

Houston Independent School District
135 Crockett Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Crockett Elementary School, a Title I school and performing and visual arts magnet, was established in 1912 and is located within the First Ward Arts District Houston. The magnet program at Crockett enhances the curriculum through its fine arts programming and developing inquiry-based opportunities for students in all grade levels. All classrooms are strategically designed to optimize instruction to meet the needs of diverse learners. Crockett classroom instruction is delivered using the self-contained teaching model in all grade levels. Every classroom represented the diverse population of the community. There are roughly 560 students in grades pre-kindergarten through grade five; 4% are Asian; 12% are African American, 70% are Hispanic; 11% are White, and 3% are designated as two or more races; 62% are economically disadvantaged; 30% Title I, and 20% at risk. A variety of instructional arrangements are offered, including 29% Limited English Proficient; 13% Gifted and Talented; 9% receive special education services (TREK, Resource, Speech); 5% receive 504 supports, and 100% of student populations participate in the magnet program.

Demographics Strengths

Crockett classroom instruction is delivered using the self-contained teaching model in all grade levels. Students are not tracked by ability level. Every classroom represented the diverse population of the community. One hundred percent of the student populations participate in the fine arts program.

Overall, student achievement at Crockett Elementary is near average in reading and mathematics content areas when compared with data provided by the Texas Education Agency for STAAR at the state and local level.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments. **Root Cause:** Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.

Student Learning

Student Learning Summary

During the 2021-2022 school year, students in third, fourth, and fifth grade participated in STAAR testing.

Third-grade reading scores are as follows: Did Not Meet:17% Approaches:83% Meets:53% Masters:30%; Third-grade reading (Spanish) scores are as follows: Did Not Meet:30% Approaches:70% Meets:30% Masters:10%; Fourth-grade reading scores are as follows: Did Not Meet:16% Approaches:84% Meets:55% Masters:21%; Fifth-grade reading scores are as follows: Did Not Meet:15% Approaches:85% Meets:51% Masters:26%;

Third-grade math scores are as follows: Did Not Meet:33% Approaches:67% Meets:33% Masters:14%; Third-grade math (Spanish) scores are as follows: Did Not Meet:40% Approaches:60% Meets:30% Masters:20%; Fourth-grade math scores are as follows: Did Not Meet:19% Approaches:81% Meets:53% Masters:25%; Fifth-grade math scores are as follows: Did Not Meet:30% Approaches:70% Meets:26% Masters:13%

During the 2021-2022 school year, all students participated in Ren360 testing. Ren360 data grew over time.

Student Learning Strengths

When analyzing STAAR reading and math scores, student achievement data increased and represents closing potential academic gaps due to the Covid-19 Pandemic.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Longitudinal data shows that our Language English Proficient and Special Education populations underperform in comparison to other special populations. **Root Cause:** A strong foundation with LEP and SPED strategies is not present.

School Processes & Programs

School Processes & Programs Summary

Crockett teachers and staff will attain our school-wide goals by utilizing the following strategies: We will enhance our instructional programming by engaging in weekly collaborative team meetings using resources such as Ontrack, Ren360, and Lead4Ward to tailor small group reading and math instruction. Teachers will implement a school-wide intervention and extension block time to meet the compliance mandate of HB 4545 and support tier II and III students. Crockett staff are trained in restorative practices and will continue to use these practices to build classroom and school-wide community. Crockett employs an Assistant Principal and one Magnet Coordinator. The Principal, Assistant Principal, and Magnet Coordinator coach and appraise classroom and specialty teachers. Every administrator attends weekly collaborative team meetings to serve as support and provide guidance. The social and emotional needs of the community are met using one Wrap-Around Specialist, and we are currently looking to fill a social worker position.

