

**Judson Independent School District**  
**Crestview Elementary School**  
**2016-2017 Campus Improvement Plan**



# **Mission Statement**

**All Judson ISD students will receive a quality education enabling them to become successful in a global society.**

## **Vision**

**JISD is Producing Excellence!**

## **Value Statement**

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity and Mutual Respect

Safe and Secure Environment

Two-way Communication

# Comprehensive Needs Assessment

## Needs Assessment Overview

*Crestview's spring 2016 STAAR scores at phase 1 were all above 90% in reading and mathematics; writing 89%; science 87%. STAAR scores at the advanced level are low in all subjects, none above 29%. Since science and writing had the lowest passing rates, they will be the primary focus for the 2016-2017 academic school year. 2016 I-station results indicate 11% kindergarten students, 12% first grade students, and 8% second grade students are on Tier 3 at the EOY.*

# Demographics

## Demographics Summary

Crestview has approximately 612 students; 7% African America, 65% Hispanic, 25% White, and 3% two or more races. Economically disadvantaged students comprise about 65% of the population, 26% ELL students, 73% at-risk students, and 9% of the students are Special Education students. Crestview has a diverse population. The mobility at Crestview is about 24%.

The TEA 2015 Accountability (STAAR Performance Indicator Index) report indicated that Crestview Elementary met standards on all four performance indicators for the inaugural year. Crestview earned five distinctions, Reading/ELA, Science, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness.

## Demographics Strengths

Crestview has a very diverse student population. Student to teacher ratios are reasonable and manageable allowing for more effective instructional opportunities. Crestview's parental and community involvement are strong. Live Oak Police Department/Fire Department, Live Oak Garden Club, North East Rotary all volunteer hours and resources to the campus. Several community agencies around San Antonio send presenters to educate students at Science Day in the Park and Science Family Night.

## Demographics Needs

The mobility at Crestview is about 24% which is higher than the state at 16.9%. Attendance Rate is at 96%, there was no improvement in student attendance this school year. Crestview's Special Education population has increased by 4%.

## Student Achievement

### Student Achievement Summary

Crestview's 2016 STAAR scores at phase 1 were all above 90% in reading and mathematics; writing 89%; science 87%. Accountability Distinctions will not be in until August 2016. STAAR scores at the advanced level are low in all subjects, none above 29%. Since science and writing had the lowest passing rates, they will be the primary focus for the 2016-2017 academic school year. 2016 I-station results indicate 11% kindergarten students, 12% first grade students, and 8% second grade students are on Tier 3 at the EOY. Additionally, Crestview earned five distinctions-Reading/ELA, Science, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness in the 2015-2016 school year. Crestview Elementary Met Standard in each of the 4 index categories with significant increases in Index 3 and 4 over 2014-2015.

### Student Achievement Strengths

STAAR scores were all above district and state averages. Vertical Alignment is evident across all grade levels and most student sub-groups across all content areas. According to the universal screen-Stride Academy-62% of students have shown improvement. I-station results indicate that less than 15% of K-2 students are on Tier 3 at EOY. Of the 32 students referred for Dyslexia services, 27 qualified (84%); 5 DNQ (16%); of the 5 DNQs, 3 were parent requests.

## **Student Achievement Needs**

In all subjects, there were very low numbers of advanced level III students on STAAR, none above 29%. Science and writing continue to be areas of concern. Special Education students continue to be the lowest performing subgroup on the STAAR assessment. LEP students meeting or exceeding student progress is an also an area of concern. Many at-risk students in K-2 are not showing needed improvement in Istation testing. Phonics, Phonemic awareness, Spelling, Text Fluency are all areas in need of improvement on I-station. Staff development in reading/writing and science are top priorities.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Survey results of parents, students, and staff indicate high levels of satisfaction. More than 90% of Crestview staff and students feel welcome and appreciated; 100% of staff feel strong collaboration exists between admin. and teachers; 94% of students feel safe at school; more than 91% of parents are satisfied with our school;91% feel their child receives a quality education and their child is motivated to do their best. Crestview has low numbers of teacher turnover. Typically turnover of staff is usually due to retirement of long-time employees. Staff members volunteer for after school Chess Club, Science Club, Robotics, Basketball Club, Student Council, Battle of Books, Music Memory, 3rd., 4th., 5th. grade Choirs and Lego Club.

