Brownsville Independent School District

Cromack Elementary

2023-2024 Campus Improvement Plan

Mission Statement

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.

Table of Contents

Section 504/Dyslexia, Emergent Bilingual, At-RISK, GT) all students at Cromack Elementary will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3) A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes de Cromack Elementary permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)

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-four 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 508 and serves students in grades EE through 5th. According to the PEIMS Data Review of our campus profile, 88.2% of the student population is Hispanic and 97.0 % are identified as Economically Disadvantaged. Many of our students' families have lived in the neighborhood for multi-generations. With that said, 58.9% of our students are classified as English Learners and a majority are 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, and several opportunities for accelerated instruction via after school and Saturday tutorials. All students are motivated 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 57 total staff members including 44 professional staff, 35 teachers, 3 campus administrators, 2 counselors, 7 professional support staff, and 14 educational aides. The ethnicity of the Cromack Elementary School staff is comprised of 94.2% Hispanic and 5.8% White. The teaching staff is also 20% male and 80% female. The educational background of the staff at Cromack Elementary is comprised of the following degrees held: Bachelors (29); Masters (6); and Doctorate (1). On average, Cromack Elementary serves 16 students per teacher.

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

1. Care Partner Movement
2. After School Tutorial and Saturday Academy Tutorial Program
3. Cromack's Anti-Bullying Campaign
4. Cromack Student Council
5. Accelerated Reader

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, Student Council, 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 492 and serves students in grades EE through 5th. According to the PEIMS Data Review of our campus profile, 98.6% of the student population is Hispanic and 97.6 % are identified as Economically Disadvantaged. In addition, at Cromack Elementary School, 14.1% are considered special education; 6.4% are categorized as gifted and talented; and 81.8% are categorized as At-Risk. Many of our students are first generation Mexican immigrants, 53.9% are classified as English Language Learners and a majority is English/Spanish bilingual. The current staff at Cromack Elementary School is comprised of 55 professional staff, 42 teachers, 3 campus administrators, 2 counselors, 4 professional support staff, and 12 educational aides. The ethnicity of the Cromack Elementary School staff is comprised of 97.4% Hispanic and 2.6% White. The teaching staff is also 25.2% male and 74.8% female. The educational background of the staff at Cromack Elementary is comprised of the following degrees held: Bachelors (29); Masters (6); and Doctorate (1).

Demographics Strengths

Demographic Strengths:

1. Low mobility rate
2. High retention rate

Need Statements Identifying Demographics Needs

Need Statement 1 (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 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

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' perfomance 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 assessements. 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 2021 (Source: TAPR)

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

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
						STAAR Performance Rates by Tested Grade, Subject, and Performance Level											
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	54%	**34%**	-	33%	*	-	-	-	-	18%	*	35%	20%	33%	31%
	2019	76%	80%	**73%**	-	73%	*	-	-	-	-	27%	-	73%	67%	71%	65%
At Meets Grade Level or Above	2021	39%	21%	**10%**	-	11%	*	-	-	-	-	6%	*	11%	0%	9%	7%
	2019	45%	46%	**33%**	-	34%	*	-	-	-	-	0%	-	35%	17%	27%	35%
At Masters Grade Level	2021	19%	7%	**1%**	-	2%	*	-	-	-	-	0%	*	2%	0%	2%	0%
	2019	27%	26%	**23%**	-	23%	*	-	-	-	-	0%	-	23%	17%	19%	24%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	40%	**28%**	-	29%	*	-	-	-	-	6%	*	29%	20%	27%	29%
	2019	79%	85%	**79%**	-	80%	*	-	-	-	-	27%	-	78%	83%	76%	78%
At Meets Grade Level or Above	2021	31%	13%	**6%**	-	6%	*	-	-	-	-	0%	*	6%	0%	5%	4%
	2019	49%	56%	**47%**	-	48%	*	-	-	-	-	0%	-	48%	33%	41%	52%
At Masters Grade Level	2021	14%	4%	1%	-	2%	*	-	-	-	-	0%	*	2%	0%	2%	2%

	Year																
At Masters Grade Level	2021	14%	4%	1%	-	2%	*	-	-	-	-	0%	*	2%	0%	2%	2%
	2019	25%	27%	14%	-	14%	*	-	-	-	-	0%	-	13%	17%	10%	13%

Grade 4 Reading

	Year																
At Approaches Grade Level or Above	2021	63%	55%	56%	-	56%						30%	-	61%	29%	56%	50%
	2019	75%	83%	74%	-	74%	-	-	-	-	-	37%	*	75%	67%	73%	71%
At Meets Grade Level or Above	2021	36%	27%	26%	-	26%	-	-	-	-	-	20%	-	25%	29%	26%	25%
	2019	44%	51%	38%	-	38%	-	-	-	-	-	11%	*	37%	44%	37%	31%
At Masters Grade Level	2021	17%	10%	12%	-	12%	-	-	-	-	-	0%	-	11%	14%	12%	14%
	2019	22%	23%	15%	-	15%	-	-	-	-	-	5%	*	14%	22%	13%	8%

Grade 4 Mathematics

	Year																
At Approaches Grade Level or Above	2021	59%	40%	32%	-	32%	-	-	-	-	-	10%	-	32%	29%	32%	32%
	2019	75%	82%	74%	-	74%	-	-	-	-	-	37%	*	77%	56%	74%	71%
At Meets Grade Level or Above	2021	36%	17%	7%	-	7%	-	-	-	-	-	0%	-	5%	14%	7%	8%
	2019	48%	53%	29%	-	29%	-	-	-	-	-	11%	*	29%	33%	28%	19%
At Masters Grade Level	2021	21%	8%	5%	-	5%	-	-	-	-	-	0%	-	3%	14%	5%	5%
	2019	28%	30%	16%	-	16%	-	-	-	-	-	0%	*	15%	22%	14%	10%

Grade 4 Writing

TEA | School Programs | Assessment and Reporting | Performance Reporting

Page 3 of 23

Cromack Elementary
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9 of 130

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

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

| | | | | | | | | Two | | | | Non- | | EB/EL (Current |

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Econ Disadv	& Monitored
At Meets Grade Level or Above	2021	41%	31%	11%	-	12%	0%	-	-	-	-	4%	*	11%	14%	11%	11%
	2019	50%	52%	43%		43%	*					7%	83%	44%	33%	41%	40%
At Masters Grade Level	2021	18%	11%	4%	-	4%	0%	-	-	-	-	0%	*	4%	8%	4%	5%
	2019	24%	23%	20%	-	20%	*					2%	33%	20%	19%	19%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	49%	-	50%	*	-	-	-	-	27%	*	51%	29%	48%	47%
	2019	75%	76%	80%	-	80%	*	-	-	-	-	36%	*	80%	72%	79%	74%
At Meets Grade Level or Above	2021	45%	38%	18%	-	18%	*	-	-	-	-	8%	*	17%	21%	17%	16%
	2019	48%	47%	40%	-	41%	*	-	-	-	-	5%	*	41%	33%	39%	40%
At Masters Grade Level	2021	18%	12%	6%	-	6%	*	-	-	-	-	0%	*	6%	7%	6%	7%
	2019	21%	18%	22%	-	23%	*	-	-	-	-	2%	*	22%	22%	21%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	31%	-	32%	*	-	-	-	-	13%	*	32%	29%	30%	33%
	2019	82%	86%	82%	-	82%	*	-	-	-	-	39%	*	83%	72%	81%	80%
At Meets Grade Level or Above	2021	37%	21%	7%	-	8%	*	-	-	-	-	0%	*	7%	7%	6%	7%
	2019	52%	57%	46%	-	46%	*	-	-	-	-	7%	*	47%	33%	43%	42%
At Masters Grade Level	2021	18%	7%	4%	-	4%	*	-	-	-	-	0%	*	3%	7%	3%	5%
	2019	26%	31%	23%	-	23%	*	-	-	-	-	0%	*	23%	22%	21%	20%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	37%	-	37%	-	-	-	-	-	0%	-	41%	14%	37%	41%
	2019	68%	76%	60%	-	60%	-	-	-	-	-	16%	*	62%	44%	59%	48%
At Meets Grade Level or Above	2021	30%	23%	15%	-	15%	-	-	-	-	-	0%	-	15%	14%	15%	18%
	2019	38%	44%	26%	-	26%	-	-	-	-	-	5%	*	26%	22%	23%	15%
At Masters Grade Level	2021	9%	5%	2%	-	2%	-	-	-	-	-	0%	-	0%	14%	2%	3%
	2019	14%	15%	4%	-	4%	-	-	-	-	-	0%	*	4%	0%	3%	0%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	30%	-	31%	*	-	-	-	-	10%	-	31%	*	27%	31%
	2019	81%	84%	85%	-	85%	-	-	-	-	-	40%	*	86%	*	85%	84%
At Meets Grade Level or Above	2021	44%	31%	2%	-	2%	*	-	-	-	-	10%	-	2%	*	2%	3%
	2019	54%	55%	61%	-	61%	-	-	-	-	-	20%	*	61%	*	63%	63%
At Masters Grade Level	2021	20%	10%	0%	-	0%	*	-	-	-	-	0%	-	0%	*	0%	0%
	2019	25%	21%	22%	-	22%	-	-	-	-	-	10%	*	22%	*	25%	13%

Student Learning Strengths

Findings/Analysis Results: The following strengths and needs were identified after all findings were analyzed in June 2022 by the SBDM Committee.

Student Academic Achievement Strengths:

1. Opportunities for involvement in extracurricular activities to develop awareness in community issues to make connections to classroom experiences are provided.

2. Surpassed district's expectations on TELPAS
3. Teachers maintain portfolios to reflect student performance
4. Students chart own progress on benchmark exams

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to improve student performance to increase Approaches, Meets and Masters achievement rates.   **Data Analysis/Root Cause:** Overall STAAR performance dropped for 2023 in both achievement and growth.

Need Statement 2 (Prioritized): The performance rate for Emergent Bilingual students 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 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: 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.

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 2022 to determine the areas of strength and deficiencies at Cromack Elementary. Three distinct surveys were disseminated to teachers, parents, and students in an effort to obtain their respective views regarding campus programs and initiatives.

School Processes & Programs Strengths

Findings/Analysis Results: The following strengths/needs were identified after all findings were analyzed in May 2022 by the SBDM Committee.

School Processes and Programs Strengths:

1. Sustainability of TLI program
2. Bilingual Education/ELPS
3. Grade Level Collaboration
4. Vertical alignment
5. RTI Implementation
6. Extended Day Program
7. Consinent 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 (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 2 (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 3 (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 4 (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 5 (Prioritized): Purchase and replacement of Instructional technology, instructional materials, and supplies to improve the overall student achievement.   **Data Analysis/Root Cause:** Our current inventory indicates obsolete materials and technology that should be replaced.

Need Statement 6: 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 7 (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.

Perceptions

Perceptions Summary

A campus needs assessment was conducted in Spring 2022 to determine the areas of strength and deficiencies at Cromack Elementary. Three distinct surveys were disseminated to teachers, parents, and students in an effort to obtain their respective views regarding campus programs and initiatives. The results of the surveys indicate that:

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

Perceptions Strengths

Findings/Analysis Results: The following strengths and needs were identified after all findings were analyzed in May 2022 by the SBDM Committee.

Perceptions Strengths:

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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): 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 2 (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

Priority Need Statements

Need Statement 1: Improvement of student assessment scores in the areas of reading, math, writing, and science

Data Analysis/Root Cause 1: 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 1 Areas: Demographics - Student Learning

Need Statement 2: The performance rate for Emergent Bilingual students in grades 3-5 was below the federal performance target of 91% in the area of reading.

Data Analysis/Root Cause 2: Teachers needed additional training in the reading content and sheltered instruction strategies to meet the needs of struggling learners.

Need Statement 2 Areas: Student Learning

Need Statement 3: More support in meeting academic, social, emotional, and physical needs of students of all backgrounds and demographics

Data Analysis/Root Cause 3: Review of discipline data supports the need to provide more support to students of different backgrounds.