School Processes & Programs Strengths

Crockett teachers and staff most recently engaged in professional development focused on the professional learning community process to implement school-wide. At Crockett, we engage in the work of PLC which allows staff to focus on learning, be results-oriented, and build a collaborative culture. Crockett also engages in the implementation of depth and complexity elements, known as a gifted and talented (G/T) strategy for all students.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): A critical component of teaching and learning is a collaborative culture among staff that helps increase overall student achievement, which is slowly developing and represented in Crockett's most recent increase in student achievement data. **Root Cause:** It takes time to enhance the use of instructional voices among all staff.

Perceptions

Perceptions Summary

Mission: The mission of Crockett Elementary School is to provide a safe, nurturing environment of mutual respect while empowering children to achieve their academic and artistic potential as lifelong learners. Students are valued for their unique and diverse capabilities as they are taught to face the ever-changing global community.

Vision: Crockett Elementary School develops the innate potential of each child and instills life-long learning for all.

Values

- Children will learn and experience success with appropriate instruction.
- Students learn at different rates and through different modalities.
- Curriculum and instruction should provide students with a variety of learning activities.
- All students learn and achieve when they are authentically and actively engaged in the learning process.
- Successful schools are based on sound policies where dedicated staff, parents, and community members work together to make learning a priority for every child.
- Student assessment should guide learning and instruction.
- Student progress should be assessed in a variety of ways.
- Student learning and needs should be the focus and work of the school community.
- We will do ‘Whatever It Takes’ to make sure all students perform to the best of their potential.

Perceptions Strengths

Crockett is a Title I, B rated campus, which has achieved Platinum status with the Family and Community Engagement (FACE). A Family-Friendly school builds relationships with family and community, links family events to students’ learning, supports parents’ advocacy, and honors families' diversity. At Crockett, we value parents as partners in the education of their children; although parent involvement has been low over the years, it is slowly increasing, which may be in part of the gentrification happening in the community. A climate survey is also completed every year to use community feedback for continuous improvement.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Crockett is a magnet campus that is B-rated with a high percentage of low socioeconomic families. Crockett is often overlooked by zoned families when choosing their school of choice. **Root Cause:** Crockett has historically not been seen as a school of choice it is due to geographic location, lack of marketing, and instructional practices.

Priority Problems of Practice

Problem of Practice 2: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments.

Root Cause 2: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.

Problem of Practice 2 Areas: Demographics

Problem of Practice 1: Longitudinal data shows that our Language English Proficient and Special Education populations underperform in comparison to other special populations.

Root Cause 1: A strong foundation with LEP and SPED strategies is not present.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 3: A critical component of teaching and learning is a collaborative culture among staff that helps increase overall student achievement, which is slowly developing and represented in Crockett's most recent increase in student achievement data.

Root Cause 3: It takes time to enhance the use of instructional voices among all staff.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: Crockett is a magnet campus that is B-rated with a high percentage of low socioeconomic families. Crockett is often overlooked by zoned families when choosing their school of choice.

Root Cause 4: Crockett has historically not been seen as a school of choice it is due to geographic location, lack of marketing, and instructional practices.

Problem of Practice 4 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

Revised/Approved: October 12, 2022

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of students campus-wide performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 10 percentage points from 53% to 63%, and Masters will increase 5 percentage points from 30% to 35%.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 90% of students will demonstrate reading at or above grade level as measured by Ren360.

Evaluation Data Sources: BOY, MOY, and EOY Reading Ren360 growth.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will differentiate instruction using small group time and the intervention/extension block to meet the individual needs of all students in the classroom. Strategy's Expected Result/Impact: When compared to themselves, on Ren360, students will show academic growth as indicated by an SGP of at least 40 on Ren360. Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Interventionists, Administrators. Action Steps: Teachers will use anecdotal data, formative data, and summative data to track the strengths and weaknesses of students to form meaningful small groups that close academic gaps. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			





Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments. Root Cause: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.
Student Learning
Problem of Practice 1: Longitudinal data shows that our Language English Proficient and Special Education populations underperform in comparison to other special populations. Root Cause: A strong foundation with LEP and SPED strategies is not present.
School Processes & Programs
Problem of Practice 1: A critical component of teaching and learning is a collaborative culture among staff that helps increase overall student achievement, which is slowly developing and represented in Crockett's most recent increase in student achievement data. Root Cause: It takes time to enhance the use of instructional voices among all staff.
Perceptions
Problem of Practice 1: Crockett is a magnet campus that is B-rated with a high percentage of low socioeconomic families. Crockett is often overlooked by zoned families when choosing their school of choice. Root Cause: Crockett has historically not been seen as a school of choice it is due to geographic location, lack of marketing, and instructional practices.

