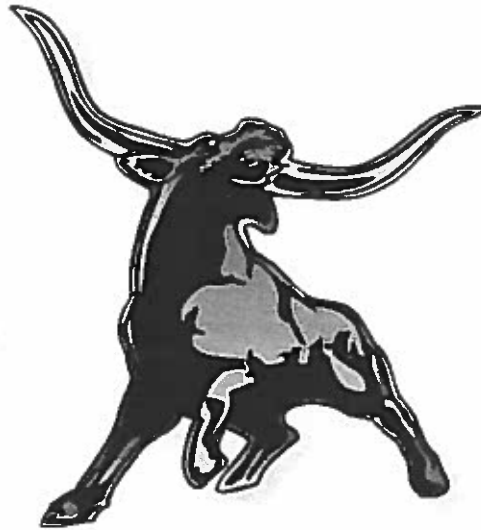


El Paso Independent School District
Crockett Elementary School
2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

To inspire and prepare our students to be enthusiastic life-long learners.

Vision

David Crockett Elementary provides a strong foundation that will enable our students to be life-long learners.

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Goals

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports: Board Goals 1-3







Performance Objective 1: By the end of the 2018-2019 school year, academic performance of all students in reading, math, writing and science will increase by 3% at the masters level and/or campus assessments.

Evaluation Data Source(s) 1: STAAR, DRA, EDL, Istation, Campus generated assessment

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) We will provide RTI services to all students in order to increase their academic performance so that students meet the required student achievement rate or progress measure.</p>	2.4, 2.5, 2.6, 3.2	Teachers ALLs Bilingual Literacy Teacher Administration	Data reviews will reflect all students with a minimum of 3% growth as identified by a state approved diagnostic test at beginning, middle and end of the school year. PLC's will reflect focused interventions provided to identified students at beginning of school year to meet the 3% growth as identified by a state approved diagnostic test.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: 211 ESEA Title I (Campus) - 23500.00</p>							

<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) We will evaluate all students at the beginning, middle and end of the school years in order to provide appropriate interventions so that students meet the required student achievement rate or progress measure.</p>	2.4, 2.5, 2.6	Teachers All Administration	Data reviews will reflect all students with a minimum of 3% growth as identified by a state approved diagnostic test at middle and end of the school year.				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) We will implement the Johnny Can Spell/Estrellitas , RAZ iStation program in grades K-2 program in order to support the Balance Literacy approach so that students phonological awareness increase students' reading ability.</p>	2.4, 2.5, 2.6	Teachers ALL Administration	Students' phonological awareness will increase students fluency rate to the expected target levels: 1st 70 wpm and 2nd grade to 90 wpm additionally teachers will use Johnny Can Spell and Estrellitas for 60 minutes per week for tier 3 students, 30 minutes/week for tier 2 students.				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) We will provide Web-based programs to support teachers in addressing academic performance of all students in the core subjects so that students meet the required student achievement rate or progress measure.</p>	2.4, 2.5, 2.6	Teachers and Staff Administration	Student performance on state/campus approved assessments will increase by 3% when compared to the same assessments administer 2017-2018 school year.				
Funding Sources: 211 ESEA Title I (Campus) - 13500.00							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>5) We will provide instructional resources and supplies for all core subjects areas in order to impact student learning so that students meet the required student achievement rate or progress measure.</p>	2.4, 2.5, 2.6	Administration Teachers	Students will show a 3% increase in their academic performance as identified by a state approved diagnostic test .				
Funding Sources: 211 ESEA Title I (Campus) - 35524.76, 199 General Fund - 5520.40, 185 SCE (Campus) - 29945.87							

<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>6) We will supply funding for tutoring in order to provide tier 2 and tier 3 interventions to students and decrease their instructional gaps.</p>	2.4, 2.5, 2.6	Administration ALL Bilingual Literacy Coach	Students will decrease learning gaps and increase academic progress by 3% as identified by a state approved diagnostic test .				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>7) We will conduct weekly PLC's in order to improve planning and delivery of instruction so that students increase in their academic performance.</p>	2.4, 2.5, 2.6	Grade Level Representatives Principal Assistant Principal All	Overall impact is expected to have 2/3 of teachers be proficient or above in Domains 1 & 2 as evidenced by walk throughs and observations.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: The retention rate in first grade is at 7.2%. Root Cause 1: Some students do not have prior schooling since kindergarten is not mandatory in the state of Texas and our parents are not aware of the importance of early childhood education. The has not established a community outreach campaign.</p>
<p>Problem Statement 2: STAAR trends for the past three years average are in the 70% range for each year. Root Cause 2: The school has not established and effective support system for teachers as they move to a new grade level.</p>
<p>Problem Statement 3: STAAR scores in reading and math at 3rd grade level fluctuate from year to year. Root Cause 3: PK-3 grade teachers need additional support and training on strategies to meet the needs of all students.</p>
<p>Problem Statement 4: STAAR scores in reading, math and writing at 4th grade level fluctuate from year to year. Root Cause 4: Gaps exist in our vertical alignment between grade levels.</p>
<p>Problem Statement 5: STAAR scores in reading at the 5th grade level for our special education students have decreased. Root Cause 5: Not enough staff support to meet our SPED population needs.</p>
<p>Problem Statement 6: Data measures that are aligned with STAAR for grades K-2 have not been reviewed/identified by the campus. Root Cause 6: Teachers do not have the proper tools needed to align assessments and progress monitoring for their grade level.</p>