Need Statement 3 Areas: School Processes & Programs

Need Statement 4: Need to improve student performance to increase Approaches, Meets and Masters achievement rates.

Data Analysis/Root Cause 4: Overall STAAR performance dropped for 2023 in both achievement and growth.

Need Statement 4 Areas: Student Learning

Need Statement 5: 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 5: Teachers are in need of sustained professional development that revolves around the improvement of pedagogy, curriculum, and instruction.

Need Statement 5 Areas: School Processes & Programs

Need Statement 6: Redesigned master schedule to incorporate additional learning time to supplement instruction

Data Analysis/Root Cause 6: Teachers and students can benefit from the extra instructional/remediation time to be incorporated during the school year.

Need Statement 6 Areas: School Processes & Programs

Need Statement 7: Inclusion of all student populations in student-led, school sponsored activities

Data Analysis/Root Cause 7: The number of student led activities needs to increase at Cromack Elementary.

Need Statement 7 Areas: Perceptions

Need Statement 8: Increase in student attendance and participation rates

Data Analysis/Root Cause 8: 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 Areas: Demographics

Need Statement 9: Purchase and replacement of Instructional technology, instructional materials, and supplies to improve the overall student achievement.

Data Analysis/Root Cause 9: Our current inventory indicates obsolete materials and technology that should be replaced.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: 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 10: Additional supplies are needed to support instruction and the overall academic program at Cromack.

Need Statement 10 Areas: School Processes & Programs

Need Statement 11: Improved facilities to accommodate all students effectively

Data Analysis/Root Cause 11: Cromack is an older campus and is in need of facility repairs and updates.

Need Statement 11 Areas: School Processes & Programs

Need Statement 12: Increase in attendance at parent awareness meetings

Data Analysis/Root Cause 12: Low parent attendance rate at parent meetings; minimal parental involvement with school activities

Need Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

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

Performance Objective 1: Cromack Elementary student performance for all students, all grades, all subjects will exceed 2022 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points. Kindergarten, first, and second grade student achievement data will increase on level performance by 3% on the mCLASS (kindergarten) and TPRI/TEJAS LEE (first & second grades).

El rendimiento escolar de los estudiantes de la Primaria Cromack, para todos los estudiantes, de todos los grados, todas las materias superara el porcentaje de STAAR 2022 Cumple con el nivel de grado y el rendimiento de nivel de grado de STAAR Masters en lectura, escritura, matematicas, ciencias y estudios sociales en 3 puntos porcentuales. Los datos de rendimiento de los estudiantes de jardin de infantes, primer y segundo grado aumentaran en el rendimiento de nivel en un 3% en mCLASS (jardin de infantes) y TPRI / TEJAS LEE (primer y segundo grados).

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** STAAR/EOC performance reports; mCLASS reports; TPRI/TEJAS LEE

Strategy 1 Details	Reviews			
Strategy 1: Utilize research based instructional resources and supplies such as iPads, laptops, (such as STAAR resource materials, district approved software, including Imagine Language and Literacy for K-5 and Writable for 3-5 and other varied instructional strategies) and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 1: Utilize research based instructional resources and supplies such as iPads, laptops, (such as STAAR resource materials, district approved software, including Imagine Language and Literacy for K-5 and Writable for 3-5 and other varied instructional strategies) and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national).

Utilizar recursos instructivos basados en investigacion y suministros como el iPads, computadoras portatiles (como materiales de recursos STAAR, software aprobado por el distrito y estrategias instructivas) e intervenciones especificas para garantizar que todos los estudiantes esten preparados para cumplir con las demandas de las evaluaciones estandarizadas (local, estatal, nacional).

Milestone's/Strategy's Expected Results/Impact: Formative:
Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades

Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI/Tejas Lee/ CPALLS

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023

Funding Sources: Instructional Resources - 163 State Bilingual - 163-11-6399-00-102-Y-25-000-Y, Contracted Service - 211 Title I-A - 211-11-6249-62-102-Y-30-0F2-Y, Supplies and Materials--iPads/Google Chromebooks - 211 Title I-A - 211-11-6398-62-102-Y-30-0F2-Y, Contracted Services - 199 Local funds - 199-23-6249-00-102-Y-99-000-Y, Special Education-General Supplies - 166 State Special Ed. - 166-11-6399-00-102-Y-23-0P4-Y, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-102-Y-25-000-Y, Software - 263 Title III-A Bilingual - 263-11-6395-00-102-Y-25-000-Y, Software - 211 Title I-A - 211-11-6395-62-102-Y-30-0F2-Y, General Supplies - 162 State Compensatory - 162-11-6399-00-102-Y-30-000-Y, Equipment under $5000 - 162 State Compensatory - 162-11-6398-62-102-Y-30-000-Y, Supplies - 166 State Special Ed. - 166-11-6399-00-102-Y-23-0P2-Y, Miscellaneous contracted services-software - 162 State Compensatory - 162-11-6299-62-102-Y-30-000-Y, General Supplies - 199 Local funds - 199-11-6399-16-102-Y-11-000-Y, Part-time help/substitutes - 282 ESSER III Grant Funds - 282-11-6126-00-102-Y-23-JST-1, Supplies & Materials Software - 282 ESSER III Grant Funds - 282-11-6395--62-102-Y-99-OES-1, Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-102-Y-24-0CG-1 - $8,500, General Supplies - 211 Title I-A - 211-12-6399-00-102-Y-30-0F2-Y

Strategy 2 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	May

Proporcionar instruccion acelerada para todos los estudiantes, incluidos, entre otros, aquellos inscritos en el Programa de jornada escolar prolongada, identificados como que necesitan intervencion / remediacion academica en todas las areas basicas, como aquellos estudiantes clasificados como en riesgo, bilingues, educacion especial y dislexicos.

Milestone's/Strategy's Expected Results/Impact: Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, Lexia & Teach Town usage reports, grades

Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, STAAR

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I:
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 7, 2023 - **End Date:** June 7, 2024

Funding Sources: Professional Extra Duty Pay-Certified - 211 Title I-A - 211-11-6118-00-102-Y-30-ASP-Y, Professional Extra Duty Pay-Classified - 211 Title I-A - 211-11-6121-00-102-Y-2-ASP-Y, Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-102-Y-30-0F2-Y, Social Security/Medicare - 211 Title I-A - 211-11-6141-18-102-Y-30-ASP-Y, Teacher Retirement/TRS Care - 211 Title I-A - 211-11-6146-00-102-Y-30-ASP-Y , Employee Benefits - 211 Title I-A - 211-11-6148-00-102-Y-30-ASP-Y, Employee Benefits - 211 Title I-A - 211-11-6145-18-102-Y-30-ASP-Y, Salary Wages for Substitute Teachers - 211 Title I-A - 211-11-6112-18-102-Y-30-0F2-Y, Professional Extra Duty Pay - 282 ESSER III Grant Funds - 282-11-6118-00-102-Y-23-JST-1, Closing Gap-Professional Extra Duty Pay - 282 ESSER III Grant Funds - 282-11-6118-00-102-Y-24-0CG-1, Closing Gap-Transportation - 282 ESSER III Grant Funds - 282-11-6494-00-102-Y-24-0CG-1, Professional Extra Duty Pay - 282 ESSER III Grant Funds - 282-11-6118-00-102-Y-24-0CG-1 - $40,000, Transportation - 282 ESSER III Grant Funds - 282-61-6494-00-102-Y-99-PFS-1

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El programa de Lector Acelerado continuara en los grados 1-5 y Educacion Especial, por lo tanto, se compraran libros, suministros y materiales adicionales de la biblioteca para complementar el programa. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, SELP,SSLP, TPRI/Tejas Lee/CPALLS, IEPs, STAAR test results, **Staff Responsible for Monitoring:** Librarian Principal **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:** July 21, 2021 - **End Date:** June 13, 2023 **Funding Sources:** Library supplies - 199 Local funds - 199-12-6399-00-102-Y-99-000-Y, General Supplies - 211 Title I-A - 211-12-6399-62-102-Y-30-0F2-Y				

Strategy 4 Details	Reviews			
Strategy 4: Bilingual LPAC: LPAC meetings will be scheduled to review students' academic needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
LPAC bilingue: Se programaran reuniones de LPAC para revisar las necesidades academicas de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS, , BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, PreLas/LAS, TPRI/Tejas Lee/CPALLS, IEPs STAAR test results, **Staff Responsible for Monitoring:** Principal Asst Principal **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** LPAC documentation, substitutes - 163 State Bilingual - 163-11-6112-00-102-Y-25-000-Y, Substitutes - 263 Title III-A Bilingual - 263-11-6112-00-102-Y-25-000-Y				

Strategy 5 Details	Reviews			
	Formative			**Summative**
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).	**Oct**	**Jan**	**Mar**	**May**

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).

Con el fin de mejorar las estrategias de instruccion en el aula, el dinero se utilizara para comprar suministros y materiales. (Ejemplo: otros insumos, impresion de media center, cuadernos de trabajo, cds, televisores, materiales necesarios para realizar practicas instructivas).

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

Title I:
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:** July 21, 2022 - **End Date:** June 13, 2023

Funding Sources: General Supplies - 211 Title I-A - 211-12-6399-00-102-Y-30-0F2-Y, Copy Paper - 211 Title I-A - 211-12-6396-00-102-Y-30-0F2-Y, General supplies - 199 Local funds - 199-11-6399-00-102-Y-11-000-Y, Copy Paper - 199 Local funds - 199-11-6396-00-102-Y-11-000-Y, General Supplies - 199 Local funds - 199-23-6399-00-102-Y-99-000-Y, Copy Paper - 162 State Compensatory - 162-11-6396-00-102-Y30-000-Y, General Supplies - 211 Title I-A - 211-11-6399-00-102-Y-30-0F2-Y, General Supplies-GT - 199 Local funds - 199-11-6399-00-102-Y-21-000-Y, General Supplies - 199 Local funds - 199-23-6399-65-102-Y-99-0-00-Y, General Supplies - 199 Local funds - 199-23-6399-16-102-Y-99-0-00-Y, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-102-Y-25-000-Y, General Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-102-Y-24-0CG-2

Strategy 6 Details	Reviews			
	Formative			**Summative**
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.	**Oct**	**Jan**	**Mar**	**May**

Establecer puntos de contacto para todas las areas de contenido: artes del lenguaje, matematicas, ciencias y estudios sociales para garantizar que se mantenga la comunicacion entre el distrito y el campus para reforzar la ensenanza y el aprendizaje.
 	