Measurable Objective 2: 90% of students will demonstrate reading at or above grade level as measured by Benchmark Running Record (BRR).

Evaluation Data Sources: MOY, EOY, BRR Data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use Scholastic Guided Reading A-Z and phonics lessons to support the foundation of reading. Strategy's Expected Result/Impact: Students will exit their current grade level reading at or above grade level. Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Interventionists, Administrators Action Steps: Utilization of Guided Reading A-Z, Understanding and Implementation of Small Group Intervention Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments. Root Cause: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.
Student Learning
Problem of Practice 1: Longitudinal data shows that our Language English Proficient and Special Education populations underperform in comparison to other special populations. Root Cause: A strong foundation with LEP and SPED strategies is not present.
School Processes & Programs
Problem of Practice 1: A critical component of teaching and learning is a collaborative culture among staff that helps increase overall student achievement, which is slowly developing and represented in Crockett's most recent increase in student achievement data. Root Cause: It takes time to enhance the use of instructional voices among all staff.
Perceptions
Problem of Practice 1: Crockett is a magnet campus that is B-rated with a high percentage of low socioeconomic families. Crockett is often overlooked by zoned families when choosing their school of choice. Root Cause: Crockett has historically not been seen as a school of choice it is due to geographic location, lack of marketing, and instructional practices.

Measurable Objective 3: 90% of students in first and second grade will master their high-frequency word assessment by EOY.

Evaluation Data Sources: MOY, EOY, HFW Data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will differentiate instruction using small group time and the intervention/extension block to meet the individual needs of all students in the classroom. Strategy's Expected Result/Impact: Students will successfully pass their HFW assessment by EOY. Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Interventionists, Administrators Action Steps: Utilization of HFW activities within the whole group, HFW targeted practice within small group instruction and intervention. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments. Root Cause: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.
Student Learning
Problem of Practice 1: Longitudinal data shows that our Language English Proficient and Special Education populations underperform in comparison to other special populations. Root Cause: A strong foundation with LEP and SPED strategies is not present.
School Processes & Programs
Problem of Practice 1: A critical component of teaching and learning is a collaborative culture among staff that helps increase overall student achievement, which is slowly developing and represented in Crockett's most recent increase in student achievement data. Root Cause: It takes time to enhance the use of instructional voices among all staff.
Perceptions
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Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of students campus-wide performing at or above grade level in math as measured by Meets Grade Level Standard on STAAR will increase 10 percentage points from 33% to 43% and Masters will increase 5 percentage points from 14% to 19%.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 80% of students will demonstrate math skills at or above grade level as measured by Ren360.

Evaluation Data Sources: BOY, MOY, and EOY Math Ren360

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will differentiate instruction using small group time and the intervention/extension block to meet the individual needs of all students. Strategy's Expected Result/Impact: When compared to themselves, on Ren360, students will show academic growth as indicated by an SGP of at least 40 on Ren360. Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Interventionists, Administrators Action Steps: Teachers will use anecdotal data, formative data, and summative data to track the strengths and weaknesses of students to form meaningful small groups that close academic gaps. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 1 Problems of Practice:





Demographics
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Measurable Objective 2: 80% of students in third, fourth, and fifth grade will demonstrate math skills at or above grade level as measured by common formative assessments or district-level assessments.

