

# CRESTVIEW EL

## Campus Improvement Plan

### 2019/2020

*All students will make growth.*



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# CRESTVIEW EL

## **Mission**

*Crestview Elementary School is a community of leaders who strive to provide invaluable support in all areas for the students of New Boston.*

## **Vision**

*Every student deserves success!*

### Nondiscrimination Notice

CRESTVIEW EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# CRESTVIEW EL Site Base

Name	Position
Anna, Edmonds	Teacher
Atkinson, Jeff	Business Representative
Bobbitt, Amy	Dyslexia Specialist
Brown, Camille	Teacher
Cartwright, James	Assistant Principal
Crawford, Monche	Teacher
Doss, Lora	Teacher
Doyen, Nikki	Teacher
Greenlee, Darlene	Teacher/District Representative
Hardage, Sarah	Teacher
Harris, Mary	District Representative
Hensley, Laney	Parent Representative
Hobson, Shara	Parent Representative
Mcgregor, Kelly	Paraprofessional Campus/District Representative
Pratt, Kennessa	Teacher
Reid, Melissa	Principal
Scott, Hailey	Teacher
Thompson, Patricia	Paraprofessional

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Enrollment has fluctuated over the past several years, but is down 23 students from the previous year according to state records. Demographic percentages are the following: White - 60.1 %, African American - 21.8, Hispanic - 4.4%, Two or More Races - 12.9%, and Asian - 0.4%. 77.5% of our students are economically disadvantaged and our mobility rate is 14.6%. Our At-Risk percentage is 55.9 and 17.7% of our students are in Special Education. 11.8% of our students qualify and participated in the Gifted and Talented Program and these students are served with a pull out program. Our class sizes are the following: 3rd grade - 16.8, 4th grade - 12.9, and 5th grade - 17.5. Our teachers are mostly white females with 34.4% of them with six to ten years of teaching experience. The average years of experience of teachers on the campus is 12.4. Attendance percentages of students has remained at about 96% for the last several years.

## Student Achievement

### Student Achievement Summary

Student achievement data comes from reports in Academic Performance Report, PEIMS, and State Accountability. We disaggregated our data using DMAC which provides timely reports by passing rates in subject and grade, by ethnicity, by cohort, by economically disadvantaged, at-risk, special education, and advanced rates. From 2017 to 2018, students increased their Reading score on the STAAR Reading by an average of fifty points. Students increased their Math score by 49 points. According to state data, the only sub population that showed growth was African American in 5th grade Reading and Math. Special Education students also showed great gains in Math. Students with two or more races in 3rd grade also showed progress. More one-on-one intervention and hands-on activity should be in place for these struggling learners. Extended year programs for our students failing state assessments are needed for acceleration and will. Intervention programs are in place, but continued research is needed to eliminate achievement gaps.

# Group Summary: Performance Levels: STAAR 3-8, CRESTVIEW ELEM. (019905101)

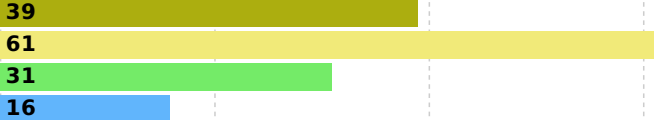
**% in Each Performance Level: 2017+  
STAAR, Reading**

0 20 40 60 80 100 %

**CRESTVIEW ELEM.  
(019905101)**  
Spring 2017, 3  
Number Tested: 80



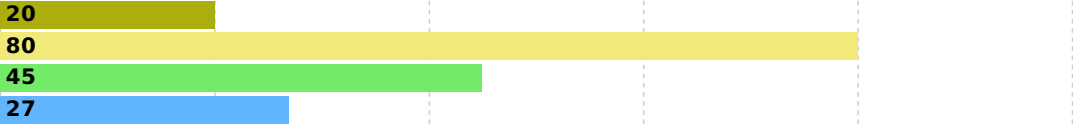
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(019905101)**  
Spring 2017, 4  
Number Tested: 101