Multiple Measure-SPP
CCNA SAA Need 1
    Milestone's/Strategy's Expected Results/Impact: Formative:
    Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;
 	
    Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, PreLas/LAS, TPRI, TPRI/Tejas Lee/CPALLS, IEPs
    Staff Responsible for Monitoring: 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:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 7 Details	Reviews			
Strategy 7: 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)	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
Los estudiantes participaran en una variedad de actividades que incluyen recitar el juramento, pensamiento del dia, eventos comunitarios, excursiones, actividades extracurriculares y grupos civicos para promover la ciudadania. (SG 4, Obj. 2)				

Milestone's/Strategy's Expected Results/Impact: Formative:
Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades;

Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS,TPRI/Tejas Lee/CPALLS, IEPs

Staff Responsible for Monitoring: Principal
PK-5th Teachers

Title I:
2.4
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023

Funding Sources: Transportation - 199 Local funds - 199-11-6494-00-102-Y-11-000-Y, Transportation - 199 Local funds - 199-36-6494-00-102-Y-99-000-Y, Meals/Entrance Fees - 199 Local funds - 199-11-6412-00-102-Y-11-000-Y

Strategy 8 Details	Reviews			
Strategy 8: Co-planning will take place between dyslexia, special education, and regular education teachers to monitor and evaluate student progress.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
La co-planificacion se llevara a cabo entre los maestros de dislexia, educacion especial y educacion regular para monitorear y evaluar el progreso de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Observations, Walkthroughs, IEPs. Weekly tests, Unit Assessments; Co-Planning documentation Summative: ARD Minutes, STAAR scores, Benchmarks, Increase in Commended Performance **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: 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.	**Oct**	**Jan**	**Mar**	**May**

Strategy 9 Details	Reviews			
Strategy 9: Utilize instructional technology by modeling within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, laptops, tablets, projectors, Elmos, document cameras, whiteboards, instructional software) in order to differentiate instruction, reinforce district-mandated curriculum, and meet accommodations. Utilizar tecnologia de instruccion modelando dentro del contexto de instruccion en areas del plan de estudios basico mediante el uso de una variedad de equipos tecnologicos (laboratorios de computacion, computadoras portatiles, tabletas, proyectores, Elmos, camaras de documentos, pizarrones, software de instruccion) para diferenciar la instruccion, reforzar el distrito- plan de estudios obligatorio y cumplir con las adaptaciones. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades; Summative: State Assessment Results, TAPR report, CIP, report cards, TTPRI/Tejas Lee/CPALLS, IEPs **Staff Responsible for Monitoring:** Principal Dean of Instruction **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 10 Details	Reviews			
Strategy 10: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Los programas federales financiaran a maestros y paraprofesionales altamente calificados para complementar las posiciones asignadas en el campus para que las necesidades de los estudiantes de bajo rendimiento puedan satisfacerse mediante la instruccion individualizada y en grupos pequenos. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades; Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs **Staff Responsible for Monitoring:** Special Programs Director Principal **TEA Priorities:** Recruit, support, retain teachers and principals - - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 11 Details	Reviews			
Strategy 11: Special Programs will fund the following activities and personnel under Title II-A:	**Formative**			**Summative**
Class size reduction teachers (CSR) Professional Development Stipends for teachers in certified areas of need.	**Oct**	**Jan**	**Mar**	**May**
Los Programas Especiales financiaran las siguientes actividades y personal bajo el Titulo II-A: Maestros de reduccion de tamano de clase (CSR) Desarrollo profesional Estipendios para maestros en areas de necesidad certificadas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades; Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs **Staff Responsible for Monitoring:** Special Programs Director Principal **TEA Priorities:** Recruit, support, retain teachers and principals - - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 12 Details	Reviews			
Strategy 12: Students in grades 1-5 & Special Ed. will be administered 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. Para los estudiantes en los grados 1-5 y Educacion Especial. se administraran las evaluaciones del area de contenido al final de cada periodo de calificaciones. Los datos se desagregaran despues de que se envien los resultados; Se proporcionara remediacion segun sea necesario. Los maestros participaran en los procesos de toma de decisiones para la evaluacion de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades; Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools - - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 13 Details	Reviews			
Strategy 13: Fluency Testing will be administered to K-5 grade students in order to monitor accuracy, rate of reading, and fluency. Fluency Goals will be made for every child every six weeks. Teachers will be involved in the decision making processes for student assessment. Las pruebas de fluidez se administraran a los estudiantes de los grados K-5 con el fin de monitorear la precision, el indice de lectura y la fluidez. Se estableceran metas de fluidez para cada nino cada seis semanas. Los maestros participaran en los procesos de toma de decisiones para la evaluacion de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades; Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Build a foundation of reading and math - - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 14 Details	Reviews			
Strategy 14: 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.	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
Se asignara un maestro certificado al laboratorio de computacion de ciencias de quinto grado. El maestro del laboratorio de ciencias proporcionara instruccion cientifica practica a todas las clases de quinto grado ademas de la instruccion cientifica proporcionada en el salon de clases regular. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, Three Cheers for PK progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades; Summative: State Assessment Results, TAPR report, CIP, report cards, mCLASS, TELPAS, TPRI/Tejas Lee/ CPALLS, IEPs **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2021 - **End Date:** June 13, 2023 **Funding Sources:** Technology - 281 ESSER II Grant Funds - 281-11-6398-62-102-Y-24-0CG-2, Furniture - 281 ESSER II Grant Funds - 281-11-6399-45-102-Y-24-0CG-2, Supplies - 281 ESSER II Grant Funds - 281-11-6399-00-102-Y-24-0CG-2, Supplies - 281 ESSER II Grant Funds - 281-11-6399-00-102-Y24-0CG2				

Strategy 15 Details	Reviews			
Strategy 15: Provide career investigation opportunities through the hands-on technology lab, with the support of the Extended Day Program.	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
Brindar oportunidades de investigacion de carreras a traves del laboratorio de tecnologia practica, con el apoyo del Programa de Dia Extendido. **Milestone's/Strategy's Expected Results/Impact:** Formative: Classroom Observations Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/ CPALLS **Staff Responsible for Monitoring:** Principal 21st Century Coordinator **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 16 Details	Reviews			
Strategy 16: Students will be provided additional support for academic success through: -Before and after school tutoring -Summer school -Small group tutoring -Mentoring -Extended Day Program Los estudiantes recibiran apoyo adicional para el exito academico a traves de: -Tutoria antes y despues de la escuela -Escuela de Verano -Tutoria en grupos pequenos -Tutoria -Programa de dia extendido	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS				
Staff Responsible for Monitoring: Principal Dean of Instruction				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments - **Targeted Support Strategy** - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-102-Y-24-SSI-Y, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-102-Y-30-000-Y				

Strategy 17 Details	Reviews			
Strategy 17: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 17: Develop plan for maximizing academic preparation for college for all students including incentive program, Extended Day Program, that will motivate students for college and career readiness. College readiness standards will be implemented into the instructional program.

Desarrollar un plan para maximizar la preparacion academica para la universidad para todos los estudiantes, incluido el programa de incentivos, el Programa de jornada escolar prolongada, que motivara a los estudiantes para la preparacion universitaria y profesional. Los estandares de preparacion universitaria se implementaran en el programa de instruccion.

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, mCLASS, TPRI/Tejas Lee/ CPALLS, transcripts
Staff Responsible for Monitoring: Principal
21st Century Coordinator

TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
 - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023

Strategy 18 Details	Reviews			
Strategy 18: Students will be encouraged to select middle school courses that are geared towards college preparation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 18: Students will be encouraged to select middle school courses that are geared towards college preparation.

Se alentara a los estudiantes a seleccionar cursos de la escuela intermedia que esten orientados a la preparacion universitaria.

Milestone's/Strategy's Expected Results/Impact: Formative: Counseling logs

Summative: Middle school choice slips
Staff Responsible for Monitoring: Principal
Counselor

TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
 - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023

Strategy 19 Details	Reviews			
Strategy 19: The daily schedule for paraprofessional positions funded by the bilingual department will be reviewed and monitored to ensure compliance with the policies and procedures set forth by the funding source. El programa diario para los puestos de paraprofesionales financiados por el departamento bilingue sera revisado y monitoreado para asegurar el cumplimiento de las politicas y procedimientos establecidos por la fuente de financiamiento.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Timesheets Employee schedule **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 20 Details	Reviews			
Strategy 20: To monitor student progress in reading, mCLASS, TPRI/Tejas Lee/CPALLS assessments will be administered in grades EE-2nd, at the beginning of year (BOY), middle of year (MOY), and end of year (EOY). Progress monitoring will take place every two weeks. Para monitorear el progreso del estudiante en lectura, las evaluaciones mCLASS, TPRI / Tejas Lee / CPALLS se administraran en los grados EE-2do, al comienzo del ano (BOY), a la mitad del ano (MOY) y al final del ano (EOY). El seguimiento del progreso se llevara a cabo cada dos semanas.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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, mCLASS, TPRI/Tejas Lee/CPALLS **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 21 Details	Reviews			
Strategy 21: All certified teachers will meet at least once a week to work collaboratively to plan grade appropriate, TEKS-based lessons and activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Todos los maestros certificados se reuniran al menos una vez a la semana para trabajar en colaboracion para planificar lecciones y actividades apropiadas para el grado, basadas en TEKS. **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, mCLASS, TPRI/Tejas Lee/ CPALLS, Grade Level Meeting Minutes **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 22 Details	Reviews			
Strategy 22: To increase vocabulary development, promote effective reading comprehension, and improve STAAR passing scores in all tested areas, teachers in grades EE-5 will incorporate the TLI routines and strategies (TTT, CPQ, MIP, and Frayer Model for academic vocabulary) into their lessons. Para aumentar el desarrollo del vocabulario, promover la comprension de lectura efectiva y mejorar los puntajes de aprobacion STAAR en todas las areas evaluadas, los maestros en los grados EE-5 incorporaran las rutinas y estrategias de TLI (TTT, CPQ, MIP y Frayer Model para vocabulario academico) en sus lecciones. .	Formative			Summative
	Oct	Jan	Mar	May
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, mCLASS, TPRI/Tejas Lee/ CPALLS, Grade Level Meeting Minutes **Staff Responsible for Monitoring:** Principal Dean of Instruction **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 23 Details	Reviews			
Strategy 23: First grade students will be screened at the middle of the year and kindergarten students will be screened at the end of the year for potential at-risk for dyslexia and related disorders in accordance with HB1886.	Formative			Summative
	Oct	Jan	Mar	May
Los estudiantes de primer grado seran evaluados a la mitad del ano y los estudiantes de jardin de infantes seran evaluados al final del ano por posible riesgo de dislexia y trastornos relacionados de acuerdo con HB1886. **Milestone's/Strategy's Expected Results/Impact:** Formative: Classroom Observations lesson plans TPRI/TEJAS LEE/mCLASS Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS **Staff Responsible for Monitoring:** 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:** July 21, 2022 - **End Date:** June 13, 2023				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

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

Performance Objective 2: Cromack Elementary School early childhood performance will increase by 3 percentage points over end-of-year 2022 results.

El desempeno en la primera infancia de la Escuela Primaria Cromack aumentara en 3 puntos porcentuales con respecto a los resultados de fin de ano 2022.

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** TPRI, Tejas Lee, CPALLS, mCLASS

Strategy 1 Details	Reviews			
Strategy 1:	**Formative**			**Summative**
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:	**Oct**	**Jan**	**Mar**	**May**
Highly qualified teachers and paraprofessionals research-based professional development Teacher stipends Supplies/materials/equipment. El dinero local financiara el siguiente personal, actividades y herramientas educativas para implementar el Programa de Tres Anos (PK-3) en un esfuerzo por promover la alfabetizacion temprana y expandir el programa: Maestros y paraprofesionales altamente calificados desarrollo profesional basado en la investigacion Estipendios para maestros Suministros / materiales / equipos.				
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 **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Stipends - 211 Title I-A - 211-11-6117-00-102-Y-30-3YR-Y, Social Security - 211 Title I-A - 211-11-6141-00-102-Y-30-3YR-Y, Unemployment Compensation - 211 Title I-A - 211-11-6145-00-102-Y-30-3YR-Y , Teacher Retirement - 211 Title I-A - 211-11-6146-00-102-Y-30-3YR-Y, Employee Benefits - 211 Title I-A - 211-11-6149-00-102-Y-30-3YR-Y, - 211 Title I-A				

Strategy 2 Details	Reviews			
Strategy 2: The Pre-K program will be provided the full day in order to better prepare qualified students academically.	**Formative**			**Summative**
El programa de Pre-K se proporcionara el dia completo para preparar mejor a los estudiantes calificados academicamente.	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Walk-Thru, Writing Samples daily work samples CPALLS (BOY & MOY) Summative: CPALLS (EOY) **Staff Responsible for Monitoring:** 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:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
Se llevara a cabo una orientacion para ayudar en la transicion de Head Start a Cromack Elementary para ninos en edad preescolar y para estudiantes de quinto grado salientes para ayudar en la transicion a la escuela secundaria.	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative; Classroom visitations Summative: Increase in enrollment for Prekindergarten and 6th grade. **Staff Responsible for Monitoring:** Principal Counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

