%	56	58.93%	19.64%	3.57%	56	41.07%	10.71%	0%	56	54.17%	14.88%	2.98%
Economic Disadvantage	81	72.84%	29.63%	16.05%	81	71.60%	37.04%	12.35%	81	56.79%	20.99%	2.47%	81	67.08%	29.22%	10.29%
Hispanic/Latino	86	72.09%	30.23%	17.44%	86	72.09%	37.21%	13.95%	86	56.98%	23.26%	3.49%	86	67.05%	30.23%	11.63%
Gifted Talented	11	90.91%	63.64%	54.55%	11	100%	81.82%	54.55%	11	81.82%	63.64%	27.27%	11	90.91%	69.70%	45.45%
LEP	30	63.33%	13.33%	10%	30	56.67%	23.33%	0%	30	36.67%	6.67%	0%	30	52.22%	14.44%	3.33%
Migrant	4	50%	50%	50%	4	75%	50%	0%	4	75%	0%	0%	4	66.67%	33.33%	16.67%
Female	38	76.32%	23.68%	10.53%	38	73.68%	31.58%	15.79%	38	63.16%	26.32%	2.63%	38	71.05%	27.19%	9.65%
Male	48	68.75%	35.42%	22.92%	48	70.83%	41.67%	12.50%	48	52.08%	20.83%	4.17%	48	63.89%	32.64%	13.19%
Special Ed	19	31.58%	5.26%	0%	19	31.58%	5.26%	5.26%	19	10.53%	0%	0%	19	24.56%	3.51%	1.75%

FIFTH GRADE	Mathematics				Reading/ELA				Science				Summarized Results			
STAAR SPRING 2019	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Cromack Elementary	74	91.89%	63.51%	40.54%	74	89.19%	45.95%	28.38%	73	80.82%	58.90%	21.92%	74	87.33%	56.11%	30.32%
At Risk (DF)	42	88.10%	45.24%	21.43%	42	83.33%	35.71%	21.43%	41	68.29%	51.22%	9.76%	42	80%	44%	17.60%
Economic Disadvantage	67	91.04%	62.69%	40.30%	67	89.55%	47.76%	29.85%	66	80.30%	60.61%	24.24%	67	87%	57%	31.50%
Hispanic/Latino	74	91.89%	63.51%	40.54%	74	89.19%	45.95%	28.38%	73	80.82%	58.90%	21.92%	74	87.33%	56.11%	30.32%
Gifted Talented	16	100%	93.75%	87.50%	16	100%	81.25%	50%	16	100%	81.25%	50%	16	100%	85.42%	62.50%
LEP	19	78.95%	31.58%	26.32%	19	68.42%	42.11%	31.58%	18	66.67%	55.56%	5.56%	19	71.43%	42.86%	21.43%
Migrant	1	100%	100%	100%	1	100%	100%	100%	1	100%	100%	100%	1	100%	100%	100%
Female	41	92.68%	68.29%	34.15%	41	92.68%	51.22%	26.83%	41	80.49%	51.22%	19.51%	41	88.62%	56.91%	26.83%
Male	33	90.91%	57.58%	48.48%	33	84.85%	39.39%	30.30%	32	81.25%	68.75%	25%	33	85.71%	55.10%	34.69%
Special Ed	14	57.14%	7.14%	0%	14	42.86%	0%	0%	13	30.77%	15.38%	7.69%	14	43.90%	7.32%	2.44%

*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 by the SBDM Committee.

Student Academic Achievement Needs:

1. Improvement of passing rates on STAAR
2. Implementation of TEKS based accelerated instructional program
3. Improvement of Meets and Masters achievement rates on STAAR
4. Replacement of outdated/obsoleted computers, laptops, projectors, printers, document cameras, keyboards, chromebooks, and other technological resources to support classroom teachers in overall delivery of instruction and evaluation of student progress
5. Renewal of computer software, applications, programs to support classroom teachers in implementing research based strategies, targeted interventions, and evaluating student programs
6. Purchase and replacement of Instructional resources, materials, and supplies to improve the overall educational program
7. Purchase of Cricut machines and refills to create instructional materials and displays

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 2019 to determine the areas of strength and deficiencies at Cromack Elementary. Three distinct surveys were disseminated to teachers, parents, and students in an effort to obtain their respective views regarding campus programs and initiatives.

School Processes & Programs Strengths

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

School Processes and Programs Needs:

1. Redesigned master schedule to incorporate additional learning time to supplement instruction
2. Increased opportunities for authentic learning
3. 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
4. Inclusion of all student populations in student-led, school sponsored activities
5. Improved facilities to accommodate all students effectively
6. Increased amount of supplies for nurse to more effectively treat students
7. 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

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

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

Perceptions Strengths

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

Perceptions Needs:

1. Increase in attendance at parent awareness meetings
2. Increase in student attendance rates
3. Improvement in student achievement rates to impact amount of students receiving Honor Roll awards
4. Increase in attendance at end of the year awards

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

Accountability Data

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

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee 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

Goals

Revised/Approved: November 4, 2020

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).





Performance Objective 1: Cromack Elementary student performance for all students, all grades, all subjects will exceed 2020 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.





Targeted or ESF High Priority





HB3 Goal





Evaluation Data Sources: STAAR/EOC performance reports (Due to COVID-19 and lack of STAAR 2020 results, other district assessments and benchmarks)





Summative Evaluation: No 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 and instructional strategies) and targeted interventions to ensure that all students (of all demographics) are prepared to meet the demands of standardized assessments (local, state, national).</p> <p>Multiple Measure-SA CCNA SAA Need 1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, TPRI/Tejas Lee/CP-M BOY, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 10, 11, 12, 13 - Student Learning 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 15, 16, 17, 18, 19, 20, 21 - Perceptions 7, 8, 9</p> <p>Funding Sources: Instructional Resources - 163 State Bilingual - 163-11-6399-00-102-Y-25-000- - \$0, Contracted Service - 211 Title I-A - 211-11-6249-62-102-Y-30-0F2-Y - \$0, Supplies and Materials-- iPads/Google Chromebooks - 211 Title I-A - 211-11-6398-62-102-Y-30-0F2-Y - \$24,020, Contracted Services - 199 Local funds - 199-23-6249-00-102-Y-99-000-Y - \$0, Special Education-General Supplies - 166 State Special Ed. - 166-11-6399-00-102-Y-23-0P4-Y - \$1,530, General Supplies - 263 Title III-A Bilingual - 263-11-639-00-102-Y-25-000-Y - \$0, Software - 263 Title III-A Bilingual - 263-11-6395-00-102-Y-25-000-Y - \$0, Software - 211 Title I-A - 211-11-6395-62-102-Y-30-0F2-Y - \$4,000, General Supplies - 162 State Compensatory - 162-11-6399-00-102-Y-30-000-Y - \$20,000, Equipment under \$5000 - 162 State Compensatory - 162-11-6398-62-102-Y-30-000-Y - \$16,300, Supplies - 166 State Special Ed. - 166-11-6399-00-102-Y-23-0P2-Y - \$300</p>	Formative			Summative
	Oct	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>Multiple Measure-SA CCNA SAA Need 1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs, STAAR test results,</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Lead Teachers EE-5 grade Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 2, 3, 4 - School Processes & Programs 15, 16, 17</p> <p>Funding Sources: Professional Extra Duty Pay-Certified - 211 Title I-A - 211-11-6118-00-102-Y-30-ASP-Y - \$30,772, Professional Extra Duty Pay-Classified - 211 Title I-A - 211-11-6121-00-102-Y-2-ASP-Y - \$0, Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-102-Y-30-0F2-Y - \$15,000, Social Security/Medicare - 211 Title I-A - 211-11-6141-00-102-Y-30-ASP-Y - \$446, Teacher Retirement/TRS Care - 211 Title I-A - 211-11-6146-00-102-Y-30-ASP-Y - \$2,748, Employee Benefits - 211 Title I-A - 211-11-6148-00-102-Y-30-ASP-Y - \$72, 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</p>	Formative			Summative
	Oct	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>Multiple Measure-SA CCNA SAA Need 2</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs, STAAR test results,</p> <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 - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1, 3, 4, 7, 10, 11, 12 - Student Learning 5, 6, 7, 9, 12, 13, 14 - School Processes & Programs 10, 13, 18, 19, 20 - Perceptions 2, 5, 6, 7, 8, 9</p> <p>Funding Sources: Library supplies - 199 Local funds - 199-12-6399-00-102-Y-99-000-Y - \$300, Reading Materials - 199 Local funds - 199-12-6329-00-102-Y-99-000-Y - \$0, General Supplies - 211 Title I-A - 211-12-6399-62-102-Y-30-0F2-Y - \$800</p>	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: Bilingual LPAC: LPAC meetings will be scheduled to review students' academic needs.</p> <p>Multiple Measure-DEMO CCNA SAA Need 1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs STAAR test results,</p> <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 - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1, 2, 3, 4, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 12, 13, 14, 18 - School Processes & Programs 5, 13, 14, 15, 16, 17, 18, 19, 20 - Perceptions 5, 6, 7, 8, 9</p> <p>Funding Sources: LPAC documentation, substitutes - 163 State Bilingual - 163-11-6112-00-102-Y-000-Y - \$0, Substitutes - 263 Title III-A Bilingual - 263-11-6112-00-102-Y-25-000-Y - \$0</p>	Formative			Summative
	Oct	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>Multiple Measure-SPP CCNA TECH Need 2</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 - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1, 2, 3, 4, 10, 11, 12, 13 - Student Learning 5, 6, 7, 8, 12, 13, 14, 15, 19 - School Processes & Programs 2, 6, 8, 13, 14, 18, 19, 20, 21 - Perceptions 5, 6, 7, 8, 9, 10, 11, 13</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-12-6399-00-102-Y-30-0F2-Y - \$3,228, Copy Paper - 211 Title I-A - 211-12-6396-00-102-Y-30-0F2-Y - \$0, General supplies - 199 Local funds - 199-11-6399-00-102-Y-11-000-Y - \$0, Copy Paper - 199 Local funds - 199-11-6396-00-102-Y-11-000-Y - \$2,000, General Supplies - 199 Local funds - 199-23-6399-00-102-Y-99-000-Y - \$800, Copy Paper - 162 State Compensatory - 162-11-6396-00-102-Y30-000-Y - \$5,000, General Supplies - 211 Title I-A - 211-11-6399-00-102-Y-30-0F2-Y - \$15,000, General Supplies-GT - 199 Local funds - 199-11-6399-00-102-Y-21-000-Y - \$0, Chromebook Cases - 276 Targeted Improvement School Fund - 276-11-6398-62-102-Y-99-TIC-Y - \$6,200, Software - 276 Targeted Improvement School Fund - 276-11-6395-62-102-Y-99-TIC-Y \$140 - \$140, General Supplies - 276 Targeted Improvement School Fund - 276-11-6399-62-102-Y-99-TIC-Y - \$6,505</p>	Formative			Summative
	Oct	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>Multiple Measure-SPP CCNA SAA Need 1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p> <p>Staff Responsible for Monitoring: Principal Asst Principal & Dean of Instruction PK-5th Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 10, 11, 12, 14 - Student Learning 3, 5, 6, 7, 9, 13, 14, 15, 16, 17, 18 - School Processes & Programs 2, 3, 4, 5, 10, 14, 17, 18, 19, 20 - Perceptions 2, 6, 7, 8, 9, 10</p>	Formative			Summative
	Oct	Jan	Mar	June
				





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>Multiple Measure-SA CCNA SSA Need 1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p> <p>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 - Targeted Support Strategy - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 2, 3, 4, 7, 9, 13, 14 - School Processes & Programs 10, 14, 15, 16, 17, 20 - Perceptions 2, 6, 9</p>	Formative			Summative
	Oct	Jan	Mar	June
				