Evaluation Data Sources: Common formative assessments and district-level assessments.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze classroom data and determine growth areas during collaborative planning, they will use this information to create tailored due nows and small groups. Strategy's Expected Result/Impact: Increase of students performing at or above grade level in math. Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Interventionists, Administrators Action Steps: During collaborative team meetings, teams will analyze data to create meaningful do nows to support student growth. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments. Root Cause: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.
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Measurable Objective 3: 80% of students in first and second grade will demonstrate math skills at or above grade level as measured by common formative assessments or district-level assessments.

Evaluation Data Sources: Common formative assessments and district-level assessments.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze classroom data and determine growth areas during collaborative planning, they will use this information to create tailored due nows and small groups. Strategy's Expected Result/Impact: Increase of students performing at or above grade level in math. Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Interventionists, Administrators Action Steps: During collaborative team meetings, teams will analyze data to create meaningful do nows to support student growth. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3 Problems of Practice:

Demographics
<p>Problem of Practice 1: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments.</p> <p>Root Cause: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.</p>
Student Learning
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Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The overall component score in Domain 1 as it pertains to STAAR performance will increase by 10 points from 45 to 55.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: 100% of tier 2 and tier 3 students will receive weekly intervention minutes.

Evaluation Data Sources: Student progress monitoring.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Grade levels will collaborate during collaborative planning to determine how to serve tier 2 and tier 3 students best. Students will be placed in intervention groups. Strategy's Expected Result/Impact: Exit tier 2 and tier 3 students from intervention due to growth and no longer needing intervention. Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Interventionists, Administrators Action Steps: Determine tier 2 and tier 3 Students, Place in Intervention Groups, Monitor Growth. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
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Student Learning
Problem of Practice 1: Longitudinal data shows that our Language English Proficient and Special Education populations underperform in comparison to other special populations. Root Cause: A strong foundation with LEP and SPED strategies is not present.





School Processes & Programs
Problem of Practice 1: A critical component of teaching and learning is a collaborative culture among staff that helps increase overall student achievement, which is slowly developing and represented in Crockett's most recent increase in student achievement data. Root Cause: It takes time to enhance the use of instructional voices among all staff.
Perceptions
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Measurable Objective 2: 30% of students in third, fourth, and fifth grade will demonstrate reading skills at mastery as measured by common formative assessments or district-level assessments.

Evaluation Data Sources: Common formative assessments or district-level assessments.

HB3 Board Goal





Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze classroom data and determine growth areas during collaborative planning; they will use this information to tailor small groups and intervention and extension groups. Strategy's Expected Result/Impact: Increase of students exceeding above grade level in reading. Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Interventionists, Administrators Action Steps: During collaborative team meetings, teams will analyze data to create meaningful small groups and intervention and extension groups. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Sentence stems will be utilized across campus to support the usage of complete sentences. Strategy's Expected Result/Impact: Increase of students exceeding above grade level in reading. Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Interventionists, Administrators Action Steps: During collaborative team meetings, teams will plan out sentence stems to support student learning. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments. Root Cause: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.
Student Learning
Problem of Practice 1: Longitudinal data shows that our Language English Proficient and Special Education populations underperform in comparison to other special populations. Root Cause: A strong foundation with LEP and SPED strategies is not present.
School Processes & Programs
Problem of Practice 1: A critical component of teaching and learning is a collaborative culture among staff that helps increase overall student achievement, which is slowly developing and represented in Crockett's most recent increase in student achievement data. Root Cause: It takes time to enhance the use of instructional voices among all staff.
Perceptions
Problem of Practice 1: Crockett is a magnet campus that is B-rated with a high percentage of low socioeconomic families. Crockett is often overlooked by zoned families when choosing their school of choice. Root Cause: Crockett has historically not been seen as a school of choice it is due to geographic location, lack of marketing, and instructional practices.