### **School Culture and Climate Strengths**

On staff, student and parent surveys, more than 90% stated they feel welcome and appreciated; 94% of students feel safe at school; more than 90% of parents are satisfied with our school;94% feel their child receives a quality education and their child is motivated to do their best and 100% of staff feel strong collaboration exists between administrators and teachers.

### **School Culture and Climate Needs**

On parent surveys only 75% were highly satisfied with the content on the school website. Staff surveys indicated needs for a stronger level of support from district office and the need for more readily available, relevant professional development offerings at the district level. On the student surveys, 77% of students indicated that "students at my school are friendly". Bullying continues to be a concern, although fewer bullying reports were filed for the 2015-2016 school year.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Crestview has 2 new teachers but not new to the profession. Most staff members do not have less than 5 years experience, and many staff members stay until they retire. All teachers are returning to CRE next school year. JISD allocated 2 additional FTEs for the 2016-2017 school year. Teachers were interviewed and hired off of the transfer list.

### **Staff Quality, Recruitment, and Retention Strengths**

Teachers at Crestview have the flexibility to be creative, the grade level teams collaborate well together, and 100% of the staff indicated collaboration between staff and administrators was strong. Monthly pot-luck lunches are attended by staff, and the staff social committee plans activities often to treat teachers. PTO does an amazing job throughout the year, but especially during teacher appreciation week. 100% of staff members are highly qualified.

### **Staff Quality, Recruitment, and Retention Needs**

Campus administrators need to continue to find ways to keep staff excited and motivated. We will continue to recognize the Educator of the 9 weeks as a way to recognize staff for their hard work.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Two district benchmarks are planned for 2016-2017. Istation for reading and universal screens for math are given 3 times a year, BOY, MOY, EOY. First in Math, Fast Facts, Game of 24 and Accelerated Reader are optional resources for teachers/students.

### **Curriculum, Instruction, and Assessment Strengths**

Great STAAR scores in grades 3-5 at the phase 1 standard indicated solid curriculum and instruction; Advanced level III scores in math have increased significantly; Index 2 (Student Progress) and Index 3 (Closing Performance Gaps) show that curriculum, instruction, and assessment help build on previous instruction each year. Core Knowledge units taught in May in grades PK-5 were fun and rigorous, and students and teachers were excited and engaged. Istation was helpful in diagnosing students' levels in reading because it offered monthly assessments. Classroom instruction (indicated by walk-throughs and PDAS and soon to be TTESS) was rigorous and engaging.

### **Curriculum, Instruction, and Assessment Needs**

Additional professional development, as well as resources, are needed for reading, writing, and science instruction and intervention. Math materials specifically related to multi-step problems, fact fluency and the new mathematics TEKS are needed. Resources specifically designed to aid students in composition and revising/editing lessons is what would be most helpful. Reading materials to assist in building vocabulary and strengthening phonics. Funding for after-school tutoring and mini science camps is need as well. The campus continues to need an RtI facilitator and three pull-out professional staff members, including a bilingual support person.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

20% of Crestview families are on Parent Center. 30% of parents are registered to volunteer and participate. Crestview has a strong roster of PTO officers, many of whom volunteer daily on the campus. Parents volunteer to serve on SBDM and LPAC committees, and assist with school activities, including carnival, field day, bicycle rodeo, fundraisers, and family nights. Well over half of the parents attend teacher conferences at school. Live Oak Police Department/Fire Department, Live Oak Garden Club, North East Rotary all volunteer hours and resources to the campus. Several community agencies around San Antonio send presenters to educate students at Science Day in the Park and Science Family Night.