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>Multiple Measure-SA CCNA SSA Need 8</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p> <p>Staff Responsible for Monitoring: Principal Asst Principal & Dean of Instruction PK-5th Teachers</p> <p>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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 10, 11, 12 - Student Learning 5, 6, 7, 13, 14, 16, 17 - School Processes & Programs 3, 4, 14, 18, 19, 20 - Perceptions 6, 7, 8, 9</p> <p>Funding Sources: Transportation - 199 Local funds - 199-11-6494-00-102-Y-11-000-Y - \$4,200, Transportation - 199 Local funds - 199-36-6494-00-102-Y-99-000-Y - \$300, Meals/Entrance Fees - 199 Local funds - 199-11-6412-00-102-Y-11-000-Y - \$6,100</p>	Formative			Summative
	Oct	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>Multiple Measure-SPP CCNA SQRR Need 2</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>Schoolwide and Targeted Assistance Title I Elements: 2.5 - 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 2, 3, 4, 7, 9, 13, 14 - School Processes & Programs 10, 14, 15, 16, 17, 20 - Perceptions 2, 6, 9</p>	Formative			Summative
	Oct	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>Multiple Measure-SA CCNA TECH Need 3</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers</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: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	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>Multiple Measure-SPP CCNA SQRR Need 4</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p> <p>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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 7, 12 - Student Learning 3, 7, 9, 15, 19 - School Processes & Programs 2, 8, 10, 14, 17, 20 - Perceptions 2, 9, 10, 13</p>	Formative			Summative
	Oct	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>Multiple Measure-SPP CCNA SQRR Need 4</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p> <p>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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 7, 9, 13, 14, 15, 17, 19 - School Processes & Programs 2, 4, 8, 10, 14, 20 - Perceptions 2, 6, 9, 10, 13</p>	Formative			Summative
	Oct	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>Multiple Measure-DEMO CCNA CIAS Need 2</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Classroom Teacher SPED Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 14 - Student Learning 9, 13, 14, 18 - School Processes & Programs 5, 10, 14 - Perceptions 2, 6</p>	Formative			Summative
	Oct	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. 6</p> <p>Multiple Measure-SA CCNA SAA Need 8</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p> <p>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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 3, 4, 7, 9, 13, 14, 19 - School Processes & Programs 7, 8, 10, 14, 15, 17, 20 - Perceptions 2, 6, 9, 12, 13</p>	Formative			Summative
	Oct	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>Multiple Measure-SPP CCNA SQRR Need 4</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p> <p>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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 7, 9, 13, 14, 19 - School Processes & Programs 8, 10, 14, 20 - Perceptions 2, 6, 9, 13</p>	Formative			Summative
	Oct	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. Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students</p> <p>Multiple Measure-SA CCNA CIAS 5 Need 1</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, SELP/SSLP, Tejas Lee/TPRI, CP-M</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 12 - Student Learning 7, 13, 14, 15, 16 - School Processes & Programs 2, 3, 14, 20 - Perceptions 6, 9, 10</p>	Formative			Summative
	Oct	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>Multiple Measure-SA CCNA SAA Need 2</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, SELP/SSLP, Tejas Lee/TPRI, CP-M</p> <p>Staff Responsible for Monitoring: P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 3, 7, 9, 13, 14, 15, 19 - School Processes & Programs 2, 6, 8, 10, 14, 17, 20 - Perceptions 2, 6, 9, 10, 11, 13</p> <p>Funding Sources: Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-102-Y-24-SSI - \$6,454, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-102-Y-30-000 - \$85,000</p>	Formative			Summative
	Oct	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>Multiple Measure-SA CCNA CIAS Need 5</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, SELP/SSLP, Tejas Lee/TPRI, CP-M; ERO 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7 - Student Learning 9, 13, 14, 15, 16, 17 - School Processes & Programs 2, 3, 4, 10, 14 - Perceptions 2, 6, 10</p>	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 19 Details	Reviews			
Strategy 19: Students will be encouraged to select middle school courses that are geared towards college preparation. Multiple Measure-SPP CCNA CIAS Need 5 Milestone's/Strategy's Expected Results/Impact: Formative: Counseling logs Summative: Middle school choice slips Staff Responsible for Monitoring: P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4 - Student Learning 13, 14 - School Processes & Programs 14 - Perceptions 6	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 20 Details	Reviews			
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. Multiple Measure-SPP CCNA SCO Need 1 Milestone's/Strategy's Expected Results/Impact: Timesheets Employee schedule Staff Responsible for Monitoring: P-K-5 Teachers Special Ed. Teachers Principal Asst Principal Dean of Instruction 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 4, 7 - Student Learning 9, 14, 17 - School Processes & Programs 4, 10, 14 - Perceptions 2, 6	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 21 Details	Reviews			
<p>Strategy 21: Increase academic performance for all third grade students by implementing the use of two mobile computing carts to support direct instruction.</p> <p>Multiple Measure-SA CCNA TECH Need 3</p> <p>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, SELP/SSLP, Tejas Lee/TPRI</p> <p>Staff Responsible for Monitoring: Third 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 10 - Student Learning 2, 3, 4, 5, 9, 13, 14, 15, 16, 17, 19 - School Processes & Programs 2, 3, 4, 8, 10, 14, 15, 16, 17, 18 - Perceptions 2, 6, 7, 10, 13</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 22 Details	Reviews			
<p>Strategy 22: To monitor student progress in reading, TPRI/TEJAS LEE/CP-M assessments will be administered in grades EE-2nd, at the beginning of year (BOY), middle of year (MOY), and end of year (EOY). Progress monitoring will take place every two weeks.</p> <p>Multiple Measure-SA CCNA SSA Need 8</p> <p>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, SELP/SSLP, Tejas Lee/TPRI, CP-M</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7 - Student Learning 2, 3, 4, 9, 13, 14, 15, 16 - School Processes & Programs 2, 3, 10, 14, 15, 16, 17 - Perceptions 2, 6, 10</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 23 Details	Reviews			
<p>Strategy 23: All certified teachers will meet at least once a week to work collaboratively to plan grade appropriate, TEKS-based lessons and activities.</p> <p>Multiple Measure-SPP CCNA SQRR Need 4</p> <p>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, SELP/SSLP, Tejas Lee/TPRI, CP-M; 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7 - Student Learning 2, 3, 4, 9, 13, 14, 15, 16, 17 - School Processes & Programs 2, 3, 4, 10, 14, 15, 16, 17 - Perceptions 2, 6, 10</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 24 Details	Reviews			
<p>Strategy 24: To increase vocabulary development, promote effective reading comprehension, and improve STAAR passing scores in all tested areas, teachers in grades EE-5 will incorporate the TLI routines and strategies (TTT, CPQ, MIP, and Frayer Model for academic vocabulary) into their lessons.</p> <p>Multiple Measure-SA CCNA SAA Need 8</p> <p>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, SELP/SSLP, Tejas Lee/TPRI, CP-M; 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7 - Student Learning 2, 3, 4, 9, 13, 14 - School Processes & Programs 10, 14, 15, 16, 17 - Perceptions 2, 6</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 25 Details	Reviews			
<p>Strategy 25: To increase student passing rates and promote achievement gains across all content areas, teachers in grades EE-5th will implement research based instructional techniques through the use of JOURNALING, TLI routines, cognitive strategies, and curricular supports (TTT, CPQ, and MIP).</p> <p>Multiple Measure-SA CCNA SAA Need 8</p> <p>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, SELP/SSLP, Tejas Lee/TPRI, CP-M</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 14 - Student Learning 2, 3, 4, 13, 14, 18 - School Processes & Programs 5, 14, 15, 16, 17 - Perceptions 6</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 26 Details	Reviews			
Strategy 26: Close grades 3-5 reading performance gap by five points in Spring 2019 on STAAR Reading. Multiple Measure-SA CCNA SAA Need 2 Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, SELP/SSLP, Tejas Lee/TPRI, CP-M Staff Responsible for Monitoring: EE-5th grade teachers Principal Asst. Principal Dean of Instruction 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4 - Student Learning 2, 3, 4, 13, 14, 15, 16 - School Processes & Programs 2, 3, 14, 15, 16, 17 - Perceptions 6, 10	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 27 Details	Reviews			
Strategy 27: 5% Increase on fourth grade STAAR Writing scores for Spring 2019 as compared to the Spring 2018 fourth grade STAAR writing scores. Multiple Measure-SA CCNA SAA Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations lesson plans Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, SELP/SSLP, Tejas Lee/TPRI, CP-M Staff Responsible for Monitoring: EE-5th grade teachers Principal Asst. Principal Dean of Instruction 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 1, 2, 3, 4 - Student Learning 2, 3, 4, 12, 13, 14 - School Processes & Programs 13, 14, 15, 16, 17 - Perceptions 5, 6	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 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> <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> <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 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>

Demographics

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.

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.

Need Statement 13: 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: 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.

Student Learning

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

Need Statement 3: 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: 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: 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.

Need Statement 8: 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: 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 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.

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.

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.

Need Statement 15: 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: Increased opportunities for authentic learning **Data Analysis/Root Cause:** Teachers need to create opportunities for hands-on learning, cooperative learning, and student-centered activities.

Student Learning

Need Statement 17: 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: 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: 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

Need Statement 2: 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: 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: 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: 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: 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: 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: 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 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 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.

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

Need Statement 15: 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: Improvement of passing rates on STAAR **Data Analysis/Root Cause:** Students are unable to attain passing rates on STAAR.

Need Statement 17: 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: 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.

School Processes & Programs

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.

Need Statement 21: 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.

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 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.

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.

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.

Need Statement 10: 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: 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: 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: 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.

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).





Performance Objective 2: Cromack Elementary School early childhood performance will increase by 3 percentage points over end-of-year 2019 results.





Targeted or ESF High Priority





HB3 Goal





Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM





Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
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. Multiple Measures-SPP CCNA CIAS Need 4 Milestone's/Strategy's Expected Results/Impact: Formative: walk-throughs, Lesson plans, student work, progress reports Summative: Pre-test; Post-test Staff Responsible for Monitoring: Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 10, 11, 12, 14 - Student Learning 5, 6, 7, 13, 14, 15, 16, 17, 18, 19 - School Processes & Programs 2, 3, 4, 5, 8, 14, 18, 19, 20 - Perceptions 6, 7, 8, 9, 10, 13	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: The Pre-K program will be provided the full day in order to better prepare qualified students academically. Multiple Measures-SA CCNA CIAS Need 4 Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Walk-Thru, Writing Samples daily work samples CP-M (BOY & MOY) Summative: CP-M (EOY) Staff Responsible for Monitoring: Professional Development Principal Assistant Principal Dean of Instruction Administrator for State Compensatory Department BISD Curriculum Department Schoolwide and Targeted Assistance Title I Elements: 2.6 - 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 10, 11, 12, 14 - Student Learning 5, 6, 7, 13, 14, 15, 16, 18 - School Processes & Programs 2, 3, 5, 14, 18, 19, 20 - Perceptions 6, 7, 8, 9, 10 Funding Sources: PK4 Teacher Salary - 162 State Compensatory - 162-11-6119-00-102-Y34-000-Y - \$0	Formative			Summative
	Oct	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>Multiple Measures-SA CCNA CIAS Need 4</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 10, 11, 12 - Student Learning 3, 5, 6, 7, 9, 13, 14, 15, 19 - School Processes & Programs 2, 6, 7, 8, 10, 14, 17, 18, 19, 20 - Perceptions 2, 6, 7, 8, 9, 10, 11, 12, 13</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: The Pre-K program will be provided the full day in order to better prepare qualified students academically. Multiple Measures-SA CCNA CIAS Need 4 Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Walk-Thru, Writing Samples daily work samples CP-M (BOY & MOY) Summative: CP-M (EOY) Staff Responsible for Monitoring: Professional Development Principal Assistant Principal Dean of Instruction Administrator for State Compensatory Department BISD Curriculum Department 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 10, 11, 12, 14 - Student Learning 3, 5, 6, 7, 9, 13, 14, 15, 18, 19 - School Processes & Programs 2, 5, 6, 7, 8, 10, 14, 17, 18, 19, 20 - Perceptions 2, 6, 7, 8, 9, 10, 11, 12, 13	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Need Statements:

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

Demographics

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.

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.

Need Statement 14: 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.

Student Learning

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

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.

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 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.

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.

Need Statement 15: 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: 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: 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.

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Need Statement 19: 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

Need Statement 2: 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.

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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.

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Need Statement 8: 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 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 14: Implementation of a solid accelerated instructional program **Data Analysis/Root Cause:** Teachers are in need of curricular and instructional support.

Need Statement 17: 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: 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 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 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.

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.

Perceptions

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.

Need Statement 10: 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: 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: 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: 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.

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).


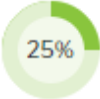


Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.









Targeted or ESF High Priority

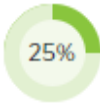




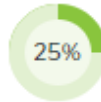


HB3 Goal


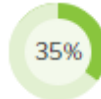






Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports (Due to COVID-19 and lack of STAAR 2020 results, other district assessments and benchmarks)






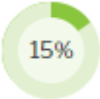


Summative Evaluation: No progress made toward meeting Objective





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>Multiple Measures-DEMO CCNA CIAS Need 3</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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7 - Student Learning 9, 13, 14, 15, 16 - School Processes & Programs 2, 3, 10, 14 - Perceptions 2, 6, 10 Funding Sources: General Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-102-Y-24-0F2-Y - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 2 Details	Reviews			
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. Multiple Measure-DEMO CCNA CIAS Need 3 Milestone's/Strategy's Expected Results/Impact: Increase enrollment into 3 year old program Staff Responsible for Monitoring: Special Programs Administrator Principal Asst Principal Dean of Instruction TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (MI) Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 14 - Student Learning 9, 13, 14, 15, 16, 18 - School Processes & Programs 2, 3, 5, 6, 10, 14 - Perceptions 2, 6, 10, 11	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
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. Multiple Measure DEMO CCNA CIAS Need 3 Milestone's/Strategy's Expected Results/Impact: 5% increase in student assessment results Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (MI) Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 4, 7, 12 - Student Learning 3, 7, 9, 14, 19 - School Processes & Programs 7, 8, 10, 14, 17, 20 - Perceptions 2, 6, 9, 12, 13	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 4 Details	Reviews			
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. Multiple Measures DEMO CCNA CIAS Need 3 Milestone's/Strategy's Expected Results/Impact: No 1st grader retained Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (MI) Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 7, 9, 13, 14, 15 - School Processes & Programs 2, 10, 14, 20 - Perceptions 2, 6, 9, 10	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
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. Multiple Measures DEMO CCNA CIAS Need 3 Milestone's/Strategy's Expected Results/Impact: Review of NGS PFS Report Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (MI) Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 6, 7 - Student Learning 9, 13, 14 - School Processes & Programs 9, 10, 14 - Perceptions 1, 2, 6	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details		Reviews			
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. Multiple Measures-DEMO CCNA CIAS Need 3 Milestone's/Strategy's Expected Results/Impact: Academic success for all PK-2nd grade students EOY Promotion Rate Staff Responsible for Monitoring: Parent Liaison Principal Assistant Principal Dean of Instruction TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (MI) Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 4, 6, 7, 14 - Student Learning 9, 14, 15, 16, 17, 18 - School Processes & Programs 2, 3, 4, 5, 9, 10, 14 - Perceptions 1, 2, 6, 10		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 7 Details		Reviews			
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. Multiple Measures-DEMO CCNA CIAS Need 3 Milestone's/Strategy's Expected Results/Impact: Increased promotion rates and test performance Staff Responsible for Monitoring: Special programs administrator Campus administrators Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (MI) Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7 - Student Learning 2, 3, 4, 9, 13, 14, 15, 19 - School Processes & Programs 2, 8, 10, 14, 15, 16, 17 - Perceptions 2, 6, 10, 13		Formative			Summative
		Oct	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>Multiple Measures- DEMO CCNA CIAS Need 3</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 Liason</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (MI) Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 4, 7 - Student Learning 2, 3, 4, 9, 14 - School Processes & Programs 10, 14, 15, 16, 17 - Perceptions 2, 6</p>	Formative			Summative
	Oct	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>Multiple Measures-DEMO CCNA CIAS Need 3</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 Support Strategy - Population: (MI) Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 4, 7 - Student Learning 9, 14 - School Processes & Programs 10, 14 - Perceptions 2, 6</p>	Formative			Summative
	Oct	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>Multiple Measures-DEMO CCNA CIAS Need 3</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>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: (MI) Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 6 - Student Learning 13, 14 - School Processes & Programs 9, 14 - Perceptions 1, 6</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<p>Strategy 11: A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Multiple Measures-DEMO CCNA CIAS Need 3</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Survey results Campus Needs Assessment Survey Summative: Development of Plan of Action Modification of program in place</p> <p>Staff Responsible for Monitoring: District Migrant Coordinator Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: (MI) Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 7, 9, 13, 14 - School Processes & Programs 10, 14, 20 - Perceptions 2, 6, 9</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 12 Details		Reviews			
Strategy 12: 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. Multiple Measures-DEMO CCNA CIAS Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, Benchmark Scores, Daily Attendance Summative: STAAR, Attendance Rate, Retention Rate Staff Responsible for Monitoring: Administration Parent Liason Counselor Nurse TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Population: (MI) Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 4 - Student Learning 14 - School Processes & Programs 14 - Perceptions 6		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Need Statements:

Demographics
Need Statement 2: Implementation of a solid accelerated instructional program Data Analysis/Root Cause: Teachers are in need of curricular and instructional support.
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.
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.
Need Statement 6: 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: 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 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.
Need Statement 14: 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.

