

CROMACK ELEMENTARY SCHOOL 2022 TARGETED IMPROVEMENT PLAN

**Presentation for the Board Public
Hearing on December 13, 2022**

Interim Principal: Maricela Guerra

DCSI: Roni Louise Rentfro, Ed. D.

Assistant Superintendent: Alma Cardenas Rubio

Campus Leadership Team

Dr. Cynthia Lopez, Dean

Norma Gonzales, Counselor

Maria Robles, 3rd Grade Lead Teacher

Elda Rodriguez, 4th Grade Lead Teacher

Grace Salguero, 5th Grade Lead Teacher

Julia Hernandez, Special Education Resource Teacher



CROMACK ELEMENTARY ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Accountability Ratings Overall Summary
CROMACK EL (031901102) - BROWNSVILLE ISD - CAMERON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		80	B
Student Achievement		60	Not Rated: Senate Bill 1365
STAAR Performance	35	60	
College, Career and Military Readiness			
Graduation Rate			
School Progress		83	B
Academic Growth	77	83	B
Relative Performance (Eco Dis: 99.4%)	35	69	Not Rated: Senate Bill 1365
Closing the Gaps	56	72	C

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Cromack Elementary received an overall letter grade of “B” based on the significant academic growth of their students during the 2021-2022 School year. The overall goal is to increase performance to improve to an “A” for 2022-2023.

CROMACK ELEMENTARY ACCOUNTABILITY RATINGS

Texas Education Agency
2022 Identification of Schools for Improvement
CROMACK EL (031901102) - BROWNSVILLE ISD - CAMERON COUNTY

This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) ⁺	Special Ed (Current)
Count of Indicators Missed for Three Consecutive Years*										
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.										
	-	0	-	-	-	-	-	0	0	3
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading Target	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%
2018	-	38%	-	-	-	-	-	36%	36%	3%
2019	-	41%	-	-	-	-	-	39%	40%	5%
2022	-	29%	-	-	-	-	-	29%	26%	9%
Mathematics Target	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%
2018	-	49%	-	-	-	-	-	48%	48%	16%
2019	-	46%	-	-	-	-	-	43%	42%	7%
2022	-	31%	-	-	-	-	-	30%	28%	9%
Growth (Academic Growth)										
Reading Target	62	65	69	67	77	67	68	64	64	59
2018	-	74	-	-	-	-	-	74	74	48
2019	-	79	-	-	-	-	-	78	73	63
2022	-	75	-	-	-	-	-	75	77	72
Mathematics Target	67	69	74	71	86	74	73	68	68	61
2018	-	78	-	-	-	-	-	79	77	69
2019	-	73	-	-	-	-	-	73	70	69
2022	-	80	-	-	-	-	-	80	81	59
Student Success (Student Achievement Domain Score (STAAR Component Only))										
Target	36	41	58	46	73	48	55	38	37	23
2018	-	45	-	-	-	-	-	44	44	13
2019	-	47	-	-	-	-	-	46	44	14
2022	-	35	-	-	-	-	-	35	33	15

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

* Student groups must meet the minimum size requirements in order to be considered when evaluating for targeted support and improvement identification.

Cromack Elementary was identified as a Targeted Support School for 2022 and is required to present this plan at a Public Hearing prior to board approval and submission of the plan to TEA.

EFFECTIVE SCHOOL FRAMEWORK FOCUS AREAS AND ANNUAL GOALS

ESF Focus Areas:

5.1 Effective classroom routines and instructional strategies..

5.3 Data-driven instruction.

Annual Goals:

Domain I: Increase Student Achievement performance to achieve a rating of a “C” by raising the scale score from at 60 to at least a 70.

Domain II: Increase Academic Growth (2A) from an 83 to a 90 to achieve an “A” rating and improve Relative Performance from a 69 to an 80 to achieve a “B” rating.

Domain III: Increase performance of subpopulations to raise the scale score from a 72 to at least an 80 to achieve at least a “B” rating.

DESIRED ANNUAL OUTCOMES

- ❑ **EA 4.1: By the end of the 2022-2023 academic year, 100% of campus leadership team will establish effective systems and processes to provide feedback to teachers on use of high quality instructional materials. This will be evidenced by at least 90% (9 out of 10) 3rd-5th grade teachers receiving feedback on lesson plans and walkthroughs via Eduphoria Forethought and Strive. Lesson plans will be evaluated using the Cromack Lesson Plan Feedback Form to determine inclusion of key concepts, focus questions, resources and materials, subject matter text, and alignment to planning calendars and interim and formative assessments.**
- ❑ **EA 5.3: By the end of May 2023, the Cromack leadership team will conduct Professional Learning Community (PLC) sessions where at least 90% of 3rd - 5th grade teachers will analyze math and reading data after each checkpoint and/or benchmark exam and will formulate grade level instructional plans to target areas of deficiencies as evidenced by grade level action plan PLC checklists.**