### **Family and Community Involvement Strengths**

PTO created a yearbook for Crestview to include a collection of important events throughout the year as a keepsake for students and staff. Broken Arrow, the new Blackboard Connect is an excellent communication tool, the Crestview Chatter (newsletter), monthly calendars of events, conferences, take home communication folders, notes home from administration have been effective forms of communication. CRE launched a Facebook page this past year to help with parent communication as well as help recognize and highlight the CRE students and teachers.

### **Family and Community Involvement Needs**

Continue to grow parent involvement nights-targeting specific student groups (ex.bilingual night); increase numbers of parents on Parent Center, only 20% of parents are registered; continue to expand parent volunteer opportunities, 30% of parents volunteer; increase number of automated Broken Arrow calls; make the campus website more informative and user friendly; continue the implementation of the CRE Facebook page and CRE Watch D.O.G Program.

## **School Context and Organization**

### **School Context and Organization Summary**

Teachers have a voice during RPM/collaborative planning, campus vertical committees, SBDM meetings, LPAC meetings, attendance and placement committees, discipline committee, and social committee meetings. Weekly faculty meetings are held to train teachers and communicate. Surveys in the spring are used to determine climate as well as plan for professional development. Teachers at each grade level plan family nights on campus, and teachers are enlisted to train during professional development times.

### **School Context and Organization Strengths**

Campus committee members play active roles in decision-making and planning. The school counselor alongside with school administrators head a committee to elect and celebrate the Educators of the 9 weeks. Crestview has strong grade level lead teachers/chairs and SBDMC.

### **School Context and Organization Needs**

We need to find additional opportunities to provide teachers with recognition and celebrate successes. Reduce the amount of paperwork for teachers to the maximum extent possible. Provide teachers with the ability to invest the majority of their time teaching. Continue to grow teachers into master teachers by providing opportunities to lead initiatives, attend PD, support higher education.

# **Technology**

## **Technology Summary**

Each Crestview classroom has 5 computers, an ELMO, and a projector. The music classroom has a smartboard. The campus also has 14 NOOKs, 36 iPads, 3 iPad Mini's, 20 iPod touches, 28 Dell Chromebooks, 6 Samsung Chromebooks, and 3 MOBILE's. Fifth grade classes have sets of calculators, and each grade level has two digital cameras. Scanners are in both computer labs, as well as in the office. Crestview has 3 copy machines.

Students go to the lab once or twice a week to work on First in Math, Istation, Techknowledge, Type to Learn, research projects, and Accelerated Reader.

## **Technology Strengths**

The iPad usage in kindergarten and first grade classrooms and the NOOKs in 2 fifth grade classrooms is impressive. Shared campus/ district computer drives (H:, K:, T:, and L:) allow for storage and collaboration. The Crestview Morning Show (produced by students) is professional. Robotics was piloted during 2012-2014 with 2 teams, the program was extended during 2014-2015 to include 3 teams and were hoping to add an additional team 2016-2017 and to continue participating in robotics competitions.

## **Technology Needs**

Student headphones, bulbs for projectors, cartridges for printers and paper copies are expensive needs. Continue to expand iPad integration in classrooms so that more students can benefit. Provide PD for Chrome book integration; increase number of Smart boards to support instruction, implement the All In Learning program to facilitate data driven decision making.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Accountability Distinction Designations
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, 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

#### **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

## Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 1:** Improve, sustain, and support academic growth in the four core areas at or above grade level.