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 2: Increase the overall attendance for 2018-2019 by 1% as compared to the 2017-2018 school year.

Evaluation Data Source(s) 2: PEIMS attendance report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) The attendance committee will meet once a month in order to review students with perfect attendance/ excessive absences so that students' attendance is recognized / addressed</p>	2.4, 2.5, 2.6	Administration Teachers Faculty and Staff PEIMS clerk	<p>PEIMS attendance report will reflect the 1% increase when reviewed bi-monthly.</p> <p>Students will be recognized and excessive absences will be addressed accordingly.</p>				
Problem Statements: Demographics 3							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Crockett's attendance has decreased by 1% the past three years. Root Cause 3: The flu/allergy season has taken a toll on the attendance rate and school needs to evaluate and improve the current system of monitoring student attendance.</p>

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 3: Special Education population will meet their individual goals as stated in their IEP.

Evaluation Data Source(s) 3: IEP and state assessments

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) We will meet once a month in order to review students academic performance so that students' meet their IEP goal or expected academic growth.	2.4, 2.5, 2.6	Special Ed Instructor Teacher Administration	Student performance on state/campus approved assessments will increase by 3% and/or meet their IEP goal.				
Problem Statements: Student Academic Achievement 1, 5, 6							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: The retention rate in first grade is at 7.2%. Root Cause 1: Some students do not have prior schooling since kindergarten is not mandatory in the state of Texas and our parents are not aware of the importance of early childhood education. The has not established a community outreach campaign.
Problem Statement 5: STAAR scores in reading at the 5th grade level for our special education students have decreased. Root Cause 5: Not enough staff support to meet our SPED population needs.
Problem Statement 6: Data measures that are aligned with STAAR for grades K-2 have not been reviewed/identified by the campus. Root Cause 6: Teachers do not have the proper tools needed to align assessments and progress monitoring for their grade level.

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 4: 100% of students in Dual Language will show a years growth in their native language and academic gains in their second language acquisition

Evaluation Data Source(s) 4: TELPAS, Istation, DRA and EDL

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) We will implement Dual language strategies such as creating environments that include children's home languages and cultures along with SIOP strategies in the classroom so that students background knowledge and vocabulary supports their academic growth.</p>	2.4, 2.5, 2.6	Teachers Administrators Faculty and staff Bilingual Literacy Teacher LPAC ALL	TELPAS scores will reflect a years growth and STAAR will reflect a 3% increase				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 5: Gifted and Talented -
Increase number of GT population by 3%

Evaluation Data Source(s) 5: District Assessment -RIAS

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Reinforce the strengths, needs, and interests of all students through depth, complexity, and pacing of the curriculum.</p>	2.4, 2.5, 3.2	teachers administration	Completed project stipulated by EPISD (EOY)				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 6: At-Risk Student Support -
Students will show growth in campus and state assessments by 3%

Evaluation Data Source(s) 6: Assessments results

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>1) We will address At-Risk students individualized academic deficiencies in order to address the academic gaps so that students show progress academically.</p>	2.4, 2.5, 2.6, 3.2	Bilingual Literacy teacher All Teachers Administration	Show one years growth based on assessments (state and campus)				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) We will provide instructional resources and supplies to the counseling center in order to address the social emotional learning of all students so that students meet the required student achievement rate or progress measure.</p>	2.4, 2.5, 2.6	Administration Counselor Focus on Family	Show growth in state and campus assessments by 3%.				
<p>Funding Sources: 199 General Fund - 1000.00</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Employee Retention and Recruitment -

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Professional development for teachers and paraprofessionals provided by ALL and district staff development	2.4, 2.5, 2.6	Administration PEIMS clerk Teachers	100% highly qualified personnel				
✓ = Accomplished → = Continue/Modify 3/4 = Considerable 1/2 = Some Progress 1/4 = No Progress X = Discontinue							

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Professional Development -

Provide Staff Development training for Administration, Teachers, and staff to address the areas of concern identified in the comprehensive needs assessment.