**CRESTVIEW ELEM.  
(019905101)**  
Spring 2017, 5  
Number Tested: 100



**CRESTVIEW ELEM.  
(019905101)**  
Spring 2018, 3  
Number Tested: 84



**CRESTVIEW ELEM.  
(019905101)**

Spring 2018, 4

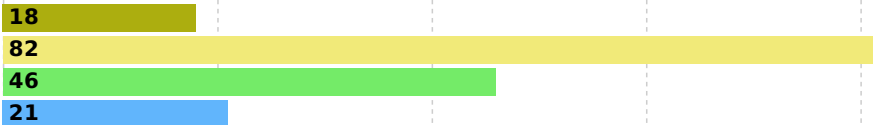
Number Tested: 81



**CRESTVIEW ELEM.  
(019905101)**

Spring 2018, 5

Number Tested: 94



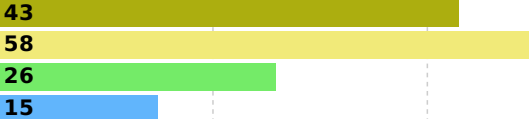
Did Not Meet Approaches Meets Masters

# Group Summary: Performance Levels: STAAR 3-8, CRESTVIEW ELEM. (019905101)

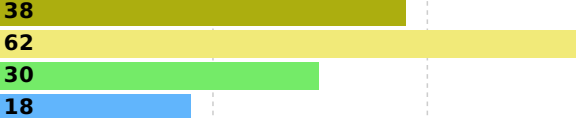
**% in Each Performance Level: 2017+  
STAAR, Mathematics**

0 20 40 60 80 100 %

**CRESTVIEW ELEM.  
(019905101)**  
Spring 2017, 3  
Number Tested: 80



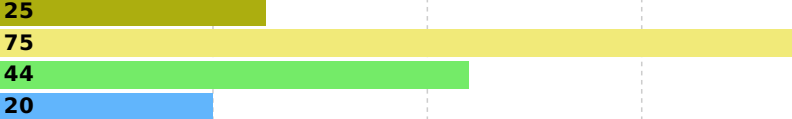
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(019905101)**  
Spring 2017, 4  
Number Tested: 101



**CRESTVIEW ELEM.  
(019905101)**  
Spring 2017, 5  
Number Tested: 103



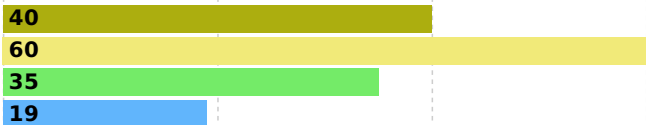
**CRESTVIEW ELEM.  
(019905101)**  
Spring 2018, 3  
Number Tested: 84



**CRESTVIEW ELEM.  
(019905101)**

Spring 2018, 4

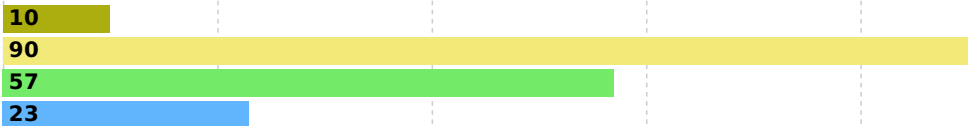
Number Tested: 81



**CRESTVIEW ELEM.  
(019905101)**

Spring 2018, 5

Number Tested: 94



Did Not Meet Approaches Meets Masters



# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Summary

According to surveys completed by staff members, teachers are overall happy at Crestview and feel supported. Most teachers feel that they can trust their administrators. Teachers indicated they feel the biggest issue at Crestview is the students inability to read on grade level, but also indicated that it is being addressed. Closely following was student discipline. Most teachers expressed that they think teacher morale is good on the Crestview campus.

The majority of students reported feeling safe at school and that their teachers cared about them. About half of the students reported getting recognized sometimes for their hard work and about half reported always being recognized.