**Evaluation Data Source(s) 1:** STAAR scores above state average in all areas

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze CBA, STAAR, and universal screen data to identify strengths and weaknesses to determine professional development needs and student needs	2, 4, 9	Administrators, Classroom teachers, RTI facilitator, SPED, Interventionist to include Dyslexia Teachers	CBA and STAAR scores above district and state averages, universal screen results throughout the year				
2) Implement RtI process, continue utilizing RtI facilitator, and monitoring LRE placements	2, 9	Campus administrators, special education teachers, RtI facilitator	RtI paperwork complete, tracking data up-to-date, students appropriately referred to special programs as evidenced by percents of referred students who qualify				
Funding Sources:							
3) Continue identification and services for Talented and Gifted students with pull-out and cluster models	2	TAG teacher and classroom teachers	TAG rosters				
4) Use SCE, Title, as well as other funds, to purchase materials and supplies to enhance learning of all students and at-risk students throughout the school year and for the summer program. Use monies to send, bring in, or provide professional development opportunities for staff.	2, 4, 9, 10	Campus administrators; RTI teachers	Purchase orders, Istation reports, increased CBA and STAAR scores				
Funding Sources: 211-7 - Title I - 4400.00, 171-7 State Compensatory Education - 5950.00							
5) Build teachers' capacity to teach reading, writing, and math standards explicitly and with rigor through PD offered by JISD Reading Specialist, campus administrators, and/ or our campus RtI staff . Provide opportunities for teachers who are committed to working with struggling students to attend PD-training or conferences. Teacher will implement strategies acquired to address the needs of their students.	4, 10	Campus administrators, contracted PD personnel, RTI teachers	Evidence of strategies utilized in classroom instruction and CBA, Istation, universal screen, and STAAR results				
Funding Sources: 171-7 State Compensatory Education - 2000.00, 211-7 - Title I - 1000.00							

6) Build teachers' capacity to teach phonics and phonemic awareness by seeking professional development opportunities and training. Teacher will implement strategies acquired to address the needs of their students.	4, 10	Campus administrators, contracted PD personnel, RTI teachers	Evidence of strategies utilized in classroom instruction and I-station Data Reports				
Funding Sources:							
7) Provide enhanced opportunities for hands-on science and journaling through Science Camp for 5th grade students, Science in the Park for PK-5, and Science Mini-Camps 3-5	2, 9	Campus administrators, RTI teachers, classroom teachers	CBA and STAAR results				
Funding Sources: 199-7 -General Operating - 2500.00							
8) Continue and expand Crestview Robotics Program	2, 9	Teachers	Robotics Showcase 2015 participation				
Funding Sources:							
9) Continue the implementation of systematic approach to student discipline; provide additional book studies that reinforce discipline; train staff on strategies obtained from The Leader in Me	4, 5	Campus administrators, 5 staff trainers	Number of referrals				
Funding Sources:							
10) Implement PK-5 counseling and social assistance programs that meet district and state guidelines, including eliciting parent/guardian input	6, 9	School counselor	Discipline referral numbers, bullying referral numbers, and classroom guidance schedules				
Funding Sources:							
11) Continue to integrate technology within math, science, reading, and social studies curriculum using iPads, iPods, and Nooks	8, 9	Classroom teachers, technology aide	Student products, Istation fluency scores, STAAR scores				
Funding Sources:							
12) Provide programs and services to develop college and career readiness including a career fair	10	Campus Administrators, School counselor	Feedback from teachers, students, and presenters after career fair				
13) Continue standards-aligned district benchmark assessment program. Teachers will create teacher-created assessments to assist them in identifying student needs.	2, 8, 9	Campus administrators, teachers	Benchmark scores, revised CIP strategies as needed				
14) Provide tutoring to students struggling with mathematics, reading/writing, and science during the school day and after school	2, 9, 10	Campus administrators, teachers, RtI specialists (SCE 4 FTEs)	STAAR scores, promotion/retention numbers, Istation scores, benchmark scores				
Funding Sources: 171-7 State Compensatory Education - 11300.00, 211-7 - Title I - 4100.00							
15) Continue implementing PLCs during teacher planning times	4, 8	Campus administrators	Teacher retention numbers, spring staff survey results				
16) Implement monthly vertical team instructional sweeps	2, 4, 8	Campus administrators	Student products, STAAR reading scores, benchmark scores; rigorous work displayed in hallways				
17) Implement JISD systems through RPMs once a semester after school during extended faculty meetings	4, 8, 9	Campus administrators	Students products, STAAR scores, benchmark scores				
18) Use SCE or Title summer funding to provide student transportation to at-risk students attending the Camp Invention Summer Program. Provide transportation to students attending afterschool tutoring.	2, 9, 10	Summer Program Coordinator Highly Qualified Teachers JISD Transportation	Assessments to include iStation & Stride Academy and STAAR.				
Funding Sources: 171-7 State Compensatory Education - 2500.00							