Strategies must reflect campus professional development plan.

Evaluation Data Source(s) 2: Professional Dev' Rosters
 PLC sign in sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Professional Development based on students needs	2.4, 2.5, 2.6	Administration	TTESS Walk throughs				
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Establish clear routines and procedures as a campus Provide incentives for good behavior every quarter.	2.4, 2.5, 2.6	Faculty and staff	Reduced number of office referrals by 1%				
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 3) We will provide staff development 2/month and weekly PLC's for teachers in order to address the specific needs of students identified through data.	2.4, 2.5, 2.6	Administration and teachers	Students show growth from BOY to EOY as measured by state approved diagnostic test				

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Discipline/PBIS/SEL/School Culture -
 Provide positive school culture and reduce number of discipline referrals

Evaluation Data Source(s) 3: Referrals submitted to administration

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Collecting positive data in the classroom by establishing common behaviors & expectations and provide school-wide recognition PBIS incentives		Faculty and staff Administration	Decrease the number of referrals by 1%				
Funding Sources: 199 General Fund - 500.00							

Goal 3: Lead with Character and Ethics







El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Purchase 90% of all non personal funds, identified by CNA allocated by Dec. 2018

Evaluation Data Source(s) 1: Budgets, purchase orders and invoices

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) We will retain a Highly Qualified Social Worker in order to address the social emotional learning of all students so that they can make progress in their academic learning</p>	2.4, 2.5, 2.6, 3.1	Administration	Student Academic performance of students that were served by focus of families will increase by 3% as measured by state approved diagnostic assessments				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) We will retain Highly Qualified Bil. Teachers in order to provide student academic support so that student's academic gap will decrease.</p>	2.4, 2.5, 2.6	Administration Teacher	We expect student's academic gap in all core subject areas to increase by 3% in their academic performance as identified by a state approved diagnostic test				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) We will provide reading materials for the library and classrooms in order to foster a love of reading and increase student achievement.</p>	2.4, 2.5, 2.6	Library Faculty Administration	Students will show a 3% increase in their academic performance as identified by a state approved diagnostic test and AR test reports.				
<p>Funding Sources: 211 ESEA Title I (Campus) - 12000.00, 199 General Fund - 1000.00</p>							

<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) We will supply funding for tutors in order to provide tier 2 and tier 3 interventions to students and decrease their instructional gaps.</p>	2.4, 2.5, 2.6	<p>Administration ALL Bilingual Literacy Coach Adult tutors</p>	<p>Students will decrease learning gaps and increase academic progress by 3%. as identified by a state approved diagnostic test and AR test reports.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>5) We will retain a Highly Qualified Instructional Support Paraprofessional in order to provide assistance to teachers so that teachers can provide accelerated instruction to identified students.</p>	2.4, 2.5, 2.6	Administration	<p>We expect students' academic gap in all core subject areas to increase by 3% in their academic performance as identified by a state approved diagnostic assessments.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Community Partnerships
Increase number of partners

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Family Engagement-







Engage parents and community members in a minimum of 7 meaningful student/parent learning experiences by May of 2019

Strategies should reflect campus family and community engagement process/framework/activities

Evaluation Data Source(s) 1: Parent and community members increase in attendance by 3 people

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Conduct monthly meeting with the principal to increase parental involvement.	2.4, 2.5, 2.6, 3.1, 3.2	Administration	Increase of 10 more new parents per session				
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) conduct core subject area family night to increase parental involvement in student academic performance	2.4, 2.5, 2.6, 3.1, 3.2	ALL Focus on Family Teacher	Increase of 10 more new parents per session				
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) 3) Continue with strong fathers program	2.4, 2.5, 2.6, 3.1, 3.2	social worker administration ALL teachers counselor	Increase attendance by 10 more new parents each session				

<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) We will provide for student field trips in order to increase the background knowledge so that they can make connections to their academic learning.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Faculty	We expect student results on diagnostic test to increase by 3% in all core subjects.				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>5) We will provide for a variety of parental involvement nights (ELL, GT SPED, STAAR night, Reading night, math night, science night and/or cultural awareness) in order to inform parents so that parent can assist their child in the core academic areas.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Faculty Staff	We expect student results on diagnostic test to increase by 3% in their academic performance as identified by a state approved diagnostic test.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							