The community provides a clothes closet for students on our campus to make sure their clothing needs are met. Teachers help buy jackets and/or shoes for students who may not have those items.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

All paraprofessionals and teachers were certified for the 2016-2017 school year. There were 22 female teachers and 1 male teacher. All teachers held a bachelors degree while three held a masters degree. 3 of the teachers were beginning teachers while 3 had twenty years or more experience. All teachers were white. New teachers were assigned a mentor teacher and were instructed to spend two times a semester observing their mentor. Grade level teams met regularly to discuss testing data and student behavior. The number of students per teacher was 12. Teachers were evaluated using T-TESS. Most teachers scored high on their evaluations. The teachers who did not were put on a growth plan. Lesson plan analysis and walk throughs are done weekly to ensure instruction is a priority.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Our campus utilizes the TEKS Resource System which contains an Instructional Focus Document and Year-at-a-Glance. Vertical Alignment documents are reviewed each year. Study Island and Fay Whitlow are used to supplement the math curriculum. STAR is used to progress monitor students on progress. Throughout the year, benchmarks inform instruction and differentiation strategies as well as 21st century skills are included in the curriculum. The monitoring process for the curriculum includes vertical and grade level meetings locally. Assessments are reviewed, internally and externally, for relevancy and appropriateness and are clearly linked to in-depth

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

understanding of the TEKS. They are developed by the teams of subject area teachers using STAAR released tests where available. Results are disaggregated and analyzed so as to inform instruction. Benchmark assessments have been good predictors in the past as to state testing performance. Student performance data is reviewed each year and critical areas of weakness are determined. State testing results and local benchmark scores show the need for additional instructional time and more individual intervention. The new schedule reflects moving instructional time to the morning and other classes in the afternoon in order to maximize student focus.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

[12

## Family and Community Involvement

### Family and Community Involvement Strengths

Parent involvement is good for the most part with parents of at-risk students being the least. Each teacher is required to conduct at least one face to face parent conference per year. In addition all teachers contact parents when students are at risk of failing, having disciplinary issues, or need extra help. Over 150 parents attended the Fall Festival and even more than that attended the Holiday Performances. The online gradebook keeps parents informed of their child's grades and attendance. Crestview Remind 101, Class Dojo as well as Skyward email informs parents of special events throughout the year. New Boston ISD Twitter, Facebook, and Instagram are all used to share information as well as promote positivity for each campus. We also send paper flyers home to ensure we have covered all bases of communication.

## School Context and Organization

### School Context and Organization Summary

Central office staff members accommodate the overall staffing and financial needs of the campus as funds are available. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need and include small class sizes. Intervention time is built in the schedule for students who need extra help in subjects. Teachers are surveyed throughout the year and encouraged to provide input on the schedule, processes, and programs. The Lighthouse

# Comprehensive Needs Assessment

## School Context and Organization Summary (Continued)

team meets monthly to discuss the yearly schedule. This includes benchmark dates, parent involvement activities, meetings, and other important dates. A climate of high expectations including the belief that all students can learn is reinforced at all levels.

## Technology

### Technology Strengths

The campus technology resources include classroom desktop, laptop, television, ceiling mounted smart projector, class set of chromebooks, document camera, classroom wireless access, Teachers continue to request emerging technologies. They utilize current technology. Teachers are required to use Google Docs to submit lesson plans and DMAC to disaggregate data. GoGuardian is utilized to keep students safe from online predators as well as from sites they should not access.