Measurable Objective 3: 30% of students in third, fourth, and fifth grade will demonstrate math skills at mastery as measured by common formative assessments or district-level assessments.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze classroom data and determine growth areas during collaborative planning; they will use this information to tailor small groups and intervention and extension groups. Strategy's Expected Result/Impact: Increase of students exceeding above grade level in math. Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Interventionists, Administrators Action Steps: During collaborative team meetings, teams will analyze data to create meaningful small groups and intervention and extension groups. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Word Walls will be implemented across campus to support academic vocabulary for all students. Strategy's Expected Result/Impact: Increase of students exceeding above grade level in math. Staff Responsible for Monitoring: Classroom Teachers, SPED Teachers, Interventionists, Administrators Action Steps: During collaborative team meetings, teams will analyze data to create meaningful small groups and intervention and extension groups. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments. Root Cause: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.
Student Learning
Problem of Practice 1: Longitudinal data shows that our Language English Proficient and Special Education populations underperform in comparison to other special populations. Root Cause: A strong foundation with LEP and SPED strategies is not present.

School Processes & Programs

Problem of Practice 1: A critical component of teaching and learning is a collaborative culture among staff that helps increase overall student achievement, which is slowly developing and represented in Crockett's most recent increase in student achievement data. **Root Cause:** It takes time to enhance the use of instructional voices among all staff.

Perceptions

Problem of Practice 1: Crockett is a magnet campus that is B-rated with a high percentage of low socioeconomic families. Crockett is often overlooked by zoned families when choosing their school of choice. **Root Cause:** Crockett has historically not been seen as a school of choice it is due to geographic location, lack of marketing, and instructional practices.

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR will increase 5 percentage points in third grade from 25% to 30%; in fourth grade from 13% to 18%; and in fifth grade from 8% to 13%.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 90% of students in third, fourth, and fifth grade will demonstrate math and reading skills at or above grade level as measured by common formative assessments or district level assessments.

Evaluation Data Sources: Resource progress monitoring data.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Goal Book will be utilized for planning hands-on literacy lessons aligned with each student's Individual Education Plan. Strategy's Expected Result/Impact: Mastery of student reading goal from the students Individual Education Plan. Staff Responsible for Monitoring: Special Education Department Chair, TREK Teacher, Administration Action Steps: Complete progress monitoring benchmark checks and hold ARDs as necessary. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 1 Problems of Practice:





Demographics
Problem of Practice 1: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments. Root Cause: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.

Student Learning
Problem of Practice 1: Longitudinal data shows that our Language English Proficient and Special Education populations underperform in comparison to other special populations. Root Cause: A strong foundation with LEP and SPED strategies is not present.
School Processes & Programs
Problem of Practice 1: A critical component of teaching and learning is a collaborative culture among staff that helps increase overall student achievement, which is slowly developing and represented in Crockett's most recent increase in student achievement data. Root Cause: It takes time to enhance the use of instructional voices among all staff.
Perceptions
Problem of Practice 1: Crockett is a magnet campus that is B-rated with a high percentage of low socioeconomic families. Crockett is often overlooked by zoned families when choosing their school of choice. Root Cause: Crockett has historically not been seen as a school of choice it is due to geographic location, lack of marketing, and instructional practices.

Measurable Objective 2: Students with an Individualized Education Plan will show an SPG of 40 on Reading Ren360.

Evaluation Data Sources: BOY, MOY, and EOY Reading Ren360

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Word Walls will be implemented across campus to support academic vocabulary for all students. Strategy's Expected Result/Impact: Students will show growth when compared to themselves. Staff Responsible for Monitoring: Resource and TREK Teacher, Administration Action Steps: Using students currently level choose activities to encourage growth. Monitor student growth. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:





Demographics
Problem of Practice 1: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments. Root Cause: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.