Student Learning

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

Need Statement 3: 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: 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 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.

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 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.

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.

Need Statement 15: 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: 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: 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: 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: 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

Need Statement 2: 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: 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: 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: 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: 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.

School Processes & Programs

Need Statement 7: 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: 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: 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: 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 14: Implementation of a solid accelerated instructional program **Data Analysis/Root Cause:** Teachers are in need of curricular and instructional support.

Need Statement 15: 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: Improvement of passing rates on STAAR **Data Analysis/Root Cause:** Students are unable to attain passing rates on STAAR.

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

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 1: 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: 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 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.

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Need Statement 12: 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: 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.

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).





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 2019-2020 participation.





Targeted or ESF High Priority





HB3 Goal





Evaluation Data Sources: Regional and state competition participation numbers





Summative Evaluation: Some progress made toward meeting Objective





Strategy 1 Details	Reviews			
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. Multiple Measures-SA CCNA SCO Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 7, 9, 13, 14, 15, 19 - School Processes & Programs 2, 6, 8, 10, 14, 20 - Perceptions 2, 6, 9, 10, 11, 13	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 2 Details	Reviews			
<p>Strategy 2: Increase vertically aligned course offerings in grades EE-12 and all instructional materials needed to ensure equitable access for all students to promote college readiness.</p> <p>Multiple Measure-SA CCNA SCO Need 1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, 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: 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1, 2, 3, 4, 7, 11 - Student Learning 2, 3, 4, 6, 9, 12, 13, 14, 15, 16, 19 - School Processes & Programs 2, 3, 6, 8, 10, 13, 14, 15, 16, 17, 19 - Perceptions 2, 5, 6, 8, 10, 11, 13</p>	Formative			Summative
	Oct	Jan	Mar	June
				





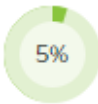



Strategy 3 Details	Reviews			
Strategy 3: The PK-5th grade student will express ideas through original artwork using a variety of media with appropriate skill. Multiple Measures-SA CCNA SCO Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 12, 14 - Student Learning 2, 3, 4, 7, 9, 13, 14, 15, 16, 18, 19 - School Processes & Programs 2, 3, 5, 6, 8, 10, 14, 15, 16, 17, 20 - Perceptions 2, 6, 9, 10, 11, 13 Funding Sources: General Supplies-Art - 199 Local funds - 199-11-6399-50-102-Y-11-000-Y - \$0	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: The PK-5th grade student will describe and analyze musical sound and demonstrate musical artistry Multiple Measures-SA CCNA SCO Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 4, 7, 12 - Student Learning 2, 3, 4, 7, 9, 14, 15, 16, 19 - School Processes & Programs 2, 3, 6, 8, 10, 14, 15, 16, 17, 20 - Perceptions 2, 6, 9, 10, 11, 13 Funding Sources: General Supplies-Music - 199 Local funds - 199-11-6399-57-102-Y-11-000-Y	Formative			Summative
	Oct	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>Multiple Measures-SPP CCNA CIAS Need 5</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, SELP/SSLP, Tejas Lee/TPRI, CP-M</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 4, 7, 9 - Student Learning 2, 3, 4, 9, 11, 14, 15, 19 - School Processes & Programs 2, 6, 7, 8, 10, 12, 14, 15, 16, 17 - Perceptions 2, 4, 6, 10, 11, 12, 13</p>	Formative			Summative
	Oct	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>Multiple Measures-SPP CCNA SAA Need 8</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p> <p>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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 4, 7, 12 - Student Learning 7, 9, 14, 15, 16 - School Processes & Programs 2, 3, 10, 14, 20 - Perceptions 2, 6, 9, 10</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: 4) Increase enrollment in fine arts programs by conducting recruitment concerts and visits Multiple Measures-SPP CCNA SCO Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: PEIMS enrollment numbers, class rosters Summative: improved enrollments from prior year Staff Responsible for Monitoring: District fine arts supervisors Campus directors and teachers 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 4, 7, 12 - Student Learning 3, 7, 9, 14, 15 - School Processes & Programs 2, 6, 10, 14, 17, 20 - Perceptions 2, 6, 9, 10, 11	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Science Fair Sponsors and Coordinators will be provided with training to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and College/Career readiness. Elementary, Middle School, and High School Teachers will be provided with training to promote participation in Robotic Competition at the campus, district, and regional level.</p> <p>Multiple Measures-SPP CCNA SCO Need 3</p> <p>Milestone's/Strategy's Expected Results/Impact: Number of campus entries, district entries, Regional and State Entries. Number of students in STEM classes.</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 4, 7, 12, 14 - Student Learning 2, 3, 7, 9, 14, 15, 18, 19 - School Processes & Programs 2, 5, 6, 8, 10, 14, 16, 17, 20 - Perceptions 2, 6, 9, 10, 11, 13</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI.</p> <p>Multiple Measures-SPP CCNA SCC Need 1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative:</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Training agendas and flyers
PDS attendance and evaluation reports

Summative:

Brainsville Inventions(3rd-12th)- 10% increase in student participation at the district level.
Chess(K-12th) - 10% increase in student participation at the district, regional, state and national level.
Destination Imagination(K-12th) - 10% increase in student participation at the regional, state and Global level.
Poet's Convention(6th-8th) - 10% increase in student participation at the district level.
Stock Market Games(4th-12th) - 10% increase in student participation at the district level.
UIL Academics(4th-12th) - 10% increase in student participation at the district and state level.


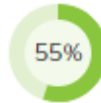






Staff Responsible for Monitoring: Curriculum

Administrators,
Advanced Academics
Administrator
Advanced Academics
Lead Teachers
Campus Administration
Campus Coordinators
Sponsors and/or
Coaches,
BISD Curriculum Department

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:** August 12, 2020 - **End Date:** May 26, 2021

Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 2, 3, 4, 7, 9, 13, 14, 19 - School Processes & Programs 7, 8, 10, 14, 15, 16, 17, 20 - Perceptions 2, 6, 9, 12, 13

Funding Sources: Travel & Subsistence Students - 199 Local funds - 199-36-6412-00-102-Y-99-000-Y - \$300, Extra Duty Pay - 199 Local funds - 199-23-6121-08-102-Y-99-0-00-Y - \$53

Strategy 10 Details		Reviews			
Strategy 10: The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which all elementary and middle school will participate. Multiple Measures-SPP CCNA SCO Need 3 Milestone's/Strategy's Expected Results/Impact: Spelling Bee Results for District, regional, and state levels Staff Responsible for Monitoring: Principal Dean of Instruction ELA Specialists, Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: All students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 14 - Student Learning 2, 3, 4, 9, 13, 14, 15, 16, 18, 19 - School Processes & Programs 2, 3, 5, 8, 10, 14, 15, 16, 17 - Perceptions 2, 6, 10, 13		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 4 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> <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> <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 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> <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> <p>Need Statement 14: 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.</p>

Student Learning

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

Need Statement 3: 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: 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 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.

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 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 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.

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.

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.

Need Statement 15: 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: 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: 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: 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

Need Statement 2: 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: 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 5: 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: 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.

School Processes & Programs

Need Statement 7: 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: 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 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 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.

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.

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

Need Statement 15: 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: Improvement of passing rates on STAAR **Data Analysis/Root Cause:** Students are unable to attain passing rates on STAAR.

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

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 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 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 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.

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.

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.

Need Statement 10: 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: 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.

Perceptions

Need Statement 12: 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: 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.

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)





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)





Targeted or ESF High Priority





HB3 Goal

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety. Multiple Measures-SPP CCNA PCE Need 4 Milestone's/Strategy's Expected Results/Impact: Formative: Review of campus facilities; submission of work orders Summative: Completed work orders; campus inspection Staff Responsible for Monitoring: Principals Safety Coordinators Maintenance Personnel 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 4, 10, 11, 12 - Student Learning 5, 6, 7, 14, 15, 19 - School Processes & Programs 2, 6, 8, 18, 19, 20 - Perceptions 6, 7, 8, 9, 10, 11, 13	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Custodial supplies will be utilized to maintain campus cleanliness and promote student safety and care. Multiple Measures-SPP CCNA PCE Need 4 Milestone's/Strategy's Expected Results/Impact: Formative: Budget/purchase orders Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials Staff Responsible for Monitoring: Principal Assistant Principal Head Custodian Secretary 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 4, 12 - Student Learning 7, 14, 15, 16, 19 - School Processes & Programs 2, 3, 6, 8, 14, 20 - Perceptions 6, 9, 10, 11, 13 Funding Sources: Campus custodial supplies - 199 Local funds - 199-51-6315-00-102--Y-99-000-Y - \$3,000, Custodial supplies - 199 Local funds - 199-51-6399-00-102--Y-99-000-Y - \$550, General Supplies - 199 Local funds - 199-51-6399-44-102--Y-99-000-Y - \$1,500, Supplies Operational - 199 Local funds - 199-51-6319-00-102--Y-99-000-Y - \$0, Extra Duty Pay-Overtime - 199 Local funds - 199-51-6121-47-102-Y-99-0-00-Y - \$50		Formative			Summative
		Oct	Jan	Mar	June
					

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Need Statements:

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

Demographics
<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
<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> <p>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.</p> <p>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.</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> <p>Need Statement 15: 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.</p> <p>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.</p> <p>Need Statement 19: 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.</p>
School Processes & Programs
<p>Need Statement 2: 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.</p> <p>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.</p> <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 8: 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.</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> <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> <p>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.</p> <p>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.</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.

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.

Need Statement 10: 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: 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 13: 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.

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)





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.





Targeted or ESF High Priority

HB3 Goal

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Cromack Elementary will effectively and efficiently use 100% of available budgeted funds based on the needs assessments. Multiple Measures-SPP CCNA SAA Need 2 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 Staff Responsible for Monitoring: District Administration Campus Administration DEIC/SBDM Committees Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: BISD Stakeholders - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 10, 11, 12, 13, 14 - Student Learning 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 18, 19 - School Processes & Programs 5, 6, 8, 10, 14, 15, 16, 17, 18, 19, 20, 21 - Perceptions 2, 6, 7, 8, 9, 11, 13		Formative			Summative
		Oct	Jan	Mar	June
					

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Need Statements:

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

Demographics

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.

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.

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

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.

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.

Need Statement 13: 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: 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.

Student Learning

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

Need Statement 3: 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: 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: 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.

Need Statement 8: 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: 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

Student Learning

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.

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.

Need Statement 18: 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: 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

Need Statement 5: 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: 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 8: 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 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 14: Implementation of a solid accelerated instructional program **Data Analysis/Root Cause:** Teachers are in need of curricular and instructional support.

Need Statement 15: 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: Improvement of passing rates on STAAR **Data Analysis/Root Cause:** Students are unable to attain passing rates on STAAR.

Need Statement 17: 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: 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.

Need Statement 21: 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.

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

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.

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.

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Need Statement 13: 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.

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)

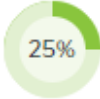







Performance Objective 2: Cromack Elementary will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Targeted or ESF High Priority

HB3 Goal

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

Summative Evaluation: No 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>Multiple Measures-PERC CCNA SCO Need 2</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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 9, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 11, 13, 14, 15, 16, 17, 18, 19 - School Processes & Programs 2, 3, 4, 5, 8, 10, 12, 14, 15, 16, 17, 18, 19, 20 - Perceptions 2, 4, 6, 7, 8, 9, 10, 13 Funding Sources: Teacher Incentives/Awards - 199 Local funds - 199-23-6498-00-102-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Need Statements:

Demographics

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

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.

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.

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

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.

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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.

Need Statement 14: 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.

Student Learning

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

Need Statement 3: 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: 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.

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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.

Need Statement 17: 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: 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.

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School Processes & Programs

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School Processes & Programs

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Perceptions

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Need Statement 13: 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.

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)


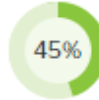
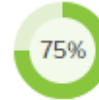

Performance Objective 1: Cromack Elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.


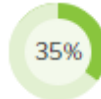










Targeted or ESF High Priority

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			
Strategy 1: Cromack Elementary will promote its history and origins along with current accomplishments weekly through the website and media venues. Multiple Measures-PERC CCNA SCO Need 2 Milestone's/Strategy's Expected Results/Impact: Formative: pictures on campus website Summative: digital folder of pictures Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Counselors Teachers Public Information Office TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: BISD Stakeholders - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 14 - Student Learning 2, 3, 4, 9, 13, 14, 15, 16, 18 - School Processes & Programs 2, 3, 5, 6, 7, 10, 14, 15, 16, 17 - Perceptions 2, 6, 10, 11, 12	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
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. Multiple Measures-PERC CCNA SCO Need 2 Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases Staff Responsible for Monitoring: PIO District Administrators Campus Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: BISD Stakeholders - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 2, 3, 4, 7, 9, 13, 14, 15, 16 - School Processes & Programs 2, 3, 6, 10, 14, 15, 16, 17, 20 - Perceptions 2, 6, 9, 10, 11		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Campus will update websites at least monthly including showcasing student and community activities. Multiple Measures-PERC CCNA SCO Need 2 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. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results Staff Responsible for Monitoring: PIO District Administration Campus Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: BISD Stakeholders - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 3, 4, 7, 9, 12, 14 - Student Learning 2, 3, 4, 7, 9, 11, 13, 14, 16, 18 - School Processes & Programs 3, 5, 6, 10, 12, 15, 16, 17, 20 - Perceptions 2, 4, 6, 9, 11		Formative			Summative
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 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> <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 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> <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> <p>Need Statement 14: 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.</p>
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<p>Need Statement 2: Improvement of passing rates on STAAR Data Analysis/Root Cause: Students are unable to attain passing rates on STAAR.</p> <p>Need Statement 3: Implementation of TEKS based accelerated instructional program Data Analysis/Root Cause: To improve achievement, students are in need of additional academic support.</p> <p>Need Statement 4: 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.</p> <p>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.</p> <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> <p>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.</p> <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> <p>Need Statement 15: 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.</p> <p>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.</p> <p>Need Statement 18: 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.</p>

School Processes & Programs

Need Statement 2: 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.