0% No Progress   100% Accomplished   Continue/Modify   ✗ Discontinue

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

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

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

El 80% de los estudiantes migrantes estaran al nivel de grado dentro de 2 anos y el 70% estara en el nivel de grado Cumple para todas las evaluaciones STAAR.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Los ninos migrantes de tres anos identificados tendran la oportunidad de inscribirse en el Programa para ninos de tres anos de la Parte A del Titulo I (PK-3) para que reciban la misma experiencia educativa que los estudiantes no migrantes. **Milestone's/Strategy's Expected Results/Impact:** Increase enrollment into 3 year old program **Staff Responsible for Monitoring:** Principal Asst Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** (MI) Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 2 Details	Reviews			
Strategy 2: The academic progress of 1st grade students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.	Formative			Summative
	Oct	Jan	Mar	May
El progreso academico de los estudiantes de 1er grado sera monitoreado para asegurar la finalizacion exitosa del nivel de grado y, en ultima instancia, asegurar la promocion al 2do grado. **Milestone's/Strategy's Expected Results/Impact:** No 1st grader retained **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** (MI) Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 3 Details	Reviews			
Strategy 3: 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.	Formative			Summative
	Oct	Jan	Mar	May
Los estudiantes migrantes de PFS recibiran servicios de apoyo suplementarios antes que otros estudiantes migrantes para garantizar que se aborden los requisitos delineados por la Seccion 1304 (d) de NCLB. **Milestone's/Strategy's Expected Results/Impact:** Review of NGS PFS Report **Staff Responsible for Monitoring:** Principal Asst Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** (MI) Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 4 Details	Reviews			
Strategy 4: 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.	Formative			Summative
	Oct	Jan	Mar	May
Los padres de estudiantes migrantes de PK, Kinder, 1er y 2do grado recibiran sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva. **Milestone's/Strategy's Expected Results/Impact:** Academic success for all PK-2nd grade students EOY Promotion Rate **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Population:** (MI) Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 5 Details	Reviews			
Strategy 5: 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.	Formative			Summative
	Oct	Jan	Mar	May
Los estudiantes migrantes de primaria tendran la misma oportunidad de asistir a los programas de la escuela de verano del distrito escolar para garantizar la promocion si es necesario o para participar en el programa de enriquecimiento para migrantes de verano. Los estudiantes migrantes recibiran apoyo suplementario adicional por parte del campus respectivo para abordar las necesidades academicas y de asistencia y promover una participacion social positiva. **Milestone's/Strategy's Expected Results/Impact:** Increased promotion rates and test performance **Staff Responsible for Monitoring:** Principal Migrant Director **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Population:** (MI) Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 6 Details	Reviews			
Strategy 6: Extended day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. Instructional supplies will be provided to students for tutorial. Se puede llevar a cabo una sesion de tutoria de dia extendido para estudiantes migrantes en las escuelas primarias donde existe una necesidad documentada de apoyo academico suplementario en las materias basicas para garantizar que los estudiantes migrantes tengan la misma oportunidad de enfrentar desafios academicos que los estudiantes no migrantes. Se proporcionaran utiles de instruccion a los estudiantes para la tutoria. **Milestone's/Strategy's Expected Results/Impact:** Increase promotion rates % test performance **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Population:** (MI) Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 7 Details	Reviews			
Strategy 7: In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, el personal docente y administrativo del campus de BISD recibira la informacion adecuada sobre los migrantes para que se brinden intervenciones oportunas y adecuadas a los estudiantes migrantes. **Milestone's/Strategy's Expected Results/Impact:** Timely placement into interventions **Staff Responsible for Monitoring:** Principal Migrant Director **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Population:** (MI) Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 8 Details	Reviews			
Strategy 8: 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.	Formative			Summative
	Oct	Jan	Mar	May
Se utilizara una encuesta para evaluar la efectividad del Programa de Educacion Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes inmigrantes. **Milestone's/Strategy's Expected Results/Impact:** Increase on-time grade level promotion **Staff Responsible for Monitoring:** Principal Migrant Director **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Population:** (MI) Students **- Start Date:** July 21, 2022 **- End Date:** June 13, 2023				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 3% over 2021-2022 participation.

Aumentar el numero de estudiantes en programas cocurriculares y extracurriculares que avanzan en matematicas, ciencias, estudios sociales, ELA, bellas artes y programas CTE en un 3% con respecto a la participacion de 2021-2022.

High Priority

HB3 Goal

Evaluation Data Sources: Regional and state competition participation numbers

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.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Desarrollar el pensamiento critico y las habilidades multitarea, la creatividad, el trabajo en equipo y el caracter participando en concursos de UIL, concursos de TMEA, concursos que no son de UIL, exposiciones, eventos del distrito / comunidad y actuaciones publicas. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO Sign-in sheets, agendas, mCLASS, TPRI/TEJAS LEE, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023					

Strategy 2 Details	Reviews			
Strategy 2: Increase vertically aligned course offerings in grades EE-5 and all instructional materials needed to ensure equitable access for all students to promote college readiness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Aumentar la oferta de cursos alineados verticalmente en los grados EE-5 y todos los materiales educativos necesarios para garantizar un acceso equitativo para todos los estudiantes para promover la preparacion universitaria. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs **Staff Responsible for Monitoring:** Principal C&I 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:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 3 Details	Reviews			
Strategy 3: The EE-5th grade student will express ideas through original artwork using a variety of media with appropriate skill.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El estudiante de EE-5o grado expresara ideas a traves de obras de arte originales utilizando una variedad de medios con la habilidad adecuada. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 4 Details	Reviews			
Strategy 4: The EE-5th grade student will describe and analyze musical sound and demonstrate musical artistry. El estudiante de EE-5o grado describira y analizara el sonido musical y demostrara el arte musical.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 5 Details	Reviews			
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. Los estudiantes exploraran varias opciones de carrera a traves del Dia de la carrera para estudiantes de tercer a quinto grado, Presentaciones de consejeria de carrera para iniciativas de exploracion de carrera de dia extendido y de jardin de infantes	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations Benchmark testing Fluency Monitoring Summative: STAAR, TELPAS, report cards, student participation rates, TAPR report, mCLASS, TPRI/Tejas Lee/CPALLS **Staff Responsible for Monitoring:** Principal Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 6 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Proporcionar desarrollo profesional continuo y sostenido para maestros de bellas artes en un esfuerzo por desarrollar habilidades de pensamiento critico y apoyar las materias del area de contenido para mejorar la fluidez, comprension y aritmetica para todos los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs **Staff Responsible for Monitoring:** Principal BISD Curriculum Department **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 7 Details	Reviews			
Strategy 7: Science Fair Sponsors and Coordinators will be provided with training to promote participation at the campus and district level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and College/Career readiness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Los patrocinadores y coordinadores de la feria de ciencias recibiran capacitacion para promover la participacion en el nivel del campus y distrito al aumentar la conciencia de los estudiantes sobre los conceptos de ciencia, tecnologia, ingenieria y matematicas, creando un camino para STEM y la preparacion universitaria / profesional. **Milestone's/Strategy's Expected Results/Impact:** Number of campus entries, district entries, Regional and State Entries **Staff Responsible for Monitoring:** BISD Curriculum Department Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Population:** Grades 3-12 teachers and students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 8 Details	Reviews			
Strategy 8: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development to promote participation in Chess and UIL Academics. Las habilidades de resolucion de problemas, la originalidad y la creatividad de los estudiantes seran alentadas a traves de su participacion en los programas del distrito. Los maestros, patrocinadores y entrenadores recibiran desarrollo profesional para promover la participacion en Ajedrez y Academicos UIL. **Milestone's/Strategy's Expected Results/Impact:** Formative: Training agendas and flyers PDS attendance and evaluation reports Summative: Chess- 10% increase in student participation at the district, regional, state and national level. UIL Academics - 10% increase in student participation at the district and state level. **Staff Responsible for Monitoring:** BISD Curriculum Department Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Population:** Grades K-12 teachers and students (especially G/T identified students) - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Travel & Subsistence Students - 199 Local funds - 199-36-6412-00-102-Y-99-000-Y, Extra Duty Pay - 199 Local funds - 199-23-6121-08-102-Y-99-0-00-Y	Formative			Summative
	Oct	Jan	Mar	May

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Cromack Elementary will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

La Primaria Cromack asegurara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y energeticamente eficientes para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Objetivo del tablero 2)

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

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

High Priority

HB3 Goal

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

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Evaluar y recomendar las actualizaciones necesarias para las instalaciones y el equipo de instruccion para garantizar un entorno de instruccion apropiado y la seguridad de los estudiantes. **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:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Facilities construction or improvement - 282 ESSER III Grant Funds - 282-81-6629-00-102-Y-99-090-1, Miscellaneous operating costs - 282 ESSER III Grant Funds - 282-81-6499-53-102-Y-99-PFS-1				

Strategy 2 Details	Reviews			
Strategy 2: Custodial supplies will be utilized to maintain campus cleanliness and promote student safety and care.	Formative			Summative
	Oct	Jan	Mar	May
Se utilizaran suministros de conserjeria para mantener la limpieza del campus y promover la seguridad y el cuidado de los estudiantes.				
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 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:** July 21, 2022 - **End Date:** June 13, 2023				
Funding Sources: Campus custodial supplies - 199 Local funds - 199-51-6315-00-102--Y-99-121-Y, Custodial supplies - 199 Local funds - 199-51-6315-01-102-Y-98-121-Y, General Supplies - 199 Local funds - 199-51-6399-00-102--Y-99-000-Y, Supplies Operational - 199 Local funds - 199-51-6319-00-102--Y-99-000-Y, Extra Duty Pay-Overtime - 199 Local funds - 199-51-6121-47-102-Y-99-0-00-Y				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

La Primaria Cromack asegurara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Objetivo de la Junta 3) (TEA Capitulo 4, Obj. 6)

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

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

High Priority

HB3 Goal

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

Strategy 1 Details		Reviews			
Strategy 1: Cromack Elementary will effectively and efficiently use 100% of available budgeted funds based on the needs assessments.		**Formative**			**Summative**
		Oct	Jan	Mar	May
La Primaria Cromack utilizara eficaz y eficientemente el 100% de los fondos presupuestados disponibles segun las evaluaciones de necesidades. **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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** BISD Stakeholders - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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

La Primaria Cromack asegurara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Objetivo de la Junta 3) (TEA Capitulo 4, Obj. 6)

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
La Primaria Cromack implementara estrategias para mejorar el clima escolar y aumentar la retencion de maestros, tales como incentivos semanales para asistencia perfecta; estacionamiento designado como "Empleado de la semana"; golosinas para reuniones de nivel de grado; incentivos de reaccion productivas y productivas de PAWS. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs; Feedback from teachers Summative: Results of EOY Campus Needs Assessment **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Cromack Teachers - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Teacher Incentives/Awards - 199 Local funds - 199-23-6498-00-102-Y-99-000-Y				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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

La Primaria Cromack trabajara de cerca y en colaboracion con la Oficina de Informacion Publica del BISD para expandir las campanas de relaciones publicas / mercadeo para expandir aun mas los esfuerzos de inscripcion / reclutamiento / retencion de estudiantes. (Objetivo de la mesa directiva 4)

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

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

High Priority

HB3 Goal

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

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
La Primaria Cromack promovera su historia y origenes junto con los logros actuales semanalmente a traves del sitio web y los medios de comunicacion. **Milestone's/Strategy's Expected Results/Impact:** Formative: pictures on campus website Summative: digital folder of pictures **Staff Responsible for Monitoring:** Principal Assistant Principal Counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** BISD Stakeholders - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El campus designara un contacto de PIO para proporcionar articulos destacados, reconocimientos de estudiantes / padres / personal actuales y anteriores, actividades co- / extracurriculares y eventos para padres / comunidad. **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:** Principal Assistant Principal Counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** BISD Stakeholders - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 3 Details	Reviews			
Strategy 3: Campus will update website at least monthly including showcasing student and community activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El campus actualizara el sitio web al menos una vez al mes, incluyendo la exhibicion de actividades de los estudiantes y de la comunidad. **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:** Principal Assistant Principal Counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** BISD Stakeholders - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

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

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

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2022-2023 and will not be disproportionate for any population.