# 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  
Domain 1 - Student Achievement  
Domain 2 - Student Progress  
Domain 3 - Closing Performance Gaps  
Accountability Distinction Designations  
Federal Report Card 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  
Progress of prior year STAAR failures  
STAAR Released Test Questions  
STAAR ELL Progress Measure data  
Texas English Language Proficiency Assessment System (TELPAS) results  
Local diagnostic reading assessment data (STAR)  
Local diagnostic math assessment data (STAR)  
Local benchmark or common assessments data  
Student failure and/or retention rates  
Unit Assessments

## **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  
Male / Female performance and participation data  
Special education population, including performance, discipline, attendance, and mobility  
Migrant 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 (Rtl) student achievement data

**Student Data: Behavior and Other Indicators**

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

**Employee Data**

Professional learning communities (PLC) data  
Staff surveys and/or other feedback  
Highly qualified staff data  
Campus leadership data  
Campus department and/or faculty meeting discussions and data  
Professional development needs assessment data  
Evaluation(s) of professional development implementation and impact  
T-TESS Data

**Parent/Community Data**

Parent surveys and/or other feedback  
Community surveys and/or other feedback  
Parent and community attendance to school events  
Attendance and participation at Parent-Teacher Organization

**Support Systems and Other Data**

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

# CRESTVIEW EL

- Goal 1.** Crestview Elementary will provide an exemplary instructional program for all students to enhance achievement, access, and equity.
  - Objective 1.** All student and student groups will increase their level of performance through the utilization of intensive remediation, with special emphasis given to economically disadvantaged, special education, and African American students.
  - Objective 2.** Crestview Elementary will continue to increase services for identified At-Risk students
  - Objective 3.** Students will be given opportunities to participate in different activities that will increase their enthusiasm for learning at Crestview Elementary.
  
- Goal 2.** The district technology program will provide students, teachers, and administrators with access to technological tools that enhance instruction and improve student achievement.
  - Objective 1.** Consistently integrate technology, differentiation and enrichment through everyday instructional practices.
  
- Goal 3.** Recruit and retain highly-qualified administrators, teachers, and staff.
  - Objective 1.** Provide mentors to first and second year teachers.
  - Objective 2.** Offer high quality professional development.
  - Objective 3.** Meet on a regular basis with new teachers to review needs/issues.
  
- Goal 4.** Crestview Elementary will increase positive parent-school relationships.
  - Objective 1.** Crestview Elementary will strive to increase and improve parent/community involvement with the school.
  
- Goal 5.** Provide a safe and orderly environment in which students can achieve their full potential.
  - Objective 1.** A safe learning environment will be provided.

# CRESTVIEW EL

**Goal 1.** Crestview Elementary will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 1.** All student and student groups will increase their level of performance through the utilization of intensive remediation, with special emphasis given to economically disadvantaged, special education, and African American students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. (Title I SW: 2,8,10) (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th)	Principal	Monthly		Summative - Comprehensive Needs Assessment Summary
2. Identify students in need of intervention through strategic regrouping. (Title I SW: 2,9,10) (Title I SW Elements: 2.6) (Target Group: All, ESL, SPED, AtRisk, 3rd, 4th, 5th) (CSFs: 1)	Core Subject Teachers, Interventionist, Principal, Special Ed Teachers	Monthly		Summative - Benchmarks, Star Reading, unit tests, Front Row Math, and teacher made assessments
3. Monitor the effectiveness of interventions on a consistent basis.  (Title I SW: 9) (Title I SW Elements: 2.2) (Target Group: AA, ECD, M, F, AtRisk, Dys, 504, 1st, 2nd, 3rd, 4th, 5th) (CSFs: 2)	Assistant Principal(s), Counselor(s), Interventionist, Principal, Special Ed Teachers, Teacher(s)	Monthly	(S)Comp Ed Amount - \$1,333.75	Summative - Continuous progress monitoring, Intervention meetings, sign in sheets, intervention documentation
4. Plan for and conduct data meetings with grade levels to discuss student results and plan next steps and/or adjust suggested plans. (Title I SW: 2) (Title I SW Elements: 2.2) (Target Group: All, SPED, AtRisk, 1st, 2nd, 3rd, 4th, 5th) (CSFs: 1,2)	Instructional Specialists, Interventionist, Teacher(s)	Monthly		Summative - Documentation of meetings and adjustments made, lesson plans