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Need Statement 5: 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: 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: 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.

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





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





Targeted or ESF High Priority


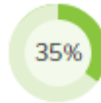






HB3 Goal

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

Summative Evaluation: Some 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>Multiple Measures-PERC CCNA SCC Need 5</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative; Walkthroughs, observations, Student sign in sheets, Counselor logs</p> <p>Summative: RTI 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 2, 3, 4, 7, 9, 13, 14, 15, 19 - School Processes & Programs 2, 8, 10, 14, 15, 16, 17, 20 - Perceptions 2, 6, 9, 10, 13 Funding Sources: General Supplies - 199 Local funds - 199-31-6399-65-102-Y-99-000-Y - \$200, General supplies - 211 Title I-A - 211-31-6399-00-102-Y-30-0F2-Y - \$300, General supplies-Toner - 211 Title I-A - 211-31-6399-65-102-Y-30-0F2-Y - \$0</p>	Formative			Summative
	Oct	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>Multiple Measures-SPP CCNA SCC Need 5</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agenda, sign-in sheets, Review 360</p> <p>Summative: ERO 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 13, 14, 16, 17, 18, 19 - School Processes & Programs 3, 4, 5, 8, 14, 15, 16, 17, 18, 19, 20 - Perceptions 6, 7, 8, 9, 13</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Recognize and award incentives to students who maintain discipline and/or participate in extracurricular activities throughout the six weeks Multiple Measures-PERC CCNA SCC Need 5 Milestone's/Strategy's Expected Results/Impact: Formative:Campus documentation Summative: PEIMS EOY attendance data; TAPR Report, eSchools attendance report, increase in student attendance rates Staff Responsible for Monitoring: Principal Assistant Principal Teachers, Nurses, Counselors 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 12 - Student Learning 2, 3, 4, 7, 9, 13, 14, 15, 19 - School Processes & Programs 2, 8, 10, 14, 15, 16, 17, 20 - Perceptions 2, 6, 9, 10, 13 Funding Sources: Awards - 199 Local funds - 199-31-6498-00-102-Y-99-000-Y - \$0, Awards - 199 Local funds - 199-36-6498-00-102-Y-99-000-Y, BI Awards - 166 State Special Ed. - 166-11-6498-00-102-Y-23-OP2-Y - \$1,470		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Need Statements:

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

Demographics

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.

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.

Need Statement 14: 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.

Student Learning

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

Need Statement 3: 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: 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: 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.

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 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.

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.

Need Statement 15: 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: 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: 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: 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.

Student Learning

Need Statement 19: 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

Need Statement 2: 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: 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: 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: 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 8: 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 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 14: Implementation of a solid accelerated instructional program **Data Analysis/Root Cause:** Teachers are in need of curricular and instructional support.

Need Statement 15: 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: Improvement of passing rates on STAAR **Data Analysis/Root Cause:** Students are unable to attain passing rates on STAAR.

Need Statement 17: 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: 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 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 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.

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.

Need Statement 10: 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 13: 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.

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





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









Targeted or ESF High Priority

HB3 Goal

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
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. Multiple Measures-SPP CCNA SQRR Need 1 Milestone's/Strategy's Expected Results/Impact: Formative: After Action Reviews, Sign-In Sheets, Summative: Evaluations, Audits EOP Completion and submission Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 3, 4, 7, 12, 14 - Student Learning 2, 3, 4, 7, 9, 13, 14, 18, 19 - School Processes & Programs 5, 6, 7, 8, 10, 15, 16, 17, 20 - Perceptions 2, 6, 9, 11, 12, 13	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds; All students must obtain and display an Identification Card while on school grounds; Visitors must present an identification; Sign-In and escorted at all times. Multiple Measures-SPP CCNA SQRR Need 1 Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In Sheets Contact logs Summative; Audits, Evaluation Sheets Staff Responsible for Monitoring: Administrators, Campus Staff & Faculty, Students, All BISD Personnel, Visitors, Administration 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 12 - Student Learning 7, 13, 14, 15, 19 - School Processes & Programs 2, 6, 8, 14, 20 - Perceptions 6, 9, 10, 11, 13	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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> <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> <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 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> <p>Need Statement 14: 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.</p>

Student Learning

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

Need Statement 3: 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: 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 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.

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 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.

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.

Need Statement 15: 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 18: 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: 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

Need Statement 2: 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 5: 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: 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: 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: 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 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 14: Implementation of a solid accelerated instructional program **Data Analysis/Root Cause:** Teachers are in need of curricular and instructional support.

Need Statement 15: 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: Improvement of passing rates on STAAR **Data Analysis/Root Cause:** Students are unable to attain passing rates on STAAR.

School Processes & Programs

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

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 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 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.

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.

Need Statement 10: 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: 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: 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: 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.

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)





Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2019-2020 to 2020-2021.





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: No progress made toward meeting Objective





Strategy 1 Details	Reviews			
Strategy 1: Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement Multiple Measures-SPP CCNA PCE Need 1 Milestone's/Strategy's Expected Results/Impact: Formative: school parent compacts Summative: Composite of end of the year survey increase by 10%; Title I Parental Involvement Checklist Staff Responsible for Monitoring: Principal Parent Liaison Asst. Principal Classroom teachers 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 6, 7, 10, 11, 12, 13 - Student Learning 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 15, 19 - School Processes & Programs 2, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20, 21 - Perceptions 1, 2, 6, 7, 8, 9, 10, 13	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 2 Details	Reviews			
Strategy 2: Conduct an Annual Title I meeting to inform parents of service provided through Title I funds Multiple Measures-SPP CCNA PCE Need 1 Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign-in sheets Minutes Summative: Composite of end of the year survey; Title I Parental Involvement Checklist Staff Responsible for Monitoring: Principal Parent Liaison Asst. Principal 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 1, 2, 3, 4, 6, 7, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 12, 13, 14, 18 - School Processes & Programs 5, 9, 10, 13, 14, 15, 16, 17, 18, 19, 20 - Perceptions 1, 2, 5, 6, 7, 8, 9	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 100%	 100%	 100%













Strategy 3 Details	Reviews			
Strategy 3: Parents are informed of campus performance via campus report card and campus newsletters through parent meeting. Multiple Measures-SPP CCNA PCE Need 1 Milestone's/Strategy's Expected Results/Impact: Formative: Parent conference Flyers Sign-in sheets Conference agendas Meeting agendas Conference evaluations Summative: STAAR results Composite of evaluation results Staff Responsible for Monitoring: Principal Parent Liaison Asst. Principal 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 6, 7, 9, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 11, 13, 14, 15, 16, 18 - School Processes & Programs 2, 3, 5, 9, 10, 12, 14, 15, 16, 17, 18, 19, 20 - Perceptions 1, 2, 4, 6, 7, 8, 9, 10 Funding Sources: Media/Printing - 199 Local funds - 199-23-6399-16-102-Y-99-000-Y - \$0	Formative			Summative
	Oct	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>Multiple Measures-SPP CCNA PCE Need 1</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1, 2, 3, 4, 6, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 12, 13, 14, 15, 16, 18 - School Processes & Programs 2, 3, 5, 9, 13, 14, 15, 16, 17, 18, 19, 20 - Perceptions 1, 5, 6, 7, 8, 9, 10</p> <p>Funding Sources: Home visit mileage - 211 Title I-A - 211-611-6411-00-102-Y-30-0F2 - \$450</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Conduct an annual title I Parent Survey to evaluate the effectiveness of district and/or campus parental involvement efforts. Multiple Measures-SPP CCNA PCE Need 1 Milestone's/Strategy's Expected Results/Impact: Formative: Survey results Summative: Composite of end of the year survey; Title I Parental Involvement Checklist Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Parent Liaison 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 6, 7, 10, 11, 12 - Student Learning 2, 3, 4, 5, 6, 7, 9, 13, 14 - School Processes & Programs 9, 10, 14, 15, 16, 17, 18, 19, 20 - Perceptions 1, 2, 6, 7, 8, 9	Formative			Summative
	Oct	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>Snacks will be purchased for parents and supplies and materials will be purchased for use during meetings.</p> <p>Multiple Measures-SPP CCNA PCE Need 1</p> <p>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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 6, 7, 10, 11, 12 - Student Learning 2, 3, 4, 5, 6, 7, 9, 13, 14, 19 - School Processes & Programs 6, 8, 9, 10, 14, 15, 16, 17, 18, 19, 20 - Perceptions 1, 2, 6, 7, 8, 9, 11, 13</p> <p>Funding Sources: Parental Involvement supplies and materials - 211 Title I-A - 211-61-6399-00-102-Y-30-0F2-Y - \$400, Light refreshments and snacks - 211 Title I-A - 211-61-6499-53-102-Y-30-0F2-Y - \$1,350, Awards - 211 Title I-A - 211-61-6498-00-102-Y30-0F2-Y - \$350</p>	Formative			Summative
	Oct	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>Multiple Measures-SPP CCNA PCE Need 1</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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 6, 7, 10, 11, 12 - Student Learning 5, 6, 7, 9, 13, 14, 15, 16, 19 - School Processes & Programs 2, 3, 6, 7, 8, 9, 10, 14, 18, 19, 20 - Perceptions 1, 2, 6, 7, 8, 9, 10, 11, 12, 13</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
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. Multiple Measures-SPP CCNA PCE Need 1 Milestone's/Strategy's Expected Results/Impact: Formative: District and campus parental involvement policy; sign in sheets; evaluations Summative: Composite of end of the year survey increase by 10%; Title I Parental Involvement Checklist Staff Responsible for Monitoring: Principal Parent liaison 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 6, 11, 12, 14 - Student Learning 2, 3, 4, 6, 7, 13, 14, 18, 19 - School Processes & Programs 5, 8, 9, 14, 15, 16, 17, 19, 20 - Perceptions 1, 6, 8, 9, 13	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Increase parental involvement levels by hosting a recruitment drive during the month of September to facilitate Parental Involvement/Community Partnership. Multiple Measures-SPP CCNA PCE Need 1 Milestone's/Strategy's Expected Results/Impact: Formative: District and campus parental involvement policy; sign in sheets; evaluations Summative: Composite of end of the year survey increase by 10%; Title I Parental Involvement Checklist Staff Responsible for Monitoring: Principal Parent liaison 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 6, 9, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 11, 13, 14, 18, 19 - School Processes & Programs 5, 6, 8, 9, 12, 14, 15, 16, 17, 18, 19, 20 - Perceptions 1, 4, 6, 7, 8, 9, 11, 13	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Demographics

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.

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

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.

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.

Need Statement 6: 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: 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 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.

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.

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.

Need Statement 13: 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: 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.

Student Learning

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

Need Statement 3: 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: 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: 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.

Student Learning

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.

Need Statement 8: 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: 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: 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: 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: 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: 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: 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: 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: 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: 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

Need Statement 2: 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: 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 5: 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: 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: 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: 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

Need Statement 9: 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: 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 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.

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.

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

Need Statement 15: 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: Improvement of passing rates on STAAR **Data Analysis/Root Cause:** Students are unable to attain passing rates on STAAR.

Need Statement 17: 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: 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.

Need Statement 21: 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.

Perceptions

Need Statement 1: 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: 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 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 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.

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.

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.

Perceptions

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.

Need Statement 10: 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: 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: 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: 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.

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





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









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





Summative Evaluation: Some 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>Multiple Measures-SPP CCNA CIAS Need 1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs STAAR test results,</p> <p>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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 17 - School Processes & Programs 4</p> <p>Funding Sources: snacks/refreshments`-Misc Operating Costs - 199 Local funds - 199-13-6499-53-102-Y-99-000-Y - \$1,000, Employee Travel - 163 State Bilingual - 163-13-6411-00-102-Y-25-000-Y - \$0, Employee Travel - 199 Local funds - 199-23-6411-00-102-Y-99-0-00-Y - \$3,000, Employee Travel - 211 Title I-A - 211-13-6411-00-102-Y-30-AYP-Y - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 2 Details	Reviews			
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. Multiple Measures-SPP CCNA CIAS Need 1 Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs STAAR test results, Staff Responsible for Monitoring: Principal Dean of Instruction Lead Teachers EE-5 grade Teachers BISD Curriculum Department 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: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development opportunities to teachers on college readiness. Multiple Measures-SPP CCNA CIAS Need 1 Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations , lesson plans Benchmark testing Fluency Monitoring; Sign-in sheets, agendas Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, SELP/SSLP, Tejas Lee/TPRI, CP-M; ERO transcripts Staff Responsible for Monitoring: P-K-5 Teachers & Special Ed. Librarian Principal Asst Principal & Dean of Instruction BISD Curriculum Department 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: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	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>Multiple Measures-DEMO CCNA CIAS Need 1</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, SELP/SSLP, Tejas Lee/TPRI, CP-M; ERO transcripts</p> <p>Staff Responsible for Monitoring: P-K-5 Teachers Special Ed. Teachers Principal Asst Principal Dean of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Funding Sources: Substitutes - 199 Local funds - 199-11-6112-18-102-Y-11-000-Y - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Improve instruction for all students including ELL, special education, at-risk, dyslexia, gifted and talented, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings, vertical, and/or horizontal planning meetings.</p> <p>Multiple Measures-DEMO CCNA CIAS Need 1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs STAAR test results,</p> <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 - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Elementary teachers will be provided with professional development to promote participation in Brownsville Kids Voting activities. Multiple Measures-SPP CCNA CIAS Need 1 Milestone's/Strategy's Expected Results/Impact: Formative: Sign in Sheets, Agendas, Lesson plans, observations, walkthroughs Summative: STAAR Staff Responsible for Monitoring: Principal Asst. Principal Dean of Instruction Classroom Teachers Curriculum Department TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Population: Grades 3-12 teachers - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	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.</p> <p>Multiple Measures-SPP CCNA CIAS Need 1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs</p> <p>Staff Responsible for Monitoring: Professional Development Principal Assistant Principal Dean of Instruction BISD Curriculum Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Funding Sources: Supplies - 199 Local funds - 199-23-6398-65-102-Y-99-000-Y - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty & staff opportunities for instructional support in order to train and retrain highly qualified personnel.</p> <p>Multiple Measures-SPP CCNA CIAS Need 1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation Report, ERO Session Attendance Report, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M (BOY and MOY), progress monitoring, walk-throughs, lesson plans, student work, progress reports;</p> <p>Summative: STAAR TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M (EOY)</p> <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: August 12, 2020 - End Date: May 26, 2021</p> <p>Funding Sources: Dean of Instruction-Salary - 162 State Compensatory - 162-13-6119-00-102-Y-30-000-Y-99-856 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Student Learning
<p>Need Statement 17: 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.</p>
School Processes & Programs
<p>Need Statement 4: 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.</p>