Student Learning
Problem of Practice 1: Longitudinal data shows that our Language English Proficient and Special Education populations underperform in comparison to other special populations. Root Cause: A strong foundation with LEP and SPED strategies is not present.
School Processes & Programs
Problem of Practice 1: A critical component of teaching and learning is a collaborative culture among staff that helps increase overall student achievement, which is slowly developing and represented in Crockett's most recent increase in student achievement data. Root Cause: It takes time to enhance the use of instructional voices among all staff.
Perceptions
Problem of Practice 1: Crockett is a magnet campus that is B-rated with a high percentage of low socioeconomic families. Crockett is often overlooked by zoned families when choosing their school of choice. Root Cause: Crockett has historically not been seen as a school of choice it is due to geographic location, lack of marketing, and instructional practices.

Measurable Objective 3: 90% of students in first and second grade will meet the grade-level expectations for their high-frequency word assessment by EOY.

Evaluation Data Sources: HFW MOY, EOY

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: The resource teacher will implement HFW activities that are on the student's current level that will increase students' growth. Strategy's Expected Result/Impact: Student will grow when compared to themselves. Staff Responsible for Monitoring: Resource, TREK Teacher, Classroom Teacher Action Steps: Using students currently level choose activities to encourage growth. Monitor student growth. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments. Root Cause: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.

Student Learning

Problem of Practice 1: Longitudinal data shows that our Language English Proficient and Special Education populations underperform in comparison to other special populations. **Root Cause:** A strong foundation with LEP and SPED strategies is not present.

School Processes & Programs

Problem of Practice 1: A critical component of teaching and learning is a collaborative culture among staff that helps increase overall student achievement, which is slowly developing and represented in Crockett's most recent increase in student achievement data. **Root Cause:** It takes time to enhance the use of instructional voices among all staff.

Perceptions

Problem of Practice 1: Crockett is a magnet campus that is B-rated with a high percentage of low socioeconomic families. Crockett is often overlooked by zoned families when choosing their school of choice. **Root Cause:** Crockett has historically not been seen as a school of choice it is due to geographic location, lack of marketing, and instructional practices.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: The school-wide attendance rate will be above 95%.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 75% of students will have no more than two absences.

Evaluation Data Sources: Tardy Report, Attendance Report

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Every six weeks, students with no more than one absence will receive an attendance certificate. Strategy's Expected Result/Impact: Encourage students to want to be at school. Staff Responsible for Monitoring: Registrar, Administrative Assistant, Admin Team. Action Steps: Order attendance certificates, Title I: 2.4 - TEA Priorities: Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Board Goal 5: N/A - Additional Campus Goals





Goal 2: DISCIPLINE: Referrals won't exceed 2% of the student population.

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: Initiate the use of Conflict Circles in classrooms to address the conflict between students, teachers, and staff.

Evaluation Data Sources: Daily schedule.

Strategy 1 Details	Reviews			
Strategy 1: Restorative Discipline PD Strategy's Expected Result/Impact: Build staff capacity around Restorative Practices Staff Responsible for Monitoring: All Staff Action Steps: Community Circles are Scheduled in Teachers' Weekly Instructional Schedule, Community Circle Lesson Plans are Created and Dropped on the Shared Drive for Staff. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 3: VIOLENCE PREVENTION: 100% of students will have access to character development.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 100% of students will engage in character development through the social worker.

Evaluation Data Sources: Character Development Presentations and Schedules.

Strategy 1 Details	Reviews			
Strategy 1: The school social worker will create character development lessons to engage students. Strategy's Expected Result/Impact: Students will enhance their ability to be caring, empathic, etc. Staff Responsible for Monitoring: Social Worker, Admin Team Action Steps: Create a timeline for the social worker to visit classes. Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: 80% of students receiving resource special education services will demonstrate mastery on their reading goal written in their Individual Educational Program.



Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 80% of students will show progress in relation to their Individual Education Plan goals.

Evaluation Data Sources: IEP Goal Tracker

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Students won't miss new instruction as resource minutes are provided. Strategy's Expected Result/Impact: Ensure alignment of resource and grade-level schedules. Staff Responsible for Monitoring: Sped Chair, Admin Team, Staff Action Steps: Plan new instruction around times when students are receiving sped services. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>			

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: The percentage of students identified as EB/EL performing at grade level in reading and math as measured by the Meets Grade Level Standard on STAAR will increase 10 percentage points from 46% to 56% (ELAR), and from 30% to 40% (Math).