19) Continue with Bully Awareness and Prevention activities, provide students with experiences that connect to the "real world," Red Ribbon Week, Toys for Tots, food Drives etc.		Assistant Principal, Counselor, Student Council	EOY parent and student surveys				
= Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Goal 1:** To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

**Performance Objective 2:** Increase the average daily attendance to 97%.

**Evaluation Data Source(s) 2:** Eschool Attendance data and attendance letters

**Summative Evaluation 2:**








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase student attendance by 1%-provide individual, class, and campus incentives	2, 4, 10	Campus administrators, Counselor, Teachers	PEIMS Data, Increase in student attendance rate				
Funding Sources:							
2) Share information with parents concerning HB5 school attendance law changes. Provide incentives such as trophies, and certificates to students with excellent attendance	4, 6, 10	Campus Administrators, Counselor, Teachers	PEIMS Data, Increase in student attendance rate				
Funding Sources:							
3) Perfect Attendance Reception for students and families achieving 100% attendance for the year	6	Campus Administrators, Counselor, Teacher	Number of students with 100% attendance, flyer and sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







## Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

**Performance Objective 1:** Increase parent and community involvement in the school

**Evaluation Data Source(s) 1:** Critical dates on calendar; spring parent surveys, Blackboard and Parent Center participation reports

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure critical information is communicated on the campus and on district calendars, in the Crestview Chatter, campus website, individual teacher websites and CRE Facebook page in English and Spanish.	6	Campus administrators and teachers	Increased numbers of participation in school activities. calendars, end-of-year parent surveys				
Funding Sources:							
2) Provide transition for parents of students from PK to K. Parents will tour the campus and classrooms. Parents will be provided with instructional resources to use to prepare students for kindergarten.	7	PK and Kinder teachers and campus administrators	Sign-in sheets and packets of materials given to parents				
Funding Sources:							
3) Convene annual parent meeting for Title I participation information; update school/parent Title I compact; provide annual school accountability meetings	6	Campus administrators	Copies of letters sent home, copies of compacts numbers in attendance at meetings				
4) Review current Parent Involvement plan for campus-wide/community-wide involvement, including Literacy Night, Science Night, Grade Level Programs, parent volunteer programs, Field Day, Award Assemblies, Carnival, Bicycle Rodeo, Science Day in the Park, Reading Restaurant, Math Marathon, PK Transition, and parent involvement at home	6, 7, 8, 10	Campus administrators and teachers	Participation rates and spring survey results				
Funding Sources: 211-7 - Title I - 500.00							
5) Continue and expand the Implementation of the Watch DOGS (Dads of Great Students) program	6	Counselor	Number of DOGS on campus and frequency of their presence.				
Funding Sources:							
6) Teachers will increase communication to parents; phone calls will be made, letters and postcards will be mailed to parents at different stages concerning important dates, individual students with attendance problems, discipline issues, counseling concerns, grade alerts, etc. Home visits will be made by principal and teacher or staff member to alert parents and instill the importance of communication.	6, 9	Campus Administrators, Teachers	Increase in attendance rate, increase parent involvement				
Funding Sources:							
7) Provide support to students and families identified through the McKinney Vento program	10	Counselor	PEIMS Data, Counselor documentation of parent meetings				

8) Provide appropriate services, including supplies, uniforms, meals, and transportation, to homeless students to improve academic progress, and attendance	9, 10	Homeless liaison, counselor, administrators	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