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





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





Targeted or ESF High Priority





HB3 Goal





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





Summative Evaluation: Some 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>Multiple Measures-SPP CCNA TECH Need 2</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, 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 7, 10, 11, 12, 13 - Student Learning 2, 3, 4, 5, 6, 7, 8, 9, 15, 16, 19 - School Processes & Programs 2, 3, 8, 10, 15, 16, 17, 18, 19, 20, 21 - Perceptions 2, 7, 8, 9, 10, 13</p>	Formative			Summative
	Oct	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>Multiple Measures-SPP CCNA TECH Need 2</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 10, 12 - Student Learning 2, 3, 4, 5, 7, 9, 13, 14, 19 - School Processes & Programs 8, 10, 14, 15, 16, 17, 18, 20 - Perceptions 2, 6, 7, 9, 13</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-11-6399-62-102-Y-11-000-Y - \$2,900, Toner - 166 State Special Ed. - 166-11-6399-62-102-Y-23-000-YY - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Technology- Computers (Desktops & Laptops), Software, Software renewal, Hardware (External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, Technology equipment) , Two way radios, and Supplies will be purchased) for administrative staff to support overall campus initiatives</p> <p>Multiple Measures-SPP CCNA TECH Need 2</p> <p>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 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 13, 14, 15, 16, 18 - School Processes & Programs 2, 3, 5, 6, 7, 10, 14, 15, 16, 17, 18, 19, 20 - Perceptions 2, 6, 7, 8, 9, 10, 11, 12</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-23-6399-65-102-Y-99-000-Y - \$1,110, Contracted Services - 162 State Compensatory - 162-11-6299-62-102-Y-30-000-Y - \$9,000, General Supplies - 162 State Compensatory - 162-13-6399-65-102-y-30-000-Y - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: All EE through 5th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills. Multiple Measures-SA CCNA TECH Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: Technology 6 wk grades Student Lab Progress Report software usage reports Summative: EOY grades; software usage reports Staff Responsible for Monitoring: Principal Dean of Instruction Technology Lab Teacher Classroom Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 9, 10, 11, 12, 13, 14 - Student Learning 5, 6, 7, 8, 9, 11, 13, 14, 18 - School Processes & Programs 5, 10, 12, 14, 18, 19, 20, 21 - Perceptions 2, 4, 6, 7, 8, 9	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Computer Lab Aide will provide instructional assistance to students and teachers, as needed, on computer programs and software in order to increase the integration of technology in classroom.</p> <p>Multiple Measures-SPP CCNA TECH Need 3</p> <p>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 Classroom Teachers Librarian Support Staff</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 13, 14, 18 - School Processes & Programs 5, 10, 14, 15, 16, 17, 18, 19, 20 - Perceptions 2, 6, 7, 8, 9</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Technology: Evaluate and update computer equipment and hardware to ensure sufficient resources to implement federal, state, and district mandated instructional program (Desktops, Laptops, External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, internet drops cable, Technology equipment).</p> <p>Multiple Measures-SPP CCNA TECH Need 2</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 10, 11, 12, 13, 14 - Student Learning 5, 6, 7, 8, 9, 13, 14, 15, 18, 19 - School Processes & Programs 2, 5, 8, 10, 14, 18, 19, 20, 21 - Perceptions 2, 6, 7, 8, 9, 10, 13</p> <p>Funding Sources: Internet Drops Cable - 162 State Compensatory - 162-11-6399-62-102-Y-30-000-Y - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Students will work at computer stations on programs that will increase their math, science, reading to help increase their level of academic performance, plus increase their ability to produce computer generated projects.</p> <p>Multiple Measures-SA CCNA TECH Need 3</p> <p>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>Schoolwide and Targeted Assistance Title I Elements: 2.5 - 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 8, 9, 10, 12, 14 - Student Learning 2, 3, 4, 5, 7, 9, 10, 11, 13, 14, 15, 18, 19 - School Processes & Programs 2, 5, 8, 10, 11, 12, 14, 15, 16, 17, 18, 20 - Perceptions 2, 3, 4, 6, 7, 9, 10, 13</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Classroom teachers will incorporate the use of technology in classroom instruction using Title I-A Priority and Focus Grants Monies to purchase Capital Outlay, Desktops, Laptops, External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, projector bulbs in a classroom setting to increase student performance in all academic areas.</p> <p>Multiple Measures-SA CCNA TECH Need 3</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 13, 14, 15, 16, 18, 19 - School Processes & Programs 2, 3, 5, 8, 10, 14, 15, 16, 17, 18, 19, 20 - Perceptions 2, 6, 7, 8, 9, 10, 13</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details		Reviews			
Strategy 9: 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). Multiple Measures-SA CCNA TECH Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: Budget/purchase orders Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principal Campus TST Classroom Teachers 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 13, 14, 15, 16, 17, 18, 19 - School Processes & Programs 2, 3, 4, 5, 8, 10, 14, 15, 16, 17, 18, 19, 20 - Perceptions 2, 6, 7, 8, 9, 10, 13		Formative			Summative
		Oct	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> <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> <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>

Demographics

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.

Need Statement 13: 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: 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.

Student Learning

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

Need Statement 3: 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: 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: 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.

Need Statement 8: 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: 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 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.

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.

Need Statement 15: 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: Increased opportunities for authentic learning **Data Analysis/Root Cause:** Teachers need to create opportunities for hands-on learning, cooperative learning, and student-centered activities.

Student Learning

Need Statement 17: 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: 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: 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

Need Statement 2: 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: 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: 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: 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: 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: 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: 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 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.

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

Need Statement 15: 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: Improvement of passing rates on STAAR **Data Analysis/Root Cause:** Students are unable to attain passing rates on STAAR.

Need Statement 17: 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: 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.

School Processes & Programs

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.

Need Statement 21: 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.

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.

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.

Need Statement 10: 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: 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: 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: 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.

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





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





Targeted or ESF High Priority





HB3 Goal









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

Summative Evaluation: Some 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>Multiple Measures-SPP CCNA SCO Need 1</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1, 2, 3, 4, 6, 7, 8 - Student Learning 9, 10, 12, 13, 14, 16, 17 - School Processes & Programs 3, 4, 9, 10, 11, 13, 14 - Perceptions 1, 2, 3, 5, 6</p>	Formative			Summative
	Oct	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>Multiple Measures-SPP CCNA SCO Need 1</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 4, 7, 9, 11, 12 - Student Learning 2, 4, 6, 7, 9, 11, 14, 19 - School Processes & Programs 6, 8, 10, 12, 15, 16, 19, 20 - Perceptions 2, 4, 6, 8, 9, 11, 13</p>	Formative			Summative
	Oct	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>Multiple Measures-SPP CCNA SCO Need 1</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 4, 7, 9, 10, 12 - Student Learning 2, 5, 7, 9, 11, 14, 15, 17 - School Processes & Programs 2, 4, 6, 10, 12, 16, 18, 20 - Perceptions 2, 4, 6, 7, 9, 10, 11</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Recognize and award incentives to students with honor roll and perfect attendance every six weeks and at the end of the year. Campus recognition of parents for attending periodic parental involvement activities. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. Multiple Measures-PERC CCNA SCO Need 1 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 Summative: PEIMS EOY attendance data; TAPR Report, eSchools attendance report, increase in student attendance rates Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Home visitor 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 7, 8, 9 - Student Learning 9, 10, 11 - School Processes & Programs 10, 11, 12 - Perceptions 2, 3, 4 Funding Sources: Awards - 199 Local funds - 199-11-6498-00-102-Y-11-000-Y - \$0, Awards - 211 Title I-A - 211-11-6498-00-102-Y-30-0F2-Y - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 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> <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>

Demographics

Need Statement 6: 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: 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: 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: 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: 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.

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.

Student Learning

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

Need Statement 4: 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: 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.

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 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.

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Student Learning

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.

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School Processes & Programs

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





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





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			
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, LEP, and Dyslexic. Multiple Measures SA CCNA SAA Need 7 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 Staff Responsible for Monitoring: Principal Asst Principal Dean of Instruction Administrator for State Compensatory 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 7, 8, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 10, 13, 15, 16, 18 - School Processes & Programs 2, 3, 5, 10, 11, 14, 15, 16, 17, 18, 19, 20 - Perceptions 2, 3, 7, 8, 9, 10	Formative			Summative
	Oct	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>Multiple Measures DEMO CCNA SAA Need 7</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CP-M, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 8, 10, 11, 12, 13, 14 - Student Learning 2, 3, 4, 5, 6, 7, 8, 10, 13, 14, 15, 16, 17, 18 - School Processes & Programs 2, 3, 4, 5, 11, 14, 15, 16, 17, 18, 19, 20, 21 - Perceptions 3, 6, 7, 8, 9, 10</p>	Formative			Summative
	Oct	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>Multiple Measures DEMO CCNA SAA Need 7</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, SELP,SSLP, TPRI, Tejas LEE, CP-M, 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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 10, 11, 12, 13, 14 - Student Learning 2, 3, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 19 - School Processes & Programs 2, 3, 4, 5, 8, 14, 15, 16, 17, 18, 19, 20, 21 - Perceptions 7, 8, 9, 10, 13</p>	Formative			Summative
	Oct	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>Multiple Measures DEMO CCNA SAA Need 7</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 4, 6, 7, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 14, 18 - School Processes & Programs 5, 9, 10, 15, 16, 17, 18, 19, 20 - Perceptions 1, 2, 6, 7, 8, 9</p>	Formative			Summative
	Oct	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>Multiple Measures SPP CCNA TECH Need 3</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>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Population: (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 3, 4, 7, 10, 11, 12, 13, 14 - Student Learning 2, 3, 4, 5, 6, 7, 8, 9, 13, 14, 18 - School Processes & Programs 5, 10, 15, 16, 17, 18, 19, 20, 21 - Perceptions 2, 6, 7, 8, 9</p>	Formative			Summative
	Oct	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>Multiple Measures DEMO CCNA SAA Need 3</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 4, 7, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 14, 18, 19 - School Processes & Programs 5, 8, 10, 15, 16, 17, 18, 19, 20 - Perceptions 2, 6, 7, 8, 9, 13</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Automate 10 At-Risk indicators in Student Plus to effectively provide immediate identification of At-Risk students and implement intervention strategies Multiple Measures DEMO CCNA SAA Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: eSchools attendance rosters Summative: 10% decrease in student failure and retention rates Staff Responsible for Monitoring: Principal Assistant Principal Data Entry Clerk Administrator for Special Programs/State Compensatory 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 9, 10, 11, 12, 13, 14 - Student Learning 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 18, 19 - School Processes & Programs 5, 8, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21 - Perceptions 2, 4, 6, 7, 8, 9, 13	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
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 Multiple Measures DEMO CCNA SAA Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: eSchools Plus Rosters Summative: STAAR results, TELPAS scores, Benchmark results, TPRI results, Progress reports, Report cards, reading tests Staff Responsible for Monitoring: Principal Assistant Principal Data Entry Clerk Administrator for Special Programs/State Compensatory 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 3, 4, 7, 9, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 11, 13, 14, 15, 16, 17, 18, 19 - School Processes & Programs 2, 3, 4, 5, 8, 10, 12, 15, 16, 17, 18, 19, 20 - Perceptions 2, 4, 6, 7, 8, 9, 10, 13	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 10 Details	Reviews			
Strategy 10: Cromack Elementary will support drop-out prevention efforts by participating in the Walk for the Future movement to recruit students. Milestone's/Strategy's Expected Results/Impact: Formative: eSchools Plus Rosters Summative: STAAR results, TELPAS scores, Benchmark results, TPRI results, Progress reports, Report cards, reading tests Staff Responsible for Monitoring: Principal Assistant Principal Data Entry Clerk Administrator for Special Programs/State Compensatory 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 4, 6, 7, 9, 10, 11, 12 - Student Learning 2, 3, 4, 5, 6, 7, 9, 11, 14, 15, 19 - School Processes & Programs 2, 6, 8, 9, 10, 12, 15, 16, 17, 18, 19, 20 - Perceptions 1, 2, 4, 6, 7, 8, 9, 10, 11, 13 Funding Sources: Incentives - 162 State Compensatory - 162-61-6399-00-102-Y30-000-Y - \$0	Formative			Summative
	Oct	Jan	Mar	June
	✗	✗	✗	✗
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Need Statements:

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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.

Need Statement 10: 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: 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.

Perceptions

Need Statement 13: 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.