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Administer the TPRI (lower grades) and STAR assessments at the beginning of the year, middle of year, and end of the year. Benchmarks in grades 3 through 5 will be given two times a year to measure growth. To provide data driven instruction, data from Tango, DMAC, and CIRCLE testing will be desegregated and used to plan instruction. (Title I SW: 1,2,3,9) (Title I SW Elements: 2.2,2.5) (Target Group: 3rd, 4th, 5th) (CSFs: 1,2)	Instructional Specialists, Principal, Teacher(s)	Daily	(S)Comp Ed Amount	Summative - Formative and summative evaluations, usage reports
6. Library time will be offered to students every day to check out books and A.R. test over books read. Time in the library will be provided once a week for 45 minutes. (Title I SW: 1) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (CSFs: 4)	Librarian, Principal	Weekly	(S)Comp Ed Amount	Summative - Reading performance levels will increase, data notebooks
7. Meet monthly with instructional leadership team and resource staff to evaluate student performance ratings and redefine appropriate assessments for each student including instructional arrangements. (Title I SW: 8) (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All, SPED, 504) (CSFs: 1,2,3)	Core Subject Teachers, Principal	Monthly		Summative - Documentation of successful accommodations and interventions.
8. To strengthen the core academic program and provide opportunities for all children to meet the challenging state academic standards, aligned curriculum and instruction will be utilized in all core subjects with resources from TEKS Resource System and TExGuide. (Title I SW Elements: 2.5) (Target Group: All) (CSFs: 1,2,4,7)	Instructional Specialists, Interventionist, Teacher(s)	Monthly		Summative - STAR tests and instructional reports through Renaissance.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Progress monitoring meeting will be held every four weeks to determine Tier placement of all students. (Title I SW: 1) (Target Group: All) (CSFs: 1,2,4,7)	Interventionist, Principal, Teacher(s)	Every four weeks		Summative - Sign in sheets, documentation of Tier interventions
10. Based upon the latest state assessment scores, determine gaps in learning and the need for alignment. (Title I SW: 1) (Target Group: All) (CSFs: 2)	Principal, Teacher(s)	Refer to weekly		Summative - DMAC data, intervention groups, small group classroom instruction
11. Students will take the Accelerated Reader test to monitor independent reading. Rewards will be awarded for students who meet their goal each nine weeks. (Title I SW: 10) (Target Group: All)	Librarian, Teacher(s)	Daily	(O)Local Districts	Summative - Accelerated Reading point goals
12. Students will self-monitor their progress utilizing data sheets where they set goals and chart progress / student directed learning / choose assignments based on their individual needs. (Title I SW Elements: 2.5) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (CSFs: 3,5,6)	Teacher(s)	Weekly		Summative - Notebooks showing goals and growth
13. Implement and align The Leader In Me program campus wide. (Title I SW: 1,2,10) (Target Group: All) (CSFs: 1,3,5,6,7)	Principal, Teacher(s)	Daily	(S)Comp Ed Amount - \$15,000	Summative - Decrease in office referrals resulting in increase in instruction. Surveys by students, parents & teacher.
14. The Scottish Rite program will be used for Dyslexia students to increase their ability to read and comprehend in all subjects.	Dyslexia specialist	daily		
15. Students who consistently disrupt the education process and do not respond to school consequences will be sent to an alternative educational setting.	Assistant Principal(s), Principal	daily		
16. Fast Forward and Education Galaxy will be used for students who are At-Risk in order to enhance and track their learning.	Interventionist, Principal	Daily		

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**Objective 1.** All student and student groups will increase their level of performance through the utilization of intensive remediation, with special emphasis given to economically disadvantaged, special education, and African American students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
17. Students who do not meet 100% readiness on the Pre-K screener will receive extensive intervention services.	Teacher(s)	Daily		