### Goal 3: To increase employee retention and satisfaction making Judson a premier employer

**Performance Objective 1:** Ensure effective leadership through the implementation of a sustainable rock solid leadership system

**Evaluation Data Source(s) 1:** Teacher and staff retention numbers 2016

**Summative Evaluation 1:**








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, and chairing grade levels and other committees	5	Campus administrators	Ownership of extra-curricular activities; professional development by teachers; and teacher retention rates 2016				
2) Create opportunities to celebrate successes	2, 5	Campus administrators	Teacher retention rates 2016				
3) Offer a variety of high quality training opportunities and track attendance, effectiveness, and satisfaction with training	4	Campus administrators	PD evaluations, increased student learning as evidenced by STAAR, CBAs, and iStation reports; evidence of new strategies employed by staff during walk-throughs				
Funding Sources:							
4) Provide excellent mentoring of new teachers; continue weekly grade level and faculty meetings as well as RPMs and monthly pot luck lunches; maintain open door policy for all constructive conversations	4	Campus administrators, Lead Mentor Teacher	Staff surveys 2016 and teacher retention rates 2016				
5) Ensure 100% staff are highly qualified	3	JISD HR and campus administrators	Report from HR showing 100% highly qualified for their positions				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 4: To increase student achievement by developing and implementing programs for social and emotional learning.**

**Performance Objective 1:** Develop and implement a systematic approach to student discipline that results in a 10% decrease in discipline referrals.

**Evaluation Data Source(s) 1:** Eschool Discipline Data, Counseling Logs, RtI Data

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Collaborate, develop, and communicate campus-wide procedures to all stakeholders to decrease discipline office referrals by 10%	2	Administrators, Counselor, and Discipline Committee Members	Eschool Plus to track discipline data and analyze the data for trends and patterns. Decrease number of students on RtI behavior tiers, evidence of ongoing review of classroom/campus procedures.				
2) Using discipline data, individual classroom data, and counseling logs to implement Leader In Me, and Dan St. Romain strategies/practices (Prek-5th grades) to promote positive practices/ interactions between students and staff.	2	Administrators, Counselor, RtI Facilitator and CRE teachers	Decrease of discipline referrals, increase in student attendance, and discipline contract agreements created and posted in classrooms.				
Funding Sources:							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4:** To increase student achievement by developing and implementing programs for social and emotional learning.

**Performance Objective 2:** Evaluate, develop, and implement Pk-5th grades counseling and social assistance program that meet state guidelines and results in creating a positive learning environment that is physically and emotionally safe.

**Evaluation Data Source(s) 2:** Eschool Discipline Data, Counseling Logs, Parent Involvement Activities

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Guidance Lessons: Implement regular guidance lessons using Second Step Curriculum.		Administrator and/or Counselor	Monthly documentation and/or calendar.				
2) Implement: Eagle of the Week in classrooms. Continue with the character recognition program that recognizes several students from each classroom every 9 weeks at our awards ceremony.		Administrators and Counselor	Character Certificates, 10% decrease in discipline referrals. Discipline data will be tracked and analyzed for trends and patterns.				
3) Discipline Committee will meet each month to review discipline data, review Leader In Me/Dan St.Romain implementation and recommend new ideas or changes to benefit all students.	2	Administration, Discipline Committee	Agendas, Sign In Sheets, Meeting Minutes, Discipline Referral Data				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