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





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





Targeted or ESF High Priority


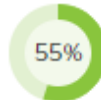






HB3 Goal

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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: School nurse will provide general health care to students while on campus. Multiple Measures-SPP CCNA SAA Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: Budget/purchase orders Summative: Observation/Checklist Sign In/Out Sheets and Distribution of Materials Staff Responsible for Monitoring: Campus Counselors Parental Involvement Campus Personnel Campus Administration 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 12 - Student Learning 7, 15, 19 - School Processes & Programs 2, 6, 7, 8, 20 - Perceptions 9, 10, 11, 12, 13 Funding Sources: nursing supplies - 211 Title I-A - 211-33-6399-00-102-Y-30-0F2-Y - \$500, General Supplies - 199 Local funds - 199-33-6399-00-102-Y-99-000-Y - \$300	Formative			Summative
	Oct	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>Multiple Measures-SPP CCNA SAA Need 3</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: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2, 3, 4, 7, 10, 11, 12, 14 - Student Learning 2, 3, 4, 5, 6, 7, 9, 13, 14, 15, 18, 19 - School Processes & Programs 2, 5, 6, 8, 10, 14, 15, 16, 17, 18, 19, 20 - Perceptions 2, 6, 7, 8, 9, 10, 11, 13</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
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. Multiple Measures-SPP CCNA SAA Need 3 Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, Tejas Lee/TPRI/CP-M BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades; Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI, Tejas LEE, CP-M, IEPs, School Health Index; FitnessGram Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Teachers 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: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2, 3, 4, 7, 11, 12 - Student Learning 6, 7, 9, 13, 14, 15, 19 - School Processes & Programs 2, 6, 8, 10, 14, 19, 20 - Perceptions 2, 6, 8, 9, 10, 11, 13 Funding Sources: PE supplies - 199 Local funds - 199-11-6399-51-102-Y-11-000-Y - \$600		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 3 Need Statements:

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

Demographics

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.

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.

Need Statement 14: 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.

Student Learning

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

Need Statement 3: 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: 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: 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.

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 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.

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.

Need Statement 15: 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 18: 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: 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

Need Statement 2: 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.

School Processes & Programs

Need Statement 5: 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: 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: 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: 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 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 14: Implementation of a solid accelerated instructional program **Data Analysis/Root Cause:** Teachers are in need of curricular and instructional support.

Need Statement 15: 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: Improvement of passing rates on STAAR **Data Analysis/Root Cause:** Students are unable to attain passing rates on STAAR.

Need Statement 17: 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: 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 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 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.

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.

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Perceptions

Need Statement 10: 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: 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: 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: 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.

State Compensatory

Budget for Cromack Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-102-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$6,398.00
162-11-6118-00-102-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$65,549.00
6100 Subtotal:		\$71,947.00
6200 Professional and Contracted Services		
162-11-6299-00-102-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$1,200.00
6200 Subtotal:		\$1,200.00
6300 Supplies and Services		
162-11-6396-00-102-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$3,500.00
162-13-6299-00-102-Y-30-000-Y	6399 General Supplies	\$1,500.00
6300 Subtotal:		\$5,000.00

Personnel for Cromack Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
N/A	PK4 Teachers	State Compensatory Teachers	1.5
N/A	Dean of Instruction	State Compensatory Programs	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 2019 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 16, 2019 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 August 29, 2019. 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 2020, 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 throughout the 2020-2021 (September 29, 2020, March 25, 2020, and May 18, 2021) year 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 and can be orally translated 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, 2020) 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, 2020. 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. 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 Meetings were held on September 18, 2020 and January 22, 2020.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Cavazos	Nurse	ESEA Title I-A	1.0
A. Lozano	Federal Program Computer Aide	ESEA Title I-A	1.0
E. Garcia	PK3 Teacher	ESEA Title I-A	1.0
H. Gutierrez	Library Aide	ESEA Title I-A	1.0
J. Estrada	Title I-A Pre-Kinder 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

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
199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Contracted Services	199-23-6249-00-102-Y-99-000-Y	\$0.00
1	1	3	Library supplies	199-12-6399-00-102-Y-99-000-Y	\$300.00
1	1	3	Reading Materials	199-12-6329-00-102-Y-99-000-Y	\$0.00
1	1	5	General supplies	199-11-6399-00-102-Y-11-000-Y	\$0.00
1	1	5	Copy Paper	199-11-6396-00-102-Y-11-000-Y	\$2,000.00
1	1	5	General Supplies	199-23-6399-00-102-Y-99-000-Y	\$800.00
1	1	5	General Supplies-GT	199-11-6399-00-102-Y-21-000-Y	\$0.00
1	1	8	Transportation	199-11-6494-00-102-Y-11-000-Y	\$4,200.00
1	1	8	Transportation	199-36-6494-00-102-Y-99-000-Y	\$300.00
1	1	8	Meals/Entrance Fees	199-11-6412-00-102-Y-11-000-Y	\$6,100.00
1	4	3	General Supplies-Art	199-11-6399-50-102-Y-11-000-Y	\$0.00
1	4	4	General Supplies-Music	199-11-6399-57-102-Y-11-000-Y	\$0.00
1	4	9	Travel & Subsistence Students	199-36-6412-00-102-Y-99-000-Y	\$300.00
1	4	9	Extra Duty Pay	199-23-6121-08-102-Y-99-0-00-Y	\$53.00
2	1	2	Extra Duty Pay-Overtime	199-51-6121-47-102-Y-99-0-00-Y	\$50.00
2	1	2	Campus custodial supplies	199-51-6315-00-102--Y-99-000-Y	\$3,000.00
2	1	2	Custodial supplies	199-51-6399-00-102--Y-99-000-Y	\$550.00
2	1	2	General Supplies	199-51-6399-44-102--Y-99-000-Y	\$1,500.00
2	1	2	Supplies Operational	199-51-6319-00-102--Y-99-000-Y	\$0.00
3	2	1	Teacher Incentives/Awards	199-23-6498-00-102-Y-99-000-Y	\$1,000.00
5	1	1	General Supplies	199-31-6399-65-102-Y-99-000-Y	\$200.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	Awards	199-31-6498-00-102-Y-99-000-Y	\$0.00
5	1	3	Awards	199-36-6498-00-102-Y-99-000-Y	\$0.00
6	1	3	Media/Printing	199-23-6399-16-102-Y-99-000-Y	\$0.00
7	1	1	snacks/refreshments`-Misc Operating Costs	199-13-6499-53-102-Y-99-000-Y-	\$1,000.00
7	1	1	Employee Travel	199-23-6411-00-102-Y-99-0-00-Y	\$3,000.00
7	1	4	Substitutes	199-11-6112-18-102-Y-11-000-Y	\$0.00
7	1	7	Supplies	199-23-6398-65-102-Y-99-000-Y	\$0.00
8	1	2	General Supplies	199-11-6399-62-102-Y-11-000-Y	\$2,900.00
8	1	3	General Supplies	199-23-6399-65-102-Y-99-000-Y	\$1,110.00
9	1	4	Awards	199-11-6498-00-102-Y-11-000-Y	\$0.00
9	2	2	General Supplies	199-31-6399-00-102-Y-99-032-Y	\$0.00
9	2	2	Travel	199-31-6411-23-102-Y-99-032-Y	\$0.00
9	3	1	General Supplies	199-33-6399-00-102-Y-99-000-Y	\$300.00
9	3	3	PE supplies	199-11-6399-51-102-Y-11-000-Y	\$600.00
Sub-Total					\$29,263.00
Budgeted Fund Source Amount					\$29,263.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Equipment under \$5000	162-11-6398-62-102-Y-30-000-Y	\$16,300.00
1	1	1	General Supplies	162-11-6399-00-102-Y-30-000-Y	\$20,000.00
1	1	5	Copy Paper	162-11-6396-00-102-Y30-000-Y	\$5,000.00
1	1	17	Professional Extra Duty Pay	162-11-6118-00-102-Y-24-SSI	\$6,454.00
1	1	17	Professional Extra Duty Pay	162-11-6118-00-102-Y-30-000	\$85,000.00
1	2	2	PK4 Teacher Salary	162-11-6119-00-102-Y34-000-Y	\$0.00
7	1	8	Dean of Instruction-Salary	162-13-6119-00-102-Y-30-000-Y-99-856	\$0.00
8	1	3	Contracted Services	162-11-6299-62-102-Y-30-000-Y	\$9,000.00
8	1	3	General Supplies	162-13-6399-65-102-y-30-000-Y	\$3,000.00
8	1	6	Internet Drops Cable	162-11-6399-62-102-Y-30-000-Y	\$2,000.00
9	2	10	Incentives	162-61-6399-00-102-Y30-000-Y	\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$146,754.00
Budgeted Fund Source Amount					\$144,754.00
+/- Difference					-\$2,000.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources	163-11-6399-00-102-Y-25-000-	\$0.00
1	1	4	LPAC documentation, substitutes	163-11-6112-00-102-Y-000-Y	\$0.00
7	1	1	Employee Travel	163-13-6411-00-102-Y-25-000-Y	\$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	\$1,530.00
1	1	1	Supplies	166-11-6399-00-102-Y-23-0P2-Y	\$300.00
5	1	3	BI Awards	166-11-6498-00-102-Y-23-OP2-Y	\$1,470.00
8	1	2	Toner	166-11-6399-62-102-Y-23-000-YY	\$1,500.00
Sub-Total					\$4,800.00

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$4,800.00
+/- Difference					\$0.00
197 Projects--TRE/Library					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- 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	211-11-6249-62-102-Y-30-0F2-Y	\$0.00
1	1	1	Supplies and Materials--iPads/Google Chromebooks	211-11-6398-62-102-Y-30-0F2-Y	\$24,020.00
1	1	1	Software	211-11-6395-62-102-Y-30-0F2-Y	\$4,000.00
1	1	2	Professional Extra Duty Pay-Certified	211-11-6118-00-102-Y-30-ASP-Y	\$30,772.00
1	1	2	Professional Extra Duty Pay-Classified	211-11-6121-00-102-Y-2-ASP-Y	\$0.00
1	1	2	Teacher Retirement/TRS Care	211-11-6146-00-102-Y-30-ASP-Y	\$2,748.00
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	\$72.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Social Security/Medicare	211-11-6141-00-102-Y-30-ASP-Y	\$446.00
1	1	2	Professional Extra Duty Pay	211-11-6118-00-102-Y-30-0F2-Y	\$15,000.00
1	1	2	Employee Benefits	211-11-6149-00-102-Y-30-ASP-Y	\$462.00
1	1	3	General Supplies	211-12-6399-62-102-Y-30-0F2-Y	\$800.00
1	1	5	General Supplies	211-12-6399-00-102-Y-30-0F2-Y	\$3,228.00
1	1	5	Copy Paper	211-12-6396-00-102-Y-30-0F2-Y	\$0.00
1	1	5	General Supplies	211-11-6399-00-102-Y-30-0F2-Y	\$15,000.00
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	\$400.00
6	1	6	Light refreshments and snacks	211-61-6499-53-102-Y-30-0F2-Y	\$1,350.00
6	1	6	Awards	211-61-6498-00-102-Y30-0F2-Y	\$350.00
7	1	1	Employee Travel	211-13-6411-00-102-Y-30-AYP-Y	\$3,000.00
9	1	4	Awards	211-11-6498-00-102-Y-30-0F2-Y	\$5,000.00
9	3	1	nursing supplies	211-33-6399-00-102-Y-30-0F2-Y	\$500.00
Sub-Total					\$124,898.00
Budgeted Fund Source Amount					\$124,898.00
+/- 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

224 Federal Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- 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	263-11-639-00-102-Y-25-000-Y	\$0.00
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					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- 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	\$6,200.00

276 Targeted Improvement School Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Software	276-11-6395-62-102-Y-99-TIC-Y \$140	\$140.00
1	1	5	General Supplies	276-11-6399-62-102-Y-99-TIC-Y	\$6,505.00
Sub-Total					\$12,845.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$12,845.00
289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$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
XXX Pending 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
Grand Total Budgeted					\$303,715.00
Grand Total Spent					\$318,560.00
+/- Difference					-\$14,845.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **CROMACK EL**

Campus Number: **031901102**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 581
 Grade Span: PK - 05
 School Type: Elementary

				African			American		Pacific	Two or	Special	Special	Continu-	Non-		EL	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously Enrolled	Continuously Enrolled	Econ Disadv	(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%	
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%	

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 581
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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%
		2018	50%	55%	49%	-	49%	-	-	-	-	16%	*	49%	50%	48%	48%
At Masters Grade Level		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%
At Meets Grade Level or Above		2019	38%	44%	26%	-	26%	-	-	-	-	5%	*	26%	22%	23%	15%
		2018	41%	45%	39%	-	38%	-	-	-	-	0%	*	41%	17%	37%	40%
At Masters Grade Level		2019	14%	15%	4%	-	4%	-	-	-	-	0%	*	4%	0%	3%	0%
		2018	13%	13%	13%	-	12%	-	-	-	-	0%	*	14%	0%	12%	16%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 581
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
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%
At Meets Grade Level or Above	2019	54%	55%	61%	-	61%	-	-	-	-	-	20%	*	61%	*	63%	63%
	2018	51%	51%	33%	-	33%	-	-	-	-	-	8%	-	34%	*	33%	36%
At Masters Grade Level	2019	25%	21%	22%	-	22%	-	-	-	-	-	10%	*	22%	*	25%	13%
	2018	23%	19%	7%	-	7%	-	-	-	-	-	0%	-	7%	*	8%	11%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 581
 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 (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously 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

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 581
 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)
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
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 581
 Grade Span: PK - 05
 (Current EL Students)

		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%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 581
 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)
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%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 581
 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													
2017-18	95.4%	95.4%	96.0%	-	95.9%	*	-	-	-	-	94.6%	95.9%	95.4%
2016-17	95.7%	95.8%	96.3%	-	96.3%	*	*	-	-	-	94.2%	96.3%	96.2%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 581
 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)
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 581
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,253	347,893
By Ethnicity:				
African American	-	-	4	43,502
Hispanic	-	-	3,215	173,272
White	-	-	25	107,052
American Indian	-	-	0	1,226
Asian	-	-	9	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	0	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	87	3,538
Foundation H.S. Program (No Endorsement)	-	-	113	49,432
Foundation H.S. Program (Endorsement)	-	-	110	16,542
Foundation H.S. Program (DLA)	-	-	2,882	272,526
Special Education Graduates	-	-	286	25,962
Economically Disadvantaged Graduates	-	-	3,134	166,956
LEP Graduates	-	-	405	21,359
At-Risk Graduates	-	-	1,769	144,805

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 581
 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)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 581
 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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 581
 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 581
 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)
2017 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
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
2018-19 Campus Other Postsecondary Indicators