# CRESTVIEW EL

**Goal 1.** Crestview Elementary will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 2.** Crestview Elementary will continue to increase services for identified At-Risk students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Extended Year Services will continue to be offered for students who did not pass any portion of the STAAR test. (Title I SW: 9) (Target Group: All, AtRisk) (CSFs: 1)	Principal, Teacher(s)	Summer	(F)Title I	Summative - Attendance sign in sheets, STAAR growth
2. Summer learning camp will be offered to at risk students to help close educational gaps. (Title I SW: 9) (Target Group: AtRisk) (CSFs: 1,4)	Principal, Teacher(s)	Summer	(S)Comp Ed Amount - \$9,000	Summative - Attendance sheets, pre and post student assessments
3. A Reading Interventionist will be put in place to increase At-Risk students' reading levels. (Title I SW Elements: 2.6) (Target Group: AtRisk) (CSFs: 1)	Interventionist	Monthly	(S)Comp Ed Amount - \$526,000, (S)State Comp FTE - 2	Summative - Progress Monitoring
4. After school tutoring will be provided for students who are struggling with reading and math skills. (Title I SW Elements: 2.5) (Target Group: AtRisk)	Principal, Teacher(s)	Weekly		Summative - STAAR Scores, Increase in reading level
5. Dyslexia classes will be offered for students who qualify by a teacher trained in the Scottish Rite Take Flight Program. (Target Group: Dys) (CSFs: 1)	Dyslexia specialist, Principal	Weekly		Summative - Increased reading level and growth on STAR scores, growth on STAAR Reading, increase on academic grades and student confidence
6. To extend the time of learning for at risk students, Crestview will provide a highly qualified Pre-K program. (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: PRE K) (CSFs: 1)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Principal, Teacher(s)	Weekly		Summative - Increase on TPRI scores in Kinder.
7. To assist in an easier transition to Crestview from Head Start, a Crestview teacher provides instruction to both morning and afternoon classes. (Title I SW Elements: 2.6) (Target Group: PRE K) (CSFs: 1)	Core Subject Teachers, Principal	Daily		Summative - Increased scores on TPRI scores in Kinder.
8. Guided tours for transitioning moving to a new building will be provided. (Title I SW Elements: 3.1) (Target Group: All, PRE K, 2nd, 5th) (CSFs: 5)	Principal, Teacher(s)	Yearly		Summative - Student and family surveys.

# CRESTVIEW EL

**Goal 1.** Crestview Elementary will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 3.** Students will be given opportunities to participate in different activities that will increase their enthusiasm for learning at Crestview Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Academic UIL tryouts and participation, Jazzy Jumpers, Book Club, Newscast, National Elementary Honor Society, Service Projects, Holiday Performances, Destination Imagination, daily gifted and talented enrichment (Title I SW: 3) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Daily		Summative - Sign up sheets for events, scores at UIL competition, master schedule,
2. Implementation of daily intervention time	Dyslexia specialist, Interventionist, Principal, Teacher(s)	Daily		Summative - Master schedule
3. All teachers will participate in providing students with 135 minutes of recess minutes of physical activity weekly including physical education during rotations, organized recess activities, and free play recess time. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Daily		Summative - Master schedule, decrease in discipline referrals

# CRESTVIEW EL

**Goal 2.** The district technology program will provide students, teachers, and administrators with access to technological tools that enhance instruction and improve student achievement.