CYCLE 1 (SEPT-NOV)⁶

EA 4.1 ACTION STEPS

Cycle 1 Desired 90-day Outcome	By the end of November 2022, 100% of third-fifth grade teachers will participate in a PLC session where high quality math and reading instructional resources are reviewed.
Action Step 1	By November 2022, 100% of campus leadership team will engage in ongoing training provided by VIP on developing lesson plans using high quality instructional materials.
Action Step 2	By November 2022, campus leadership team will meet with teachers on a weekly basis to engage in lesson planning process, review best practices, and collaborate on instructional strategies and resources to support student learning.
Action Step 3	By November 2022, teachers will incorporate the use of high quality instructional materials and formative assessments aligned to state standards in their lessons.
Action Step 4	By November 2022, the campus leadership team will devise a lesson plan checklist to ensure that instructional materials used in the classrooms include content specific texts and resources that target the needs of diverse learners and are aligned to formative assessments.

CYCLE 2 (DEC-FEB)⁷

EA 4.1 ACTION STEPS

Cycle 2 Desired 90-day Outcome	By the end of February, campus administration will have provided feedback regarding lesson plans and walkthroughs to at least 90 % of 3rd-5th grade teachers via Eduphoria Forethought and Strive to ensure plans include key concepts, focus questions, resources, educational technology integration in the content areas, materials, subject matter text, and alignment to planning calendars and interim and formative assessment every month.
Action Step 1	Campus leadership team will provide teachers with turnaround training on developing lesson plans using high quality instructional materials based on strategies learned by campus leadership from District Curriculum Specialist and Instruction Partners.
Action Step 2	Campus leadership team will meet with teachers on a monthly basis to engage in the lesson planning process, review best practices, and collaborate on instructional strategies and resources to support student learning.
Action Step 3	Campus Leadership team will be coached by District Curriculum Specialist and Instruction Partners to help teachers incorporate the use of high quality instructional materials, formative assessments, and corrective instruction that is aligned to state standards in their lessons.
Action Step 4	The campus leadership team will utilize a lesson plan checklist to review lesson plans to ensure that instructional materials used in the classrooms include content specific texts and resources that target the needs of diverse learners and are aligned to formative assessments.

CYCLE 1 (SEPT-NOV)⁸

EA 5.3 ACTION STEPS

Cycle 1 Desired 90-day Outcome	By the end of November 2022, 100% of third-fifth grade teachers will participate in a PLC session where high quality math and reading instructional resources are reviewed.
Action Step 1	Campus leadership team will receive ongoing coaching and training from Instruction Partners to better assist teachers in analyzing student data and attend Region One trainings.
Action Step 2	Campus leadership team will provide training to lead teachers on data analysis protocols.
Action Step 3	Teachers will participate in data desegregation sessions using uniform data analysis protocols to review student progress on reading and math formative assessments.
Action Step 4	By November 2022, campus leadership team will engage in data analysis meetings with 95% of students in grades 3-5 to review their progress on math and reading formative assessments and establish performance goals for upcoming assessments.

CYCLE 2 (DEC-FEB)

EA 5.3 ACTION STEPS

Cycle 2 Desired 90-day Outcome	By the end of February 2023, the Cromack leadership team will conduct PLC sessions where at least 75% of 3rd - 5th grade teachers will analyze math and reading data after each checkpoint and/or benchmark exam and will formulate grade level instructional plans to target areas of deficiencies as evidenced by grade level action plan PLC checklists.
Action Step 1	The campus leadership team will participate in data informed coaching sessions that include how to provide evidenced based feedback to support teachers.
Action Step 2	The campus leadership team will meet with respective grade level teachers to discuss formative and interim student data, sound instructional methods, and probable modifications to instructional presentation/lesson delivery.
Action Step 3	Teachers will utilize data gleaned from reading and math formative assessments to identify the highest and lowest TEKS and plan to differentiate instruction to meet the needs of all learners.
Action Step 4	Teachers will create grade level instructional plans to target students' areas of deficiencies. To monitor student progress, all classrooms will display at minimum one visible, regularly updated, student progress tracker (fluency, test scores).

DISTRICT THEORY OF ACTION

❑ Essential Action 4.1

If the BISD DCSI and principal's supervisor provide coordination and support for the campus leadership team to gain access to services from district programs and the VIP, Instruction Partners, especially supporting the usage of HQIM with greater fidelity and consistency, then the campus should be able to achieve their annual goal and increase student performance.

❑ Essential Action 5.3

If the DCSI and principal's supervisor provide the campus leadership team with coordination with need curriculum program supports and access to formative assessment data in a timely manner, the CLT will be able to guide and support teachers to develop effective lessons that address student misconceptions and learning gaps so that students will all show progress on academic assessments.