Total Students: 581
 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													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 581
Grade Span: PK - 05
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	581	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	118	20.3%	8.0%	4.4%
Kindergarten	75	12.9%	5.9%	6.9%
Grade 1	95	16.4%	6.8%	7.1%
Grade 2	63	10.8%	6.6%	7.2%
Grade 3	70	12.0%	6.5%	7.3%
Grade 4	88	15.1%	6.9%	7.6%
Grade 5	72	12.4%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	569	97.9%	98.3%	52.6%
White	12	2.1%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	547	94.1%	88.5%	60.6%
Non-Educationally Disadvantaged	34	5.9%	11.5%	39.4%
Section 504 Students	34	5.9%	8.7%	6.5%
English Learners (EL)	332	57.1%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	25	4.3%	5.4%	3.6%
At-Risk	459	79.0%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	73			
By Type of Primary Disability				
Students with Intellectual Disabilities	40	54.8%	55.3%	42.4%
Students with Physical Disabilities	12	16.4%	11.5%	21.9%
Students with Autism	6	8.2%	12.2%	13.7%
Students with Behavioral Disabilities	15	20.5%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	87	19.0%	15.0%	15.4%

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 581
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	87	19.0%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	6.6%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	19.4%	10.7%	3.1%	40.0%	16.2%	5.5%
Grade 2	6.0%	5.9%	1.8%	7.1%	3.0%	2.3%
Grade 3	2.9%	3.0%	1.1%	6.3%	1.1%	0.9%
Grade 4	16.2%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	0.0%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.7	19.2	18.9
Grade 1	19.7	17.8	18.8
Grade 2	17.9	17.8	18.7
Grade 3	14.6	19.2	18.9
Grade 4	19.5	21.6	19.2
Grade 5	16.4	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 581
Grade Span: PK - 05
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	58.0	100.0%	100.0%	100.0%
Professional Staff:	45.0	77.6%	56.5%	64.1%
Teachers	37.1	64.0%	44.0%	49.8%
Professional Support	5.4	9.3%	9.5%	10.1%
Campus Administration (School Leadership)	2.5	4.3%	2.9%	3.0%
Educational Aides:	13.0	22.4%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	149.0	12,433.0
Part-time	1.0	n/a	11.0	1,097.0
Total Minority Staff:	57.0	98.3%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	36.1	97.3%	90.3%	27.7%
White	1.0	2.7%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	10.0	27.0%	32.0%	23.8%
Females	27.1	73.0%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	31.1	83.8%	79.4%	73.6%
Masters	6.0	16.2%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.7%	2.7%	7.0%
1-5 Years Experience	2.0	5.3%	14.3%	28.9%
6-10 Years Experience	7.0	18.9%	17.6%	19.0%
11-20 Years Experience	14.0	37.8%	39.3%	29.3%
Over 20 Years Experience	13.1	35.4%	26.0%	15.7%
Number of Students per Teacher	15.7	n/a	15.2	15.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 581
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	8.8	6.3
Average Years Experience of Principals with District	1.0	8.4	5.4
Average Years Experience of Assistant Principals	13.5	8.4	5.3
Average Years Experience of Assistant Principals with District	13.5	8.2	4.7
Average Years Experience of Teachers:	16.7	15.1	11.1
Average Years Experience of Teachers with District:	16.3	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$43,844	\$49,007	\$47,218
1-5 Years Experience	\$56,751	\$49,170	\$50,408
6-10 Years Experience	\$47,932	\$50,423	\$52,786
11-20 Years Experience	\$60,464	\$55,575	\$56,041
Over 20 Years Experience	\$61,840	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,940	\$55,810	\$54,122
Professional Support	\$54,866	\$67,073	\$64,069
Campus Administration (School Leadership)	\$77,196	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 581
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	332	57.1%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	47	8.1%	12.0%	8.1%
Special Education	73	12.6%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.9	5.2%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	29.9	80.6%	78.8%	71.4%
Special Education	4.4	11.8%	11.4%	9.1%
Other	0.9	2.4%	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.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

- b. Substantially disrupts the orderly operation of a class-room, 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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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**

Student Report

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.

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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	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.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	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.
Improper Conduct	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.
Confidentiality	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.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	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.

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.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: CROMACK EL

Campus ID: 031901102

District Name: BROWNSVILLE ISD

Print this report

Part (i): A clear and concise description of the State’s accountability system under subsection (c), including—

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^a Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status
e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State’s system for meaningfully differentiating all public schools in the State, including—
(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;
A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and
TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered “consistently underperforming.” Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.
(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.
Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.
Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and
[Comprehensive Support and Improvement Schools](#) , [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.
Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status.Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.
To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

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 2018-19 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)

		Afr						Amer		Pac		Two or	Econ	Non								Foster	
		State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All Students	75%	79%	73%	-	74%	*	-	-	-	-	72%	86%	29%	87%	64%	68%	78%	*	100%	-	-	
	CWD	49%	48%	29%	-	31%	*	-	-	-	-	29%	-	29%	-	15%	31%	*	-	*	-	-	
	CWOD	79%	85%	87%	-	87%	*	-	-	-	-	87%	86%	-	87%	84%	90%	85%	*	*	-	-	
	EL	69%	72%	64%	-	65%	*	-	-	-	-	64%	*	15%	84%	64%	50%	78%	*	*	-	-	
	Male	73%	78%	68%	-	70%	*	-	-	-	-	67%	*	31%	90%	50%	68%	-	*	*	-	-	
	Female	78%	81%	78%	-	78%	*	-	-	-	-	76%	*	*	85%	78%	-	78%	*	*	-	-	
Mathematics	All Students	78%	84%	79%	-	80%	*	-	-	-	-	77%	100%	29%	94%	76%	68%	89%	*	100%	-	-	
	CWD	52%	57%	29%	-	31%	*	-	-	-	-	29%	-	29%	-	23%	31%	*	-	*	-	-	
	CWOD	81%	89%	94%	-	94%	*	-	-	-	-	94%	100%	-	94%	97%	90%	97%	*	*	-	-	
	EL	75%	81%	76%	-	77%	*	-	-	-	-	74%	*	23%	97%	76%	59%	91%	*	*	-	-	
	Male	78%	84%	68%	-	70%	*	-	-	-	-	63%	*	31%	90%	59%	68%	-	*	*	-	-	
	Female	78%	85%	89%	-	89%	*	-	-	-	-	88%	*	*	97%	91%	-	89%	*	*	-	-	
Grade 4																							
Reading	All Students	74%	83%	72%	-	72%	-	-	-	-	-	70%	*	35%	83%	55%	70%	74%	80%	43%	-	-	
	CWD	44%	50%	35%	-	35%	-	-	-	-	-	32%	*	35%	-	27%	38%	29%	*	*	-	-	
	CWOD	78%	89%	83%	-	83%	-	-	-	-	-	82%	*	-	83%	70%	82%	84%	*	50%	-	-	
	EL	64%	72%	55%	-	55%	-	-	-	-	-	55%	-	27%	70%	55%	50%	60%	*	*	-	-	
	Male	71%	81%	70%	-	70%	-	-	-	-	-	67%	*	38%	82%	50%	70%	-	*	*	-	-	
	Female	77%	84%	74%	-	74%	-	-	-	-	-	74%	*	29%	84%	60%	-	74%	*	40%	-	-	
Mathematics	All Students	74%	82%	72%	-	72%	-	-	-	-	-	72%	*	35%	83%	61%	67%	77%	60%	71%	-	-	
	CWD	46%	53%	35%	-	35%	-	-	-	-	-	32%	*	35%	-	18%	46%	14%	*	*	-	-	
	CWOD	78%	87%	83%	-	83%	-	-	-	-	-	84%	*	-	83%	85%	76%	91%	*	67%	-	-	
	EL	69%	71%	61%	-	61%	-	-	-	-	-	61%	-	18%	85%	61%	56%	67%	*	*	-	-	
	Male	74%	81%	67%	-	67%	-	-	-	-	-	67%	*	46%	76%	56%	67%	-	*	*	-	-	
	Female	74%	82%	77%	-	77%	-	-	-	-	-	76%	*	14%	91%	67%	-	77%	*	80%	-	-	
Grade 5																							
Reading	All Students	86%	90%	90%	-	90%	-	-	-	-	-	91%	86%	46%	100%	72%	88%	93%	*	*	-	-	
	CWD	55%	60%	46%	-	46%	-	-	-	-	-	45%	*	46%	-	17%	50%	40%	-	*	-	-	
	CWOD	89%	96%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*	*	-	-	
	EL	77%	83%	72%	-	72%	-	-	-	-	-	76%	*	17%	100%	72%	82%	57%	-	*	-	-	
	Male	83%	89%	88%	-	88%	-	-	-	-	-	90%	*	50%	100%	82%	88%	-	*	*	-	-	
	Female	88%	92%	93%	-	93%	-	-	-	-	-	91%	100%	40%	100%	57%	-	93%	-	*	-	-	
Mathematics	All Students	89%	96%	93%	-	93%	-	-	-	-	-	92%	100%	62%	100%	83%	94%	93%	*	*	-	-	
	CWD	68%	81%	62%	-	62%	-	-	-	-	-	55%	*	62%	-	50%	75%	40%	-	*	-	-	
	CWOD	92%	98%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*	*	-	-	
	EL	85%	94%	83%	-	83%	-	-	-	-	-	82%	*	50%	100%	83%	100%	57%	-	*	-	-	
	Male	88%	95%	94%	-	94%	-	-	-	-	-	94%	*	75%	100%	100%	94%	-	*	*	-	-	
	Female	90%	97%	93%	-	93%	-	-	-	-	-	91%	100%	40%	100%	57%	-	93%	-	*	-	-	
Science	All Students	74%	83%	81%	-	81%	-	-	-	-	-	80%	86%	31%	92%	67%	81%	80%	*	*	-	-	
	CWD	45%	54%	31%	-	31%	-	-	-	-	-	27%	*	31%	-	17%	38%	20%	-	*	-	-	
	CWOD	77%	88%	92%	-	92%	-	-	-	-	-	91%	100%	-	92%	92%	96%	89%	*	*	-	-	
	EL	60%	71%	67%	-	67%	-	-	-	-	-	65%	*	17%	92%	67%	73%	57%	-	*	-	-	
	Male	74%	83%	81%	-	81%	-	-	-	-	-	81%	*	38%	96%	73%	81%	-	*	*	-	-	
	Female	73%	83%	80%	-	80%	-	-	-	-	-	80%	83%	20%	89%	57%	-	80%	-	*	-	-	

STAAR Percent at Meets Grade Level or Above

Grade 3																						
Reading	All	44%	46%	35%	-	36%	*	-	-	-	-	30%	86%	6%	44%	33%	35%	35%	*	40%	-	-
	Students																					
	CWD	26%	25%	6%	-	6%	*	-	-	-	-	6%	-	6%	-	8%	8%	*	-	*	-	-
	CWOD	46%	49%	44%	-	45%	*	-	-	-	-	38%	86%	-	44%	44%	52%	39%	*	*	-	-
	EL	35%	32%	33%	-	35%	*	-	-	-	-	31%	*	8%	44%	33%	32%	35%	*	*	-	-
	Male	41%	44%	35%	-	36%	*	-	-	-	-	30%	*	8%	52%	32%	35%	-	*	*	-	-
	Female	47%	47%	35%	-	36%	*	-	-	-	-	29%	*	*	39%	35%	-	35%	*	*	-	-
Mathematics	All	48%	55%	45%	-	46%	*	-	-	-	-	39%	100%	0%	59%	44%	38%	51%	*	60%	-	-
	Students																					
	CWD	30%	30%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	50%	59%	59%	-	60%	*	-	-	-	-	53%	100%	-	59%	63%	62%	58%	*	*	-	-
	EL	41%	45%	44%	-	47%	*	-	-	-	-	40%	*	0%	63%	44%	32%	57%	*	*	-	-
	Male	49%	56%	38%	-	39%	*	-	-	-	-	30%	*	0%	62%	32%	38%	-	*	*	-	-
	Female	46%	53%	51%	-	53%	*	-	-	-	-	47%	*	*	58%	57%	-	51%	*	*	-	-
Grade 4																						
Reading	All	43%	51%	36%	-	36%	-	-	-	-	-	36%	*	10%	45%	23%	39%	33%	40%	0%	-	-
	Students																					
	CWD	24%	25%	10%	-	10%	-	-	-	-	-	11%	*	10%	-	0%	15%	0%	*	*	-	-
	CWOD	46%	55%	45%	-	45%	-	-	-	-	-	44%	*	-	45%	35%	48%	41%	*	0%	-	-
	EL	30%	33%	23%	-	23%	-	-	-	-	-	23%	-	0%	35%	23%	25%	20%	*	*	-	-
	Male	41%	51%	39%	-	39%	-	-	-	-	-	40%	*	15%	48%	25%	39%	-	*	*	-	-
	Female	46%	50%	33%	-	33%	-	-	-	-	-	32%	*	0%	41%	20%	-	33%	*	0%	-	-
Mathematics	All	46%	52%	28%	-	28%	-	-	-	-	-	27%	*	10%	34%	10%	33%	23%	40%	0%	-	-
	Students																					
	CWD	27%	28%	10%	-	10%	-	-	-	-	-	11%	*	10%	-	0%	15%	0%	*	*	-	-
	CWOD	49%	56%	34%	-	34%	-	-	-	-	-	32%	*	-	34%	15%	39%	28%	*	0%	-	-
	EL	39%	37%	10%	-	10%	-	-	-	-	-	10%	-	0%	15%	10%	19%	0%	*	*	-	-
	Male	48%	55%	33%	-	33%	-	-	-	-	-	33%	*	15%	39%	19%	33%	-	*	*	-	-
	Female	45%	49%	23%	-	23%	-	-	-	-	-	21%	*	0%	28%	0%	-	23%	*	0%	-	-
Grade 5																						
Reading	All	53%	56%	47%	-	47%	-	-	-	-	-	48%	29%	0%	57%	44%	41%	51%	*	*	-	-
	Students																					
	CWD	27%	28%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	56%	61%	57%	-	57%	-	-	-	-	-	58%	40%	-	57%	67%	54%	58%	*	*	-	-
	EL	36%	37%	44%	-	44%	-	-	-	-	-	47%	*	0%	67%	44%	36%	57%	-	*	-	-
	Male	50%	53%	41%	-	41%	-	-	-	-	-	42%	*	0%	54%	36%	41%	-	*	*	-	-
	Female	56%	58%	51%	-	51%	-	-	-	-	-	54%	33%	0%	58%	57%	-	51%	-	*	-	-
Mathematics	All	57%	69%	64%	-	64%	-	-	-	-	-	64%	71%	8%	77%	33%	59%	68%	*	*	-	-
	Students																					
	CWD	31%	40%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	0%	0%	20%	-	*	-	-
	CWOD	60%	75%	77%	-	77%	-	-	-	-	-	75%	100%	-	77%	50%	79%	75%	*	*	-	-
	EL	46%	55%	33%	-	33%	-	-	-	-	-	35%	*	0%	50%	33%	36%	29%	-	*	-	-
	Male	56%	68%	59%	-	59%	-	-	-	-	-	61%	*	0%	79%	36%	59%	-	*	*	-	-
	Female	57%	71%	68%	-	68%	-	-	-	-	-	66%	83%	20%	75%	29%	-	68%	-	*	-	-
Science	All	48%	59%	59%	-	59%	-	-	-	-	-	61%	43%	15%	68%	56%	69%	51%	*	*	-	-
	Students																					
	CWD	27%	34%	15%	-	15%	-	-	-	-	-	18%	*	15%	-	0%	13%	20%	-	*	-	-
	CWOD	50%	63%	68%	-	68%	-	-	-	-	-	69%	60%	-	68%	83%	88%	56%	*	*	-	-
	EL	31%	44%	56%	-	56%	-	-	-	-	-	59%	*	0%	83%	56%	64%	43%	-	*	-	-
	Male	50%	62%	69%	-	69%	-	-	-	-	-	71%	*	13%	88%	64%	69%	-	*	*	-	-
	Female	45%	56%	51%	-	51%	-	-	-	-	-	51%	50%	20%	56%	43%	-	51%	-	*	-	-