**Objective 1.** Consistently integrate technology, differentiation and enrichment through everyday instructional practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Google Classroom with the classroom sets of Chromebooks, monitor student use with Go Guardian, and incorporate research based activities and assignments on Chromebooks. (Title I SW: 10) (Target Group: All, 3rd, 4th, 5th) (CSFs: 1,2)	Assistant Principal(s), Director of Technology, Interventionist, Principal, Teacher(s)	Daily	(S)Comp Ed Amount	Summative - Instructional planning, student products, formal/informal walkthroughs and teacher feedback.
2. Students will attend a technology class at least once a week. (Title I SW: 10) (Target Group: All)	Principal, Teacher(s)	Weekly		Summative - Master schedule
3. The Crestview news will be shown weekly. It will be created primarily by students. Pictures and information will be displayed on multimedia in the hallway and library.	Club Sponsors, Instructional Technologist	Weekly		Summative - Newscast
4. Teachers will use online resources for classroom management and communication with parents. Examples are Class Dojo, Skyward, and Remind101. (Title I SW Elements: 3.1) (Target Group: All) (CSFs: 5)	Principal, Teacher(s)	Daily		Summative - Parent and community surveys, frequencies of communication, reports from Class Dojo, Skyward, Remind.
5. Interactive Projectors will be maintained in current classrooms and purchased for additional classrooms as funds are available. (Target Group: All, K) (CSFs: 1,3,6,7)	Director of Technology, Principal	Monthly		Summative - Teacher surveys, student performance, teacher lesson plans
6. Chromebooks for students in grades three through five will be available for teachers in order to reinforce instruction.				Summative -
7. Computer programs such as Education Galaxy, Waterford, Renaissance, Fast Forward may be used to enhance learning. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Instructional Technologist, Principal, Teacher(s)	Daily		Summative - Renaissance scores, Fast Forward scores, Education galaxy scores

# CRESTVIEW EL

**Goal 3.** Recruit and retain highly-qualified administrators, teachers, and staff.

**Objective 1.** Provide mentors to first and second year teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pair beginning teacher with an experienced teacher to serve as a mentor. (Title I SW: 3) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6,7)	Instructional Specialists, Principal, Teacher(s)	Monthly		Summative - Meeting sign in sheets, new teacher surveys, exit interviews
2. Mentor program meetings once a month provided by the Instructional Specialist (Target Group: All) (CSFs: 1,3,6,7)	Instructional Specialists, Teacher(s)	Monthly		Summative - Meeting notes, discipline referrals decrease for new teachers, new teacher retention
3. Schedule Region 8 Service Center content specialists to meet with new teachers. (Target Group: All) (CSFs: 3,6,7)	Principal, Teacher(s)	Semester trainings		Summative - Lesson plans, TEKS Resource Planning and breakdown of IFD

# CRESTVIEW EL

**Goal 3.** Recruit and retain highly-qualified administrators, teachers, and staff.

**Objective 2.** Offer high quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will attend professional development training at Region 8.	Principal, Teacher(s)	Monthly		Summative - Implementation of professional development



# CRESTVIEW EL

**Goal 3.** Recruit and retain highly-qualified administrators, teachers, and staff.

**Objective 3.** Meet on a regular basis with new teachers to review needs/issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide planning and ongoing support to teachers by scheduling substitutes for 1/2 day periods so that they can work together and with subject specialists. (Title I SW: 3) (Target Group: All)	Principal, Teacher(s)	Daily	(O)Local Districts	Summative - Yearly schedule, Lesson plans
2. Form a campus climate committee to plan after school get-togethers to promote fellowship.	Assistant Principal(s), Teacher(s)	Monthly		Summative - Monthly staff celebrations
3. Use teacher workdays in the schedule to allow teachers to meet together to plan and vertically align their instruction.				Summative -