# State Compensatory

## Budget for Crestview Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
171.7.11.106.24.6112.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$0.00
171.7.11.106.30.6118.TF	6118 Extra Duty Stipend - Locally Defined	\$9,600.00
171.7.21.106.30.6118.TF	6118 Extra Duty Stipend - Locally Defined	\$900.00
171.7.11.106.24.6119.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$188,340.00
171.7.13.106.24.6119.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,582.75
171.7.23.106.30.6121.TF	6121 Extra Duty Pay/Overtime - Support Personnel	\$800.00
171.7.23.106.30.6129.TF	6129 Salaries or Wages for Support Personnel	\$0.00
<b>6100 Subtotal:</b>		<b>\$257,222.75</b>
<b>6300 Supplies and Services</b>		
171.7.11.106.30.6329.00	6329 Reading Materials	\$1,900.00
171.7.11.106.30.6399.00	6399 General Supplies	\$4,050.00
<b>6300 Subtotal:</b>		<b>\$5,950.00</b>
<b>6400 Other Operating Costs</b>		
171.7.13.106.30.6417.00	6417 Travel and Subsistence - Locally Defined	\$2,000.00
171.7.11.106.30.6494.00	6494 Reclassified Transportation Expenses	\$2,500.00
<b>6400 Subtotal:</b>		<b>\$4,500.00</b>



**Personnel for Crestview Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Sandoval	Teacher	SCE Bilingual Support	1.0
Kaylee Roznovsky	RtI Facilitator	SCE	1.0

# Title I

## Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
  - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
  - b. Use effective methods and instructional strategies based on scientific research that:
    - Strengthen the core academic program in the school.
    - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
    - Include strategies for meeting the educational needs of historically underserved populations.
  - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
    - Counseling, pupil services, and mentoring services.
    - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
    - The integration of vocational and technical education programs.
  - d. Address how the school will determine if such needs have been met.
  - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as

required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Crestview Elementary School's Campus Improvement Plan is developed in accordance with Texas Education Code Title 2, Subtitle C 11.251 Subchapter F. The plan meets the requirements of Title I Schoolwide Components. Crestview Elementary's Site Based Decision Making Committee meets several times a year to evaluate the effectiveness of the current year's plan based on data. The CIP is adjusted as needed based on data and analysis by staff and Site Based Committee.

Site Based Committee review the following data sources:

- State Assessments-TELPAS, STAAR, STAAR A, STAAR ALT, STAAR Spanish, STAAR L

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

Surveys

Analyze CBA, STAAR, universal screen, iStation, common assessment and PEIMS data to identify strengths and weaknesses to determine professional development needs and student needs.

### **2: Schoolwide Reform Strategies**

1. Science Camp for 5th grade students
2. Science Day in the Park(PK-5) and mini-camps(3-5) to increase science outdoor learning opportunities
3. Morning Show produced by students
4. Late Exit Program for Bilingual students PK-5 grade
5. Establish on-going counseling groups (ex. lunch bunch)
6. Red Ribbon Week-Whole campus and classroom activities focusing on drug awareness and prevention.

### **3: Instruction by highly qualified professional teachers**

1. Ensure all campus staff is highly qualified
2. Develop staff in leadership positions
3. Offer a variety of high quality, high interest professional development opportunities

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

1. Team-building activities
2. High quality professional development on teaching reading/writing and science
3. Professional staff book studies
5. Staff climate survey

### **5: Strategies to attract highly qualified teachers**

1. Ensure all Campus teachers are qualified to instruct the grade level assigned.
2. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.
3. Improve Staff attendance to a minimum of 97%.

### **6: Strategies to increase parental involvement**

1. Opportunities to share strategies and materials with parents
2. Increase teacher participation and enrollment in PTO
3. Quarterly student recognition assemblies

4. Quarterly newsletters to families
5. Increase number of parents on Parent Center
6. Update campus website
7. Meet-The-Teacher Open House
8. Post CIP on school website for parent access
9. Information on school marquee for parents and community

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Provide programs and events which encourage pre-school families to learn about literacy and other pre-kindergarten skills. Parents can take home materials for summer activities that will help prepare students for kindergarten.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

1. Ongoing analysis of student work and/or data to monitor and adjust lesson plans
2. Feedback from instructional walk-throughs and instructional team sweeps
3. Accommodations/modifications documented in lesson plans
4. Training on reading/writing instruction
5. Technology in the classroom-Smartboard, NOOKS, IPOD touches, IPADs, IPAD Mini's, Chromebooks, and MOBIE's