STAAR Percent at Masters Grade Level

Grade 3																						
Reading	All	27%	25%	23%	-	23%	*	-	-	-	-	19%	57%	0%	30%	22%	26%	19%	*	40%	-	-
	Students																					
	CWD	10%	8%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	29%	28%	30%	-	30%	*	-	-	-	-	26%	57%	-	30%	31%	43%	21%	*	*	-	-
	EL	19%	14%	22%	-	23%	*	-	-	-	-	21%	*	0%	31%	22%	23%	22%	*	*	-	-
	Male	24%	23%	26%	-	27%	*	-	-	-	-	20%	*	0%	43%	23%	26%	-	*	*	-	-
	Female	29%	28%	19%	-	19%	*	-	-	-	-	18%	*	*	21%	22%	-	19%	*	*	-	-
Mathematics	All	24%	27%	13%	-	13%	*	-	-	-	-	9%	43%	0%	17%	7%	12%	14%	*	20%	-	-
	Students																					
	CWD	12%	13%	0%	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	*	-	*	-	-
	CWOD	25%	29%	17%	-	17%	*	-	-	-	-	13%	43%	-	17%	9%	19%	15%	*	*	-	-
	EL	18%	17%	7%	-	7%	*	-	-	-	-	5%	*	0%	9%	7%	5%	9%	*	*	-	-
	Male	26%	28%	12%	-	12%	*	-	-	-	-	7%	*	0%	19%	5%	12%	-	*	*	-	-
	Female	22%	25%	14%	-	14%	*	-	-	-	-	12%	*	*	15%	9%	-	14%	*	*	-	-
Grade 4																						
Reading	All	21%	23%	14%	-	14%	-	-	-	-	-	12%	*	5%	17%	0%	11%	18%	0%	0%	-	-
	Students																					
	CWD	8%	8%	5%	-	5%	-	-	-	-	-	5%	*	5%	-	0%	8%	0%	*	*	-	-
	CWOD	23%	25%	17%	-	17%	-	-	-	-	-	15%	*	-	17%	0%	12%	22%	*	0%	-	-
	EL	12%	10%	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	*	*	-	-
	Male	20%	22%	11%	-	11%	-	-	-	-	-	9%	*	8%	12%	0%	11%	-	*	*	-	-
	Female	23%	23%	18%	-	18%	-	-	-	-	-	16%	*	0%	22%	0%	-	18%	*	0%	-	-

Mathematics	All	27%	29%	15%	-	15%	-	-	-	-	-	14%	*	0%	20%	10%	17%	13%	40%	0%	-	-
	Students																					
	CWD	13%	14%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*	*	-	-
	CWOD	29%	32%	20%	-	20%	-	-	-	-	-	18%	*	-	20%	15%	24%	16%	*	0%	-	-
	EL	20%	18%	10%	-	10%	-	-	-	-	-	10%	-	0%	15%	10%	19%	0%	*	*	-	-
	Male	29%	33%	17%	-	17%	-	-	-	-	-	16%	*	0%	24%	19%	17%	-	*	*	-	-
	Female	25%	26%	13%	-	13%	-	-	-	-	-	11%	*	0%	16%	0%	-	13%	*	0%	-	-
Grade 5 Reading	All	29%	27%	29%	-	29%	-	-	-	-	-	30%	14%	0%	35%	33%	31%	27%	*	*	-	-
	Students																					
	CWD	9%	9%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	31%	31%	35%	-	35%	-	-	-	-	-	36%	20%	-	35%	50%	42%	31%	*	*	-	-
	EL	14%	13%	33%	-	33%	-	-	-	-	-	35%	*	0%	50%	33%	36%	29%	-	*	-	-
	Male	26%	25%	31%	-	31%	-	-	-	-	-	32%	*	0%	42%	36%	31%	-	*	*	-	-
	Female	31%	30%	27%	-	27%	-	-	-	-	-	29%	17%	0%	31%	29%	-	27%	-	*	-	-
Mathematics	All	36%	45%	41%	-	41%	-	-	-	-	-	41%	43%	0%	50%	28%	50%	34%	*	*	-	-
	Students																					
	CWD	14%	19%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	*	-	-
	CWOD	38%	50%	50%	-	50%	-	-	-	-	-	49%	60%	-	50%	42%	67%	39%	*	*	-	-
	EL	24%	29%	28%	-	28%	-	-	-	-	-	29%	*	0%	42%	28%	36%	14%	-	*	-	-
	Male	36%	45%	50%	-	50%	-	-	-	-	-	52%	*	0%	67%	36%	50%	-	*	*	-	-
	Female	35%	45%	34%	-	34%	-	-	-	-	-	31%	50%	0%	39%	14%	-	34%	-	*	-	-
Science	All	23%	28%	22%	-	22%	-	-	-	-	-	24%	0%	8%	25%	6%	25%	20%	*	*	-	-
	Students																					
	CWD	11%	13%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	0%	0%	20%	-	*	-	-
	CWOD	25%	30%	25%	-	25%	-	-	-	-	-	27%	0%	-	25%	8%	33%	19%	*	*	-	-
	EL	11%	15%	6%	-	6%	-	-	-	-	-	6%	*	0%	8%	6%	9%	0%	-	*	-	-
	Male	25%	32%	25%	-	25%	-	-	-	-	-	26%	*	0%	33%	9%	25%	-	*	*	-	-
	Female	21%	24%	20%	-	20%	-	-	-	-	-	23%	0%	20%	19%	0%	-	20%	-	*	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades																						
All Subjects	All	77%	80%	80%	-	80%	*	-	-	-	-	79%	91%	37%	91%	67%	75%	84%	82%	82%	-	-
	Students																					
	CWD	46%	51%	37%	-	38%	*	-	-	-	-	34%	75%	37%	-	23%	42%	27%	*	86%	-	-
	CWOD	81%	85%	91%	-	91%	*	-	-	-	-	91%	94%	-	91%	89%	89%	92%	87%	81%	-	-
	EL	62%	65%	67%	-	68%	*	-	-	-	-	67%	78%	23%	89%	67%	63%	72%	83%	82%	-	-
	Male	74%	77%	75%	-	76%	*	-	-	-	-	75%	82%	42%	89%	63%	75%	-	100%	83%	-	-
	Female	80%	82%	84%	-	84%	*	-	-	-	-	82%	96%	27%	92%	72%	-	84%	63%	81%	-	-
Reading	All	73%	74%	78%	-	78%	*	-	-	-	-	77%	89%	36%	90%	63%	74%	82%	88%	73%	-	-
	Students																					
	CWD	39%	41%	36%	-	37%	*	-	-	-	-	34%	*	36%	-	20%	38%	31%	*	*	-	-
	CWOD	78%	80%	90%	-	90%	*	-	-	-	-	90%	93%	-	90%	83%	90%	90%	86%	75%	-	-
	EL	54%	55%	63%	-	63%	*	-	-	-	-	63%	*	20%	83%	63%	57%	69%	*	75%	-	-
	Male	69%	71%	74%	-	75%	*	-	-	-	-	74%	75%	38%	90%	57%	74%	-	*	80%	-	-
	Female	78%	78%	82%	-	82%	*	-	-	-	-	80%	100%	31%	90%	69%	-	82%	*	70%	-	-
Mathematics	All	81%	85%	81%	-	81%	*	-	-	-	-	80%	94%	40%	92%	72%	75%	86%	75%	87%	-	-
	Students																					
	CWD	53%	61%	40%	-	41%	*	-	-	-	-	36%	*	40%	-	27%	47%	25%	*	*	-	-
	CWOD	84%	89%	92%	-	92%	*	-	-	-	-	92%	93%	-	92%	94%	87%	96%	86%	83%	-	-
	EL	72%	78%	72%	-	73%	*	-	-	-	-	71%	*	27%	94%	72%	67%	78%	*	88%	-	-
	Male	79%	84%	75%	-	76%	*	-	-	-	-	74%	88%	47%	87%	67%	75%	-	*	80%	-	-
	Female	82%	86%	86%	-	86%	*	-	-	-	-	85%	100%	25%	96%	78%	-	86%	*	90%	-	-
Science	All	80%	83%	81%	-	81%	-	-	-	-	-	80%	86%	31%	92%	67%	81%	80%	*	*	-	-
	Students																					
	CWD	51%	55%	31%	-	31%	-	-	-	-	-	27%	*	31%	-	17%	38%	20%	-	*	-	-
	CWOD	84%	88%	92%	-	92%	-	-	-	-	-	91%	100%	-	92%	92%	96%	89%	*	*	-	-
	EL	61%	67%	67%	-	67%	-	-	-	-	-	65%	*	17%	92%	67%	73%	57%	-	*	-	-
	Male	79%	82%	81%	-	81%	-	-	-	-	-	81%	*	38%	96%	73%	81%	-	*	*	-	-
	Female	81%	84%	80%	-	80%	-	-	-	-	-	80%	83%	20%	89%	57%	-	80%	-	*	-	-

STAAR Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All	49%	51%	44%	-	45%	*	-	-	-	-	43%	63%	7%	55%	33%	44%	45%	47%	18%	-	-
	Students																					
	CWD	24%	26%	7%	-	7%	*	-	-	-	-	8%	0%	7%	-	2%	8%	5%	*	0%	-	-
	CWOD	52%	55%	55%	-	55%	*	-	-	-	-	52%	77%	-	55%	49%	59%	51%	53%	23%	-	-
	EL	29%	30%	33%	-	34%	*	-	-	-	-	32%	56%	2%	49%	33%	33%	34%	50%	29%	-	-
	Male	47%	50%	44%	-	44%	*	-	-	-	-	43%	53%	8%	59%	33%	44%	-	89%	8%	-	-
	Female	52%	53%	45%	-	45%	*	-	-	-	-	43%	69%	5%	51%	34%	-	45%	0%	24%	-	-
Reading	All	47%	46%	39%	-	40%	*	-	-	-	-	38%	56%	6%	49%	32%	38%	40%	50%	13%	-	-
	Students																					
	CWD	21%	21%	6%	-	6%	*	-	-	-	-	6%	*	6%	-	3%	9%	0%	*	*	-	-
	CWOD	50%	51%	49%	-	49%	*	-	-	-	-	47%	67%	-	49%	45%	51%	47%	57%	17%	-	-
	EL	23%	22%	32%	-	33%	*	-	-	-	-	31%	*	3%	45%	32%	31%	33%	*	25%	-	-
	Male	43%	43%	38%	-	39%	*	-	-	-	-	38%	50%	9%	51%	31%	38%	-	*	0%	-	-
	Female	51%	49%	40%	-	41%	*	-	-	-	-	38%	60%	0%	47%	33%	-	40%	*	20%	-	-
Mathematics	All Students	51%	56%	45%	-	45%	*	-	-	-	-	42%	78%	6%	56%	31%	42%	48%	38%	20%	-	-

STAAR Percent at Masters Grade Level

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

'-' Indicates zero observations reported for this group.

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 2018-19 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	78	-	78	-	-	-	-	-	77	63	68
CWD	63	-	63	-	-	-	-	-	58	63	46
CWOD	82	-	82	-	-	-	-	-	82	-	79
EL	68	-	68	-	-	-	-	-	67	46	68
Male	78	-	78	-	-	-	-	-	76	62	74
Female	79	-	79	-	-	-	-	-	78	64	63
Mathematics											
All Students	73	-	73	-	-	-	-	-	73	70	68
CWD	70	-	70	-	-	-	-	-	67	70	57
CWOD	74	-	74	-	-	-	-	-	74	-	75
EL	68	-	68	-	-	-	-	-	67	57	68
Male	75	-	75	-	-	-	-	-	75	74	79
Female	72	-	72	-	-	-	-	-	71	64	58

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- '^' Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.
(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
260	49	19%

'^' Indicates data reporting does not meet for Minimum Size.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	49	-	49	*	-	-	-	-	48	15	38
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates there are no students in the group.

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)	36%
Target Met	Y
Interim Goals (2023-2027)	38%
Target Met	N
Interim Goals (2028-2032)	40%
Target Met	N
Long-Term Goals	40%
Target Met	N

Federal Graduation Status[^][illegible]

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Blank cells above represent student group indicators that do not meet the minimum size criteria.

Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

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)

[illegible]

	Female	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	*
	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Non-Participation Rate																	
All Subjects	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%
Reading	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
***	Indicates results are masked due to small numbers to protect student confidentiality.																
---	Indicates zero observations reported for this group.																

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 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)