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 80% of students will meet or exceed grade-level standards in relation to Ren360.

Evaluation Data Sources: Summit K-12, Ren360, BRR, Zearn

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Sentence Stems will be implemented across contents Strategy's Expected Result/Impact: Sentence Stems posted in the class Utilization of Sentence Stems in instruction Increased performance data on Summit K-12 Staff Responsible for Monitoring: Admin Team, Teachers, SPED Action Steps: Sentence Stem Examples provided at PD Observing Lookfors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Longitudinal data shows that our Hispanic and African American populations underperform in comparison to their white peers on all state assessments. Root Cause: Hispanic and African American (AA) students face a plethora of challenges, i.e., lack of exposure to academic vocabulary, and English as a second language.

Board Goal 5: N/A - Additional Campus Goals





Goal 6: PARENT and COMMUNITY ENGAGEMENT: Maintain Platinum Status with the Family and Community Engagement Department.

Strategic Priorities:

Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Complete the FACE family-friendly school activities within the 2022-2023 timeline.

Evaluation Data Sources: Completing of events.

Strategy 1 Details		Reviews			
Strategy 1: Increase events happening on campus with the community. Strategy's Expected Result/Impact: Identify a FACE point person on campus to lead the organization of events. Staff Responsible for Monitoring: FACE point person, Admin Team, Those supporting school-wide events. Action Steps: Document all community events via flyers and sign in sheets. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: Crockett is a magnet campus that is B-rated with a high percentage of low socioeconomic families. Crockett is often overlooked by zoned families when choosing their school of choice. Root Cause: Crockett has historically not been seen as a school of choice it is due to geographic location, lack of marketing, and instructional practices.

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES: IMMUNIZATION MONITORING, data entry, and state reporting requirements will be completed by a certified school nurse on or before October 30, 2022.

Strategic Priorities:

Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Proof of immunizations.

Evaluation Data Sources: Immunizations Report

Strategy 1 Details	Reviews			
Strategy 1: Immunization call to parents. Strategy's Expected Result/Impact: Nurse to follow up with families Staff Responsible for Monitoring: Nurse, Admin Team Action Steps: Immunization Tracker	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Measurable Objective 1: Monitor diabetes screenings

Evaluation Data Sources: Proof of diabetes screenings

Strategy 1 Details		Reviews			
Strategy 1: Diabetes Report Strategy's Expected Result/Impact: Nurse to follow up with families Staff Responsible for Monitoring: Nurse, Admin Team Action Steps: Diabetes Screener Tracker		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 135 Crockett Elementary School

Total SCE Funds: \$18,644.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our state compensatory education funds are utilized to purchase instructional materials and technology to enhance students' instructional experience and partially fund a classroom teacher.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see TitleICrate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleICrate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleICrate for the following documentation.

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

Please see TitleICrate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see TitleICrate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleICrate for the following documentation.

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

Please see TitleICrate for the following documentation.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see TitleICrate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

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

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elsa Seastrunck	Tchr, Interventionist Rdg	Title I	.49

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Alexis Clark	Principal
Parent	Amanda Pappas	Parent
Parent	Alana Holmes	Parent
Business Representative	Kelsey Sanchez	Business Representative
Non-classroom Professional	Dr. Leticia Villarreal	Special Education Chair
Non-classroom Professional	Karina Nino	Non-Instructional Representative
Classroom Teacher	Katherine McGaha	Classroom Teacher
Classroom Teacher	Diep Kartadjoemena	Classroom Teacher
Administrator	Alexandra Briceno	Title I Coordinator
Community Representative	Tamara Pierce	Community Representative
Community Representative	Victor Valencheck	Community Representative

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