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

1. Training on RtI process
2. GIST meetings to discuss classroom interventions and effectiveness

3. Pull-out support for students
4. RtI facilitator observations, feedback, support
5. Increase classroom guidance

**10: Coordination and integration of federal, state and local services and programs**

1. Expand/Increase guidance curriculum provided to students
2. Provide after-school tutoring with transportation for targeted students
3. Provide quality parent involvement opportunities for families and community

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lucila Rodriguez	RtI Teacher	Title I (Bilingual Support)	1.0
Margaret Pena	RtI Teacher	Title I (Bilingual Support)	1.0

## 2016-2017 Campus Improvement Plan Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Yvonne Munoz	Principal
Business Representative	Jesse Barela	Live Oak Police Dept.
Business Representative	Nathan Sherman	S & P Communications
Classroom Teacher	Jeanine Bummett	1st Grade Teacher
Classroom Teacher	Alma Neira	1st Grade Bilingual Teacher
Classroom Teacher	Maggie Pena	RtI Teacher-Title I
Classroom Teacher	Liz Sandoval	RtI Teacher - SCE
Community Representative	Art Cardozo	
Community Representative	Hector Sanchez	
District-level Professional	Tracy Dennis	Professional Dev. PreK-12 Coordinator
Non-classroom Professional	Sandy Sherman	Librarian
Paraprofessional	Elizabeth Ramirez	SE Aide
Parent	Jerry Goff	
Parent	Betty Ortiz	



# Campus Funding Summary

<b>199-7 -General Operating</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6			\$0.00
1	1	7	5th Grade Science Camp		\$2,500.00
1	1	8			\$0.00
1	1	10			\$0.00
1	2	1			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
3	1	3			\$0.00
<b>Sub-Total</b>					\$2,500.00
<b>171-7 State Compensatory Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	Supplemental materials: Reading, Writing and Math	171-7-11-106-30-6399.00	\$4,050.00
1	1	4	Mentoring Minds Reading Resource Books	171-7-11-106-30-6329.00	\$1,900.00
1	1	5	Travel - Employees - Workshop	171-7-13-106-30-6417.00	\$2,000.00
1	1	14	Extra duty pay for teachers Extended Day Tutoring	171-7-11-106-30-6118.TF	\$9,600.00
1	1	14	Extra Duty pay Coordinator for Extended Day Tutoring	171-7-21-106-30-6118.TF	\$900.00
1	1	14	Extra duty pay for Planning/Training for Extended Day Tutoring	171-7-11-106-30-6121.TF	\$800.00
1	1	18	Transportation for Extended Day Tutoring	171-7-11-106-30-6494.00	\$2,500.00
3	1	3	ESC Region 20 Workshops		\$0.00
<b>Sub-Total</b>					\$21,750.00
<b>211-7 - Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>

1	1	4	Empowering Writers Wk Bks	211-7-11-106-30-6399.00	\$1,884.00
1	1	4	Math Resource Books	211-7-11-106-30-6329.00	\$2,516.00
1	1	5	Substitute Pay for Rtl teachers	211-7-11-106-30-6112.00	\$1,000.00
1	1	9		211-7-13-106-30-6329.00	\$0.00
1	1	11	Title Funds	211-7-11-106-30-6399.00	\$0.00
1	1	14	Extra duty pay for teachers Extended Day Tutoring	211-7-11-106-30-6118.00	\$3,500.00
1	1	14	Auxillary Support for Extended Day Tutoring	211-7-23-106-30-6121.00	\$600.00
1	1	18			\$0.00
1	2	2			\$0.00
2	1	4	Supplies for Math Marathon; Family Lit. Night; Family Science Night	211-7-61-106-30-6399.00	\$350.00
2	1	4	Books for Reading Reastaurant	211-7-61-106-30-6329.00	\$150.00
3	1	3			\$0.00
<b>Sub-Total</b>					\$10,000.00
<b>Campus Activity Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>NA</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2			\$0.00
4	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$34,250.00