Waco Independent School District

Crestview Elementary School

2019-2020

Accountability Rating: C

Mission Statement

Crestview Elementary School's faculty, staff, and parents will educate all children in a nurturing environment, so that they may become reflective lifelong learners and contributing members of society.

Vision

All students in the school community are empowered to reach their full potential through designed learning experiences that foster collaboration, creativity, critical thinking, and communication.

Core Beliefs

All students will learn when provided with engaging experiences related to their specific needs.

Students and staff will build strong positive relationships.

All students will grow academically, socially, and emotionally.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Crestview Elementary School utilized data from the 2017-18 Texas Academic Performance Report (TAPR) and the 2018