# CRESTVIEW EL

**Goal 4.** Crestview Elementary will increase positive parent-school relationships.

**Objective 1.** Crestview Elementary will strive to increase and improve parent/community involvement with the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Family nights will be conducted in the fall and spring. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Counselor(s), Librarian, Principal	Fall and Spring	(O)Local Districts, (S)Local Funds	Summative - Sign in sheets, Parent surveys, Student surveys
2. Brochures developed and distributed to parents about the campus and various programs. (Title I SW: 6,10) (Target Group: All)	Assistant Principal(s)	August		Summative - Brochure
3. A campus Remind 101 will be used to communicate with parents regarding important information and to let parents know campus information and updates. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal	Weekly		Summative - Parent surveys, Campus Remind 101
4. Grade level teachers are using a Remind 101 and/or Class Dojo account to communicate with parents regarding grade-level happenings. (Title I SW: 6) (Target Group: All)	Core Subject Teachers	Daily		Summative - Parent surveys, parent participation in events and activities, Class Dojo parent sign ups,
5. Teachers will send home 3 week reports with students reflecting classroom performance. (Title I SW: 6) (Target Group: All)	Attendance Clerk, Core Subject Teachers, Principal	Every three weeks		Summative - Progress Reports
6. Report cards will be sent home every nine weeks. (Title I SW: 6) (Target Group: All)	Principal	Term	(O)Local Districts	Summative - Report Cards
7. Benchmark letters and report summaries will be sent home after testing date. (Title I SW: 9) (Target Group: All)	Principal, Teacher(s)	One week following benchmark test	(S)Local Funds	Summative - Letters and reports
8. Parent Portal will be utilized, with parents being registered within a week of turning in request form, to keep parents up to date on grades and attendance. (Title I SW: 6) (Target Group: All)	Attendance Clerk	Daily		Summative - Parent portal usage report
9. Meet with families of students who have chronic absence/tardy issues. (Title I SW: 6,10) (Target Group: All)	Assistant Principal(s)	Daily		Summative - Meeting sign in sheets, improvement of student attendance
10. Invite parents to attend special events, student performances, and award ceremonies.	Teacher(s)	Daily		Summative - Parent surveys, parent attendance

# CRESTVIEW EL

**Goal 4.** Crestview Elementary will increase positive parent-school relationships.

**Objective 1.** Crestview Elementary will strive to increase and improve parent/community involvement with the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Parents and Guardians will be invited to become members of the Crestview Parent/Teacher Organization.				Summative -
12. Parents will be invited to be integral members on campus committees including the campus site-based committee.				Summative -
13. A Meet The Teacher Night will be hosted for all students and their parents to provide an effective transition into the school year.				Summative -

# CRESTVIEW EL

**Goal 5.** Provide a safe and orderly environment in which students can achieve their full potential.

**Objective 1.** A safe learning environment will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Basic Awareness Safety Education program will be offered to 5th grade students.				Summative -
2. Execute monthly fire evacuations as well as two shelter in place drills and two tornado drills.				Summative -
3. Character lessons from Leader in Me will be taught each week on the campus news broadcast as well as behavior reminders.				Summative -
4. Red Ribbon Week will be held to promote character development and a drug free environment.				Summative -
5. Leader in Me lessons will be taught daily in homeroom classes.				Summative -
6. Classroom and outside doors will be locked during the day. Visitors will be required to request access before outside doors will open.				Summative -
7. Employ an additional teachers as needed to reduce class size.				Summative -
8. Employ an additional aide to assist at-risk students in the classrooms.				Summative -
9. Incorporate morning meetings at the beginning of each day to set a positive tone.				Summative -
10. Create a Responsive School by implementing service learning projects, ie campus clean-up and collection of cans.				Summative -
11. Campus staff will develop campus-wide expectations and rewards that follow Positive Behavior Intervention and Support expectations and tie to Leader in Me strategies.				Summative -

# Summary

A review of Adequate Yearly Progress, AEIS, Parent involvement, and campus collected data for Crestview Elementary School reveals the campus will continue to work to develop grade level skills and promote growth in literacy, math, writing, and Science. Specific opportunities for parents to become involved with Crestview activities will continue to be a goal to gain additional support for our academic efforts. Literacy will be promoted by using research based programs such as Renaissance to support reading gains.

## Areas to be Adressed

1. Reading in all populations
2. Math in the sub pops of African American, Special Education, and Economically disadvantaged.
3. Continued opportunities for parents to become involved.
4. Teacher retention.

## Solutions to Areas to be Addressed

1. Response to Intervention data tracking sheet for each student below grade level will be kept to track specific academic needs.
2. Progress monitoring will occur every four weeks.
3. Data meetings will be held every six weeks to discuss progress monitoring and develop intervention and enrichment plans.
4. New teachers will receive support from Principal, Instructional Specialist, and Region 8 to help implement instructional strategies.