Las colocaciones disciplinarias para suspension dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuiran en un 5% para 2022-2023 y no seran desproporcionadas para ninguna poblacion.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	May
El director se asegurara de que los consejeros del campus proporcionen sesiones de asesoramiento individual y grupal semanalmente para garantizar que se aborden las necesidades de los estudiantes. Se compraran suministros. **Milestone's/Strategy's Expected Results/Impact:** Formative; Walkthroughs, observations, Student sign in sheets, Counselor logs				

Milestone's/Strategy's Expected Results/Impact: Formative;
Walkthroughs, observations,
Student sign in sheets,
Counselor logs

Summative:
meeting logs

Staff Responsible for Monitoring: Principals
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:** July 21, 2022 - **End Date:** June 13, 2023

Funding Sources: General Supplies - 199 Local funds - 199-31-6399-65-102-Y-99-000-Y, General supplies - 211 Title I-A - 211-31-6399-00-102-Y-30-0F2-Y, General supplies-Toner - 211 Title I-A - 211-31-6399-65-102-Y-30-0F2-Y, Professional Extra Duty Pay-Mental Health - 282 ESSER III Grant Funds - 282-31-6118-00-102-Y-99-MH1-1

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide training for administrators and new teachers:	**Oct**	**Jan**	**Mar**	**May**
(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 Brindar capacitacion para administradores y maestros nuevos: (a) para manejar eficazmente la disciplina en el aula de modo que las suspensiones fuera de la escuela se utilicen como ultimo recurso; (b) asegurar que se brinden los derechos de los estudiantes y el debido proceso **Milestone's/Strategy's Expected Results/Impact:** Formative: Agenda, sign-in sheets Summative: transcripts, PEIMS Data Report **Staff Responsible for Monitoring:** Principal Asst Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

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	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Reconocer y otorgar incentivos a los estudiantes que mantienen la disciplina y / o participan en actividades extracurriculares durante las seis semanas. **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 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:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Awards - 199 Local funds - 199-31-6498-00-102-Y-99-000-Y, 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				

Strategy 4 Details	Reviews			

Strategy 4: Campus counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends, and conflict resolution through presentations with students, parents, campus faculty, and staff on various topics to include mental health, interpersonal/intrapersonal effectiveness, personal health/safety and college and career readiness in effort to decrease disproportinate OSS/ISS placements for students of all populations (including SPED, Section 504/Dyslexia, At-Risk).
 	
Los consejeros del campus implementaran un programa de asesoramiento integral bajo TAC 11.252 con el apoyo de organizaciones comunitarias / sin fines de lucro para abordar la salud mental actual, las tendencias relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores del campus y personal sobre varios temas para incluir salud mental, efectividad interpersonal / intrapersonal, salud / seguridad personal y preparacion universitaria y profesional en un esfuerzo por disminuir las colocaciones desproporcionadas de OSS / ISS para estudiantes de todas las poblaciones (incluido SPED, Seccion 504 / Dislexia, en riesgo).
 	
    Milestone's/Strategy's Expected Results/Impact: Formative;
Walkthroughs, observations,
Student sign in sheets,
Counselor logs
 	
Summative:
meeting logs
    Staff Responsible for Monitoring: Principal
Counseling Director
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

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

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

High Priority

HB3 Goal

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

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Los campus desarrollaran y mantendran un Plan de Operaciones de Emergencia para prevenir, proteger, responder, recuperarse y mitigar los efectos de los incidentes, independientemente de la causa, el tamano, la ubicacion o la complejidad, con el fin de reducir la perdida de vidas y propiedades y dano al medio ambiente.				
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 Assistant Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 2 Details	**Reviews**			
Strategy 2: Campuses must have an identification security system. Visitors must present an identification; Sign-In and escorted at all times.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Los campus deben tener un sistema de seguridad de identificacion. Los visitantes deben presentar una identificacion; Registrate y acompanado en todo momento. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-In Sheets Contact logs Summative; Audits, Evaluation Sheets **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 6: Cromack Elementary will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

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

Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2021-2022 to 2022-2023.

Habra un aumento del 10% de padres involucrados en las actividades de participacion de los padres del campus de 2021-2022 a 2022-2023

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

Strategy 1 Details	Reviews			
Strategy 1: Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Difundir los convenios escuela-padres-estudiantes que indiquen las responsabilidades de cada grupo para garantizar el rendimiento de los estudiantes.
 	
    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
Assistant Principal
 	
    Title I:
4.1
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Population:** Staff, Parents, All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Conduct an Annual Title I meeting to inform parents of service provided through Title I funds	Formative			Summative
	Oct	Jan	Mar	May
Llevar a cabo una reunion anual de Titulo I para informar a los padres sobre el servicio proporcionado a traves de los fondos de Titulo I. **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 **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Population:** Parents **- Start Date:** July 21, 2022 **- End Date:** June 13, 2023				

Strategy 3 Details	Reviews			
Strategy 3: Parents are informed of campus performance via campus report card and campus newsletters through parent meeting.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Se informa a los padres sobre el rendimiento del campus a traves de la boleta de calificaciones del campus y los boletines del campus a traves de la reunion de padres. **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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Parents - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Media/Printing - 199 Local funds - 199-23-6399-16-102-Y-99-000-Y				

Strategy 4 Details	Reviews			
Strategy 4: Parent liaison will increase coordination with parents to improve academic achievement and home school partnerships by	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
---making computers available to parents in an effort to access Home Access Center. ___conducting home visits as needed to support partnerships between home and school. El enlace de padres aumentara la coordinacion con los padres para mejorar el rendimiento academico y las asociaciones entre la escuela y el hogar al ---poner computadoras a disposicion de los padres en un esfuerzo por acceder al Home Access Center. ___realizar visitas domiciliarias segun sea necesario para apoyar las asociaciones entre el hogar y la escuela. **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 Assistant Principal Parent Liaison **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Parents, Teachers, School Staff, All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Home visit mileage - 211 Title I-A - 211-611-6411-00-102-Y-30-0F2, Employee Travel - 211 Title I-A - 211-61-6411-00-102-Y-30-0F2-Y, Cricut Machines - 211 Title I-A - 211-61-6398-65-102-Y-30-0F2-Y				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Llevar a cabo una Encuesta Anual de Padres del Titulo I para evaluar la eficacia de los esfuerzos de participacion de los padres del distrito y/o del campus. **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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Parents - **Start Date:** July 22, 2021 - **End Date:** June 10, 2022				

Strategy 6 Details	Reviews			
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:	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
--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) --Make & Take Activities to help improve reading and literacy strategies. Snacks will be purchased for parents and supplies and materials will be purchased for use during meetings. Brindar amplias oportunidades de educacion para padres a traves de conferencias para padres y sesiones de capacitacion para padres en cada centro de padres del campus para difundir informacion, servicios y/o referencias a agencias que aborden las necesidades incluidas, entre otras, en las siguientes areas: --Estrategias de lectura en la primera infancia				

--Estrategias de ensenanza eficaces
--Educacion para la Salud-Familias en Formacion
--Poblacion especial (Bilingue, dislexia, G.T., Migrante, Educacion Especial)
--Supervisar el progreso de los estudiantes a traves del Centro de acceso desde el hogar
--Politicas de calificaciones locales y estatales
--Requisitos de evaluacion estatal
--Programas escolares disponibles (Dia Extendido, Tutoria, Instruccion Acelerada)
--Hacer y llevar actividades para ayudar a mejorar las estrategias de lectura y alfabetizacion.
Se compraran refrigerios para los padres y se compraran suministros y materiales para usar durante las reuniones.

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
Extended Day

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Instruction
Parent Liaison

Title I:
4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Population:** Parents, Teachers - **Start Date:** July 22, 2021 - **End Date:** June 10, 2022

Funding Sources: Parental Involvement supplies and materials - 211 Title I-A - 211-61-6399-00-102-Y-30-0F2-Y, Light refreshments and snacks - 211 Title I-A - 211-61-6499-53-102-Y-30-0F2-Y, Awards - 211 Title I-A - 211-61-6498-00-102-Y30-0F2-Y, Misc Operating Costs-Cricut - 211 Title I-A - 211-61-6499-53-102-Y-30-0F2-Y

Strategy 7 Details		Reviews			
Strategy 7: 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.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Completar y difundir una Politica de participacion de los padres para delinear como los padres participaran activamente a nivel del distrito/campus con la intencion de aumentar la participacion.					

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

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Population:** Parents, Teachers - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023

Strategy 8 Details		Reviews			
Strategy 8: Increase parental involvement levels by hosting a recruitment drive during the month of September to facilitate Parental Involvement/Community Partnership.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Aumentar los niveles de participacion de los padres organizando una campana de reclutamiento durante el mes de septiembre para facilitar la participacion de los padres/sociedad comunitaria.					

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

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Population:** Parents, Teachers - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Los educadores de la Primaria Cromack se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Capitulo 4 Obj. 9)

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

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

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations, Imagine Language and Literacy usage reports (K-5), Writable usage reports (3-5)

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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.

Brindar apoyo instructivo al personal del campus que ancle los marcos distritales de BISD en estrategias basadas en la investigacion y las mejores practicas en las areas de lectura, matematicas, escritura, ciencias y estudios sociales para mejorar la fluidez, comprension y aritmetica para todos, presentados y / o se abordan a traves del monitoreo del campus de desarrollo profesional, recorridos y comentarios.

> **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades
>
> Summative: TAPR report, CIP, report cards, TELPAS, mCLASS, TPRI/Tejas Lee/CPALLS, IEPs STAAR test results,
> **Staff Responsible for Monitoring:** Principal
> Dean of Instruction
>
> **TEA Priorities:**
> Build a foundation of reading and math
> - **ESF Levers:**
> Lever 5: Effective Instruction
> - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023
> **Funding Sources:** snacks/refreshments`-Misc Operating Costs - 199 Local funds - 199-13-6499-53-102-Y-99-000-Y-, Employee Travel - 163 State Bilingual - 163-13-6411-00-102-Y-25-000-Y, Employee Travel - 199 Local funds - 199-23-6411-00-102-Y-99-0-00-Y, Employee Travel - 211 Title I-A - 211-13-6411-00-102-Y-30-AYP-Y, General Supplies - 162 State Compensatory - 162-13-6399-65-102-Y-30-000-Y, Stipends - 282 ESSER III Grant Funds - 282-11-6117-49-102-Y-11-000-1, Stipends - 282 ESSER III Grant Funds - 282-11-6117-49-102-Y-32-000-1

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. Proporcionar capacitacion continua y sostenida de Respuesta a la Intervencion (RTI) al personal del campus para implementar la intervencion a traves del Modelo RTI de 3 niveles con el fin de apoyar el crecimiento y el exito academico de los estudiantes.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades Summative: TAPR report, CIP, report cards, TELPAS, TPRI/Tejas Lee/CPALLS, IEPs STAAR test results, **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development opportunities to teachers on college readiness. Brindar oportunidades de desarrollo profesional a los maestros sobre la preparacion para la universidad.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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, mCLASS, TPRI/Tejas Lee/CPALLS, transcripts **Staff Responsible for Monitoring:** 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:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 4 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Con el fin de atender mejor las necesidades de los estudiantes del idioma ingles en el campus, todos los maestros que atienden a estos estudiantes recibiran capacitacion sobre los procedimientos operativos de instruccion protegida (SIOP) y capacitacion bilingue continua de acuerdo con la politica del distrito.				
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, mCLASS, TPRI/Tejas Lee/ CPALLS, transcripts **Staff Responsible for Monitoring:** Principal Asst Principal **TEA Priorities:** Build a foundation of reading and math - - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Substitutes - 199 Local funds - 199-11-6112-18-102-Y-11-000-Y				

Strategy 5 Details	Reviews			
Strategy 5: Improve instruction for all students including ELL, special education, at-risk, Section/504, RTI, dyslexia, gifted and talented, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings, vertical, and/or horizontal planning meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 5: Improve instruction for all students including ELL, special education, at-risk, Section/504, RTI, dyslexia, gifted and talented, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings, vertical, and/or horizontal planning meetings.

Mejorar la instruccion para todos los estudiantes, incluidos los estudiantes ELL, educacion especial, en riesgo, seccion 504, RTI, dislexia, dotados y talentosos, y estudiantes economicamente desfavorecidos al brindar oportunidades de aprendizaje centradas en el maestro, como reuniones de colaboracion basadas en estrategias, reuniones de planificacion vertical y / u horizontal.

Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, BOY, MOY, EOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades

Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, mCLASS, TPRI/Tejas Lee/ CPALLS, IEPs
STAAR test results
Staff Responsible for Monitoring: Principal
Dean of Instruction

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023

Strategy 6 Details	Reviews			
Strategy 6: Elementary teachers will be provided with professional development to promote participation in Brownsville Kids Voting activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Los maestros de primaria recibiran desarrollo profesional para promover la participacion en las actividades de votacion de los ninos de Brownsville. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign in Sheets, Agendas, Lesson plans, observations, walkthroughs Summative: STAAR **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Grades 3-12 teachers - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 7 Details	Reviews			
Strategy 7: Initiate a campus wide plan for highly qualified professional development for faculty and staff. Staff development activities will target the identification of students who are at risk of failing. Teachers will acquire effective intervention and prevention instructional strategies; Staff development will be sought outside the district for teachers and administrators. Supplies needed to carry out staff development sessions will be purchased. Substitutes will be requested when needed to provide coverage for teachers to attend professional development activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 7: Initiate a campus wide plan for highly qualified professional development for faculty and staff. Staff development activities will target the identification of students who are at risk of failing. Teachers will acquire effective intervention and prevention instructional strategies; Staff development will be sought outside the district for teachers and administrators. Supplies needed to carry out staff development sessions will be purchased.   Substitutes will be requested when needed to provide coverage for teachers to attend professional development activities.

Iniciar un plan para todo el campus para el desarrollo profesional altamente calificado para el profesorado y el personal. Las actividades de desarrollo del personal se enfocaran en la identificacion de los estudiantes que estan en riesgo de reprobar. Los maestros adquiriran estrategias de instruccion efectivas de intervencion y prevencion; El desarrollo del personal se buscara fuera del distrito para maestros y administradores. Se compraran los suministros necesarios para llevar a cabo las sesiones de desarrollo del personal. Se solicitaran suplentes cuando sea necesario para brindar cobertura a los maestros para que asistan a actividades de desarrollo profesional.

Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, BOY, MOY, EOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades

Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, mCLASS, TPRI/Tejas Lee/ CPALLS, IEPs

Staff Responsible for Monitoring: Principal
Dean of Instruction

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
 - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023
Funding Sources: Supplies - 199 Local funds - 199-23-6398-65-102-Y-99-000-Y

Strategy 8 Details	Reviews			
Strategy 8: Campus administration will facilitate research-based professional development workshops on instructional strategies and curricular support to train and retrain highly qualified personnel.	Formative			Summative
	Oct	Jan	Mar	May
El Decano de Instruccion facilitara talleres de desarrollo profesional basados en la investigacion sobre estrategias de instruccion y apoyo curricular para capacitar y volver a capacitar al personal altamente calificado. **Milestone's/Strategy's Expected Results/Impact:** Formative: Session Evaluation Report, Session Attendance Report, agendas, Campus Benchmark Results, mCLASS, TPRI/Tejas Lee/CPALLS, (BOY and MOY), progress monitoring, walk-throughs, lesson plans, student work, progress reports; Summative: STAAR TELPAS, mCLASS, TPRI/Tejas Lee/CPALLS (EOY) **Staff Responsible for Monitoring:** Principal BISD Curriculum Department **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Population:** (TI) (MI) (LEP) (AR) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 9 Details	Reviews			
Strategy 9: Elementary teachers will be provided with professional development on MTSS to include social emotional learning and trauma informed care training for administrators, counselors, and teachers.	Formative			Summative
	Oct	Jan	Mar	May
Los maestros de primaria recibiran desarrollo profesional en MTSS para incluir el aprendizaje socioemocional y la capacitacion sobre atencion informada sobre el trauma para administradores, consejeros y maestros. **Milestone's/Strategy's Expected Results/Impact:** Formative; Walkthroughs, observations, Student sign in sheets, Counselor logs Summative: meeting logs **Staff Responsible for Monitoring:** Principal Dean of Instruction Counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** (TI) (MI) (LEP) (AR) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 10 Details	Reviews			
Strategy 10: Elementary teachers and paraprofessionals will be provided with professional development on CPI training for staff and administrators to address special education and de-escalation.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Los maestros de primaria y paraprofesionales recibiran desarrollo profesional en la capacitacion de CPI para el personal y los administradores para abordar la educacion especial y la reduccion de la escala.				

Milestone's/Strategy's Expected Results/Impact: Formative;
Walkthroughs, observations,
Sign in sheets,

Summative:
meeting logs

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Population:** (TI) (MI) (LEP) (AR) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Technology: Evaluate and update computer lab equipment to ensure sufficient hardware resources in an effort to properly implement the district and state adopted curriculum requirements for students in EE-5th grade. (Desktops, Laptops, External Hard Drive, Printers, Ink/Toner, Scanners, Fax Machines, Laminators, Sound System, Microphone and cables, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, TV, Channel Modulators, Technology equipment.) Tecnologia: Evaluar y actualizar el equipo del laboratorio de computacion para garantizar suficientes recursos de hardware. (Computadoras de escritorio, Laptops, Disco Duro Externo, Impresoras, Escaneres, Maquinas de Fax, Laminadores, Sistema de Sonido, microfono y cables, Camaras Digitales, Camaras de Video, Camaras de Documentos, Proyectores, Pizarrones Inteligentes, TV, Moduladores de Canal, Equipo de Tecnologia).	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Needs Assessment Survey Lesson plans Walk thru Grade books Benchmark test Results Summative: STAAR results, TELPAS scores, Benchmark results, mCLASS, TPRI results, Progress reports, Report cards **Staff Responsible for Monitoring:** Principal Asst Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Printers - 211 Title I-A - 211-11-6398-62-102-Y-30-0F2-Y, Ink/Toner - 211 Title I-A - 211-11-6399-62-102-Y-30-0F2-Y				

Strategy 2 Details	Reviews			
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).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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).

Tecnologia-Se compraran suministros generales para implementar adecuadamente los requisitos del plan de estudios adoptados por el distrito y el estado para los estudiantes de EE-5o grado (cartuchos de tinta, toner, rodillos de tambor, dispositivos de almacenamiento externo, tarjetas de memoria digital seguras, bombillas, kits de fusor).

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
Asst Principal

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
 - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023
Funding Sources: General Supplies - 199 Local funds - 199-11-6399-62-102-Y-11-000-Y, Toner - 166 State Special Ed. - 166-11-6399-62-102-Y-23-000-YY

Strategy 3 Details	Reviews			
Strategy 3: Technology: Evaluate and update computer equipment and hardware to ensure sufficient resources to implement federal, state, and district mandated instructional program (Desktops, Laptops, External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, instructional TV panels, TV, Channel Modulators, internet drops cable, Technology equipment).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 3: Technology: Evaluate and update computer equipment and hardware to ensure sufficient resources to implement federal, state, and district mandated instructional program (Desktops, Laptops, External Hard Drive, Printers, Scanners, Fax Machines, Laminators, Sound System, Digital Cameras, Video Cameras, Document Cameras, Projectors, Smart Boards, instructional TV panels, TV, Channel Modulators, internet drops cable, Technology equipment).

Tecnologia: Evaluar y actualizar el equipo y el hardware informatico para garantizar recursos suficientes para implementar el programa de instruccion obligatorio federal, estatal y del distrito (computadoras de escritorio, computadoras portatiles, disco duro externo, impresoras, escaneres, maquinas de fax, laminadores, sistema de sonido, camaras digitales, camaras de video). , Camaras de documentos, proyectores, pizarrones inteligentes, TV, moduladores de canales, cables de conexion a Internet, equipos de tecnologia).

   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

   TEA Priorities:
   Improve low-performing schools
    - **ESF Levers:**
   Lever 5: Effective Instruction
    - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023
   Funding Sources: Internet Drops Cable - 162 State Compensatory - 162-11-6399-62-102-Y-30-000-Y, Instructional TV Panels - No Funds Required - 496-11-6639-11-102-Y-11-000-Y, General Supplies - 211 Title I-A - 211-13-6399-65-102-Y-30-AYP-Y

Strategy 4 Details	Reviews			
Strategy 4: Classroom teachers will incorporate the use of technology in classroom instruction using Titlel 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. Los maestros del salon de clases incorporaran el uso de la tecnologia en la instruccion en el salon de clases usando Dinero de Subvenciones de Prioridad y Enfoque de Titlel IA para comprar Gastos de Capital, Computadoras de Escritorio, Computadoras Portatiles, Disco Duro Externo, Impresoras, Escaneres, Maquinas de Fax, Laminadoras, Sistema de Sonido, Camaras Digitales, Camaras de Video, Camaras de documentos, proyectores, pizarrones inteligentes, televisores, moduladores de canales, focos de proyectores en un salon de clases para aumentar el rendimiento de los estudiantes en todas las areas academicas. **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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 5 Details	Reviews			
Strategy 5: The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. El campus aumentara la accesibilidad para todos los estudiantes en instruccion basada en tecnologia en todas las areas tematicas al proporcionar nuevo software y plataformas, incluidos Microsoft, Google y Apple, y hardware en los campus para instruccion mejorada en computacion / tecnologia. Los estudiantes tambien desarrollaran proyectos o productos que fomenten la creatividad, la innovacion, la comunicacion, la colaboracion, la fluidez en la informacion y la ciudadania digital en todas las areas de contenido. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

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

Aumentar las oportunidades de aprendizaje de los estudiantes en cualquier momento del dia, desde el hogar, la escuela y / o la comunidad en aeroespacial, robotica, codificacion y tecnologia en comparacion con 2020-2021, aprovechando el capital humano en el aprendizaje personalizado.
Uso preparado para el futuro del espacio y el tiempo

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: All EE through 5th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Todos los estudiantes de EE hasta el quinto grado seran programados para el laboratorio de computacion para aumentar su conocimiento y uso de las habilidades tecnologicas. **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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** - 289-TIV Title IV-A Student Support and Acad. Enri				

Strategy 2 Details	Reviews			
Strategy 2: Students will work at computer stations on programs that will increase their math, science, reading to help increase their level of academic performance, plus increase their ability to produce computer generated projects.	Formative			Summative
	Oct	Jan	Mar	May
Los estudiantes trabajaran en estaciones de computadoras en programas que aumentaran sus matematicas, ciencias y lectura para ayudar a aumentar su nivel de rendimiento academico, ademas de aumentar su capacidad para producir proyectos generados por computadora. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Lab Progress Report; software usage reports Summative: EOY grades; software usage reports **Staff Responsible for Monitoring:** 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:** July 21, 2022 - **End Date:** June 13, 2023				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details				Reviews			
Strategy 1: Classroom teachers will enhance technology in the instructional setting by applying blended-learning and resources in the classroom (such as the use of the Clear Touch Displays and CriCut system).				**Formative**			**Summative**
				Oct	Jan	Mar	May
Los maestros del salon de clases mejoraran la tecnologia en el entorno educativo aplicando el aprendizaje combinado y los recursos en el salon de clases (como el uso de Clear Touch Displays y el sistema CriCut). **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 **TEA Priorities:** Improve low-performing schools - - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** General Supplies - 211 Title I-A - 211-33-6399-00-102-Y-30-0F2-Y							

Strategy 2 Details	Reviews			
Strategy 2: In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted across the district in the early fall, mid-year and spring.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Con el fin de garantizar la conectividad WIFI adecuada para todas las partes interesadas, se realizaran pruebas de velocidad en todo el distrito a principios de otono, mediados de ano y primavera. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

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

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

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

High Priority

HB3 Goal

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details			Reviews			
Strategy 1: Cromack will review and update campus internet security procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.			**Formative**			**Summative**
			Oct	Jan	Mar	May
Cromack revisara y actualizara los procedimientos de seguridad de Internet del campus para guiar a los estudiantes, el personal, los padres y la comunidad para garantizar la seguridad, la privacidad y la seguridad.						
Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies						
Staff Responsible for Monitoring: Principal Assistant Principal						
Start Date: July 21, 2022 - **End Date:** June 13, 2023						
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue						

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

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Cromack Elementary will create a database of leaders with expertise in technology integration to provide classroom level partnerships.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
La Primaria Cromack creara una base de datos de lideres con experiencia en integracion de tecnologia para proporcionar asociaciones a nivel de salon de clases. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Professional development sessions Summative Impact: Database of leaders Professional Development records **Staff Responsible for Monitoring:** Principal Dean of Instruction **Population:** All students and staff - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Cromack Elementary will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology.	Formative			Summative
	Oct	Jan	Mar	May
La Primaria Cromack aumentara la asociacion comunitaria, enfocandose en el espiritu empresarial, la innovacion y la planificacion estrategica que facilitara la tecnologia educativa. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access **Staff Responsible for Monitoring:** Principal Assistant Principal **Population:** All students and staff - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

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

Brindar desarrollo profesional basado en la competencia y la investigacion, aprovechar los especialistas en medios, decanos, administradores de tecnologia, maestros de apoyo tecnologico en cada campus, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnologia del distrito, promover y establecer asociaciones innovadoras (MIE, educador certificado de Apple y Google Certified Teacher) y proporcionan recursos tecnologicos y desarrollo profesional que respaldan el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.
Aprendizaje profesional personalizado preparado para el futuro

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development opportunities to faculty and staff on learning management system, technology platforms, and technology to improve and diversify digital learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Brindar oportunidades de desarrollo profesional a los profesores y al personal sobre el sistema de gestion del aprendizaje, las plataformas tecnologicas y la tecnologia para mejorar y diversificar el aprendizaje digital. **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, mCLASS, TPRI/Tejas Lee/ CPALLS, transcripts **Staff Responsible for Monitoring:** 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:** July 21, 2022 - **End Date:** June 13, 2023				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Permita la accesibilidad al software y las plataformas, y defina metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos.
Preparado para el futuro: presupuesto y recursos

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and PAPERBASKET to analyze the return of investment for all softwares purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc. El Distrito aumentara la accesibilidad para todos los estudiantes en la instruccion basada en tecnologia en todas las areas tematicas al proporcionar nuevo software y plataformas, incluidos Microsoft, Google y Apple, y hardware en los campus para instruccion mejorada en computacion / tecnologia. El distrito utilizara plataformas como GOGUARDIAN, CLEVER y PAPERBASKET para analizar el retorno de la inversion de todos los softwares comprados por los campus y el distrito. Analizara el uso de los estudiantes, el impacto academico, el rendimiento de los estudiantes, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

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

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

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
Strategy 1: BISD will use technology surveys conducted for addressing Closed--Instructing and preparing for the 2022-2023 School year instead of the Future Ready Framework Technology Survey in Spring 2022 to create new baseline data for the district and campus technology needs assessment, setting new technology goals, and developing the strategies for technology for the 2022-2023 District Improvement Plan. DCNA: Technology Plan and COVID 19 Closed--Instructing needs BISD utilizara encuestas de tecnologia realizadas para abordar Cerrado - Instruccion y preparacion para el ano escolar 2022-2023 en lugar de la Encuesta de tecnologia Future Ready Framework en la primavera de 2022 para crear nuevos datos de referencia para la evaluacion de necesidades de tecnologia del distrito y el campus, estableciendo nuevas metas tecnologicas y desarrollar las estrategias de tecnologia para el Plan de Mejoramiento Distrital 2022-2023. DCNA: Plan de tecnologia y COVID 19 Cerrado - Necesidades de instruccion	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Agendas and attendance records Presentations BOY Surveys Summative Results: Agendas Sign in Sheets Presentations EOY Surveys **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Population:** All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
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. Implementar metas de asistencia al campus que aborden los procedimientos, roles, responsabilidades y un plan formal escrito para la asistencia para garantizar que la asistencia de los estudiantes del campus cumpla con las tasas del Distrito y del Estado para que los estudiantes alcancen su maximo potencial educativo.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Reduce by 5% yearly the out-of-school suspensions to increase student attendance rates and improve student instructional levels.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Reducir en un 5% anual las suspensiones fuera de la escuela para aumentar las tasas de asistencia de los estudiantes y mejorar los niveles de instruccion de los estudiantes. **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 Summative: PEIMS EOY attendance data; TAPR Report, eSchools attendance report, increase in student attendance rates **Staff Responsible for Monitoring:** Principal Asst Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Supervisar y comunicar constantemente las ausencias y tardanzas diarias de los estudiantes para reducir las ausencias y tardanzas de los estudiantes y aumentar las oportunidades de instruccion para los estudiantes. El visitador domiciliario realizara visitas domiciliarias cuando sea necesario. **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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

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.	**Formative**			**Summative**
	Oct	Jan	Mar	May

Strategy 4 Details				
Campus recognition of parents for attending periodic parental involvement activities. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. Reconocer y otorgar incentivos a los estudiantes con cuadro de honor y asistencia perfecta cada seis semanas y al final del ano. Reconocimiento del campus a los padres por asistir a actividades periodicas de participacion de los padres. Reconocimiento del campus a los estudiantes por logros de asistencia perfecta que aumentan el rendimiento del aprendizaje. **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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Awards - 199 Local funds - 199-11-6498-00-102-Y-11-000-Y, Awards - 211 Title I-A - 211-11-6498-00-102-Y-30-0F2-Y				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

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

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

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

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

   High Priority

   HB3 Goal

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

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, Emergent Bilingual, RTI, SPED, and Section 504/Dyslexic.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Proporcionar tutoria y suministros para todos los estudiantes identificados que necesitan intervencion / remediacion academica en todas las areas basicas, como aquellos estudiantes clasificados como en riesgo, bilingue emergente y dislexicos. **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 Dean of Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 2 Details	Reviews			
Strategy 2: Cromack will design a comprehensive, developmental, guidance & counseling program, designed to serve all students and student groups.	Formative			Summative
	Oct	**Jan**	**Mar**	**May**
Cromack disenara un programa integral de desarrollo, orientacion y asesoramiento, disenado para servir a todos los estudiantes y grupos de estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: agendas, sign-in sheets Summative:Counseling Logs **Staff Responsible for Monitoring:** Principal 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:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** General Supplies - 199 Local funds - 199-31-6399-00-102-Y-99-032-Y, Travel - 199 Local funds - 199-31-6411-23-102-Y-99-032-Y				

Strategy 3 Details	Reviews			
Strategy 3: Campus instructional aides will assist At-Risk students with core academic activities in order to improve student performance.	Formative			Summative
	Oct	Jan	Mar	May
Los auxiliares de instruccion del campus ayudaran a los estudiantes en riesgo con las actividades academicas basicas para mejorar el rendimiento de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in sheets, agendas, Campus Benchmark Results, TPRI/Tejas Lee/CPALLS, BOY, MOY, progress monitoring, STAAR test results, walk-throughs, Lesson plans, student work, progress reports, grades Summative: State Assessment Results, TAPR report, CIP, report cards, TELPAS, mCLASS, TPRI/Tejas Lee/ CPALLS, IEPs **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 4 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Aumentar la coordinacion con el secretario de educacion especial y el visitador domiciliario para determinar el paradero de los estudiantes que no regresan y para garantizar que se cuente con la documentacion adecuada para recuperar y documentar a los estudiantes que no regresan. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student rosters & attendance sheets; eSchools attendance report; home visitor logs Summative: Student rosters & attendance sheets; eSchools attendance report; home visitor logs; State Assessment Results, TAPR report, CIP, report cards, TELPAS, mCLASS, TPRI/Tejas Lee/CPALLS, IEPs **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 5 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	May
Asegurese de que el campus cuente con un proceso para identificar a los estudiantes sin hogar a fin de recibir la proteccion total de la Ley McKinney-Vento, incluida la ayuda que necesitan para inscribirse, asistir y tener exito en la escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly eSchool PLUS; At-Risk reports; student progress reports Summative: STAAR, Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Principal Asst Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 6 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	May
Proporcionar instruccion basada en computadora, Programa de jornada escolar prolongada (para estudiantes elegibles) y suministros en el plan de estudios basico y dispositivos asistidos por adaptacion para mejorar el rendimiento, la asistencia, la tasa de finalizacion del nivel de grado de los estudiantes en riesgo y disminuir la tasa de retencion de nivel de grado. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance Rate, and Retention Rate **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 7 Details		Reviews			
Strategy 7: 5th Grade students classified At-Risk will be in a class with 22 to 1 ratio in order to provide smaller classroom settings		**Formative**			**Summative**
		Oct	Jan	Mar	May
Los estudiantes de quinto grado clasificados en riesgo estaran en una clase con una proporcion de 22 a 1 con el fin de proporcionar entornos de aula mas pequenos. **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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023					

Strategy 8 Details		Reviews			
Strategy 8: Cromack Elementary will support drop-out prevention efforts by participating in the Walk for the Future movement to recruit students.		**Formative**			**Summative**
		Oct	Jan	Mar	May
La Primaria Cromack apoyara los esfuerzos de prevencion de la desercion escolar participando en el movimiento Walk for the Future para reclutar estudiantes. **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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** Incentives - 162 State Compensatory - 162-61-6399-00-102-Y30-000-Y					

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

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

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

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

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

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.

Strategy 1 Details			Reviews		
Strategy 1: School nurse will provide general health care to students while on campus.		**Formative**			**Summative**
La enfermera de la escuela brindara atencion medica general a los estudiantes mientras esten en el campus.		**Oct**	**Jan**	**Mar**	**May**
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** nursing supplies - 211 Title I-A - 211-33-6399-00-102-Y-30-0F2-Y, General Supplies - 199 Local funds - 199-33-6399-00-102-Y-99-000-Y					

Strategy 2 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	May
Supervisar y enfatizar los conceptos academicos integrados de matematicas, lectura, ciencia y escritura inherentes a los programas del plan de estudios de Salud y Educacion Fisica para mejorar las habilidades de los estudiantes y prepararlos para las pruebas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Observations, Walkthroughs, IEPs. Weekly tests, Unit Assessments; Co-Planning documentation Summative: ARD Minutes, STAAR scores, Benchmarks, Increase in Commended Performance; School Health Index; Fitness Gram **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** (TI) (MI) (LEP) (SE) (AR) (GT) (DYS) *All Students - **Start Date:** July 21, 2022 - **End Date:** June 13, 2023				

Strategy 3 Details	Reviews			
Strategy 3: In an effort to promote physically and emotionally healthy students, the campus will implement the district mandated curriculum, and a School Health Advisory Committee that will evaluate the implementation of the district initiatives. En un esfuerzo por promover la salud fisica y emocional de los estudiantes, el campus implementara el plan de estudios obligatorio del distrito, y un Comite Asesor de Salud Escolar que evaluara la implementacion de las iniciativas del distrito.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Campus Benchmark Results, TTPRI/Tejas Lee/CPALLS, BOY, MOY, progress monitoring, walk-throughs, Lesson plans, student work, progress reports, grades; Summative: State Assessment Results, TAPR report, CIP, report cards, mCLASS, TELPAS, TPRI/Tejas Lee/ CPALLS, IEPs, School Health Index; FitnessGram **Staff Responsible for Monitoring:** Principal Assistant 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:** July 21, 2022 - **End Date:** June 13, 2023 **Funding Sources:** PE supplies - 199 Local funds - 199-11-6399-51-102-Y-11-000-Y				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Title I

1.1: Comprehensive Needs Assessment

Surveys were distributed to all stakeholders in the Spring of 2023 to obtain feedback regarding the schoolwide program. Links to surveys were provided so that surveys could be completed by staff members, students, and parents. The campus leadership team and members of the Site Based Decision Making Committee met on May 18, 2021 to conduct a needs assessment and review the results of the surveys then cdetermine the next course of action which involved reviewing survey data, budget information, and assesment 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.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site Based Decision Committee reviewed assessment data, budget information, and goals and strategies included in the Campus Improvement Plan on May 18, 2021. The SBDM made needed adjustments, modifications, and revisions to the strategies to reflect the needs of the campus, students, and overall instructional program at Cromack Elementary. Because assessment results indicated that improvement is needed on the STAAR, the campus leadership team opted to focus on improving curriculum alignment, lesson planning, and data deseggregation. These areas of focus were incorporated into the Targeted Improvement Plan and Campus Improvement Plan as strategies/milestones and activities. At the last quarterly meeting in the Spring of 2023, 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

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. 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. The Campus Improvement Plan and the Targeted Improvement Plan will be 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.

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 liasion and the District's Parental Involvement Department will consist of state assessment standards and passing rates, improving student achievement, supporting instruction, and forging partnerships between the home and school. Parent meetings are held in both English and Spanish. A copy of the Campus Improvement Plan is available to parents in the front office for their review CIP goals one, six, and nine have been translated to Spanish; the remainder of the document can be orally translated to Spanish upon request.

2.4: Opportunities for all children to meet State standards

Teachers provide strong TIER 1 instruction for all students using district adopted resources including iReady, Writable, StoryWorks, SEL (Quaver) and small group instruction. All teachers differentiate instruction to meet the needs of diverse learners.

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.

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. Campus provides an early transition bilingual program for identified students.

3.1: Annually evaluate the schoolwide plan

Cromack SBDM will annually evaluate the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. The 2022-2023 schoolwide plan was evaluated by the site-based decision-making committee on June 1, 2022.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was reviewed and revised in the Spring 2023 for the 2023-2024 school year (additional date for review and revised/September 8, 2023) by the parent liasion and a group of parents. Parents in attendance received a copy of the Parent and Family Engagement Policy. In addition, Cromack students received a copy of the Parent and Family Engagement Policy to take home to parents on October 7, 2021. At the onset of the school year, the Parent and Family Engagement Policy was presented to the SBDM as well. Parents and families are offered support at each campus through the campus parent liasion 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.

4.2: Offer flexible number of parent involvement meetings

Parental involvement meetings and trainings on various topics are offered to parents at regularly scheduled intervals throughout the school year (every other week on Wednesdays). Notices are sent to parents advising of the date, time, and the locations of meetings. Parents are also invited to meet with their child's teacher before, during, or after school when the need arises. Parent engagement activities are offered to families throughout the course of the academic year. Informational meetings are conducted at different dates and times throughout the year to enable parents to attend the sessions. Moreover the BISD Parental Involvement Department provides parents with a myriad of opportunities to learn strategies and obtain resources to support teaching and learning. Campus administration is available on a daily basis to meet with parents, when necessary.

5.1: Determine which students will be served by following local policy

Not applicable

Title I Personnel

Name	Position	Program	FTE
Andrea Sanchez	Nurse	Title I	0.40
Hilda Gutierrez	Library Aide	Title I	.5
Luz Guillen	Librarian	Title I	1.0
Mychelle Moran	Parent Liaison	Title I	1.0

Campus Funding Summary

			No Funds Required		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	3	Instructional TV Panels	496-11-6639-11-102-Y-11-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00

			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	1	General Supplies	199-11-6399-16-102-Y-11-000-Y	$0.00
1	1	3	Library supplies	199-12-6399-00-102-Y-99-000-Y	$0.00
1	1	5	General Supplies	199-23-6399-65-102-Y-99-0-00-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	$0.00
1	1	5	General Supplies	199-23-6399-00-102-Y-99-000-Y	$0.00
1	1	5	General Supplies-GT	199-11-6399-00-102-Y-21-000-Y	$0.00
1	1	5	General Supplies	199-23-6399-16-102-Y-99-0-00-Y	$0.00
1	1	7	Transportation	199-11-6494-00-102-Y-11-000-Y	$0.00
1	1	7	Transportation	199-36-6494-00-102-Y-99-000-Y	$0.00
1	1	7	Meals/Entrance Fees	199-11-6412-00-102-Y-11-000-Y	$0.00
1	4	8	Travel & Subsistence Students	199-36-6412-00-102-Y-99-000-Y	$0.00
1	4	8	Extra Duty Pay	199-23-6121-08-102-Y-99-0-00-Y	$0.00
2	1	2	Extra Duty Pay-Overtime	199-51-6121-47-102-Y-99-0-00-Y	$0.00
2	1	2	Campus custodial supplies	199-51-6315-00-102--Y-99-121-Y	$0.00
2	1	2	Custodial supplies	199-51-6315-01-102-Y-98-121-Y	$0.00
2	1	2	General Supplies	199-51-6399-00-102--Y-99-000-Y	$0.00
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	$0.00

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	General Supplies	199-31-6399-65-102-Y-99-000-Y	$0.00
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-	$0.00
7	1	1	Employee Travel	199-23-6411-00-102-Y-99-0-00-Y	$0.00
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	$0.00
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	$0.00
9	3	3	PE supplies	199-11-6399-51-102-Y-11-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Miscellaneous contracted services-software	162-11-6299-62-102-Y-30-000-Y	$0.00
1	1	1	Equipment under $5000	162-11-6398-62-102-Y-30-000-Y	$0.00
1	1	1	General Supplies	162-11-6399-00-102-Y-30-000-Y	$0.00
1	1	5	Copy Paper	162-11-6396-00-102-Y30-000-Y	$0.00
1	1	16	Professional Extra Duty Pay	162-11-6118-00-102-Y-24-SSI-Y	$0.00
1	1	16	Professional Extra Duty Pay	162-11-6118-00-102-Y-30-000-Y	$0.00
7	1	1	General Supplies	162-13-6399-65-102-Y-30-000-Y	$0.00
8	1	3	Internet Drops Cable	162-11-6399-62-102-Y-30-000-Y	$0.00
9	2	8	Incentives	162-61-6399-00-102-Y30-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$1.00

163 State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Resources	163-11-6399-00-102-Y-25-000-Y	$0.00
1	1	4	LPAC documentation, substitutes	163-11-6112-00-102-Y-25-000-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	$1.00
				+/- Difference	$1.00

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	$0.00
1	1	1	Supplies	166-11-6399-00-102-Y-23-0P2-Y	$0.00
5	1	3	BI Awards	166-11-6498-00-102-Y-23-OP2-Y	$0.00
8	1	2	Toner	166-11-6399-62-102-Y-23-000-YY	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00

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	$0.00
1	1	1	Software	211-11-6395-62-102-Y-30-0F2-Y	$0.00
1	1	1	General Supplies	211-12-6399-00-102-Y-30-0F2-Y	$0.00
1	1	2	Professional Extra Duty Pay-Certified	211-11-6118-00-102-Y-30-ASP-Y	$0.00
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	$0.00
1	1	2	Salary Wages for Substitute Teachers	211-11-6112-18-102-Y-30-0F2-Y	$0.00
1	1	2	Employee Benefits	211-11-6148-00-102-Y-30-ASP-Y	$0.00
1	1	2	Social Security/Medicare	211-11-6141-18-102-Y-30-ASP-Y	$0.00

			211 Title I-A		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Extra Duty Pay	211-11-6118-00-102-Y-30-0F2-Y	$0.00
1	1	2	Employee Benefits	211-11-6145-18-102-Y-30-ASP-Y	$0.00
1	1	3	General Supplies	211-12-6399-62-102-Y-30-0F2-Y	$0.00
1	1	5	General Supplies	211-12-6399-00-102-Y-30-0F2-Y	$0.00
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	$0.00
1	2	1	Unemployment Compensation	211-11-6145-00-102-Y-30-3YR-Y	$0.00
1	2	1	Stipends	211-11-6117-00-102-Y-30-3YR-Y	$0.00
1	2	1			$0.00
1	2	1	Employee Benefits	211-11-6149-00-102-Y-30-3YR-Y	$0.00
1	2	1	Teacher Retirement	211-11-6146-00-102-Y-30-3YR-Y	$0.00
1	2	1	Social Security	211-11-6141-00-102-Y-30-3YR-Y	$0.00
5	1	1	General supplies	211-31-6399-00-102-Y-30-0F2-Y	$0.00
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	$0.00
6	1	4	Cricut Machines	211-61-6398-65-102-Y-30-0F2-Y	$0.00
6	1	4	Employee Travel	211-61-6411-00-102-Y-30-0F2-Y	$0.00
6	1	6	Parental Involvement supplies and materials	211-61-6399-00-102-Y-30-0F2-Y	$0.00
6	1	6	Light refreshments and snacks	211-61-6499-53-102-Y-30-0F2-Y	$0.00
6	1	6	Awards	211-61-6498-00-102-Y30-0F2-Y	$0.00
6	1	6	Misc Operating Costs-Cricut	211-61-6499-53-102-Y-30-0F2-Y	$0.00
7	1	1	Employee Travel	211-13-6411-00-102-Y-30-AYP-Y	$0.00
8	1	1	Printers	211-11-6398-62-102-Y-30-0F2-Y	$0.00
8	1	1	Ink/Toner	211-11-6399-62-102-Y-30-0F2-Y	$0.00
8	1	3	General Supplies	211-13-6399-65-102-Y-30-AYP-Y	$0.00
8	3	1	General Supplies	211-33-6399-00-102-Y-30-0F2-Y	$0.00
9	1	4	Awards	211-11-6498-00-102-Y-30-0F2-Y	$0.00
9	3	1	nursing supplies	211-33-6399-00-102-Y-30-0F2-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$1.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	263-11-6399-00-102-Y-25-000-Y	$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
1	1	5	General Supplies	263-11-6399-00-102-Y-25-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00

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

281 ESSER II Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	Furniture	281-11-6399-45-102-Y-24-0CG-2	$0.00
1	1	14	Technology	281-11-6398-62-102-Y-24-0CG-2	$0.00
1	1	14	Supplies	281-11-6399-00-102-Y24-0CG2	$0.00
1	1	14	Supplies	281-11-6399-00-102-Y-24-0CG-2	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00

282 ESSER III Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Part-time help/substitutes	282-11-6126-00-102-Y-23-JST-1	$0.00
1	1	1	Supplies & Materials Software	282-11-6395--62-102-Y-99-OES-1	$0.00
1	1	1	Supplies	282-11-6399-00-102-Y-24-0CG-1	$8,500.00

282 ESSER III Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Extra Duty Pay	282-11-6118-00-102-Y-23-JST-1	$0.00
1	1	2	Professional Extra Duty Pay	282-11-6118-00-102-Y-24-0CG-1	$40,000.00
1	1	2	Transportation	282-61-6494-00-102-Y-99-PFS-1	$0.00
1	1	2	Closing Gap-Professional Extra Duty Pay	282-11-6118-00-102-Y-24-0CG-1	$0.00
1	1	2	Closing Gap-Transportation	282-11-6494-00-102-Y-24-0CG-1	$0.00
1	1	5	General Supplies	282-11-6399-00-102-Y-24-0CG-2	$0.00
2	1	1	Facilities construction or improvement	282-81-6629-00-102-Y-99-090-1	$0.00
2	1	1	Miscellaneous operating costs	282-81-6499-53-102-Y-99-PFS-1	$0.00
5	1	1	Professional Extra Duty Pay-Mental Health	282-31-6118-00-102-Y-99-MH1-1	$0.00
7	1	1	Stipends	282-11-6117-49-102-Y-32-000-1	$0.00
7	1	1	Stipends	282-11-6117-49-102-Y-11-000-1	$0.00
				Sub-Total	$48,500.00
				Budgeted Fund Source Amount	$48,500.00
				+/- Difference	$0.00

287 Project RISE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

289-TIV Title IV-A Student Support and Acad. Enri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	2	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00

429 P-TECH Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00

			429 P-TECH Grant Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
			496 Elon Musk Grant Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00
			211 Title I-A Carry Forward Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
			211 ESF-Focused Grant (211-ESF)		
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	$48,510.00
				Grand Total Spent	$48,500.00
				+/- Difference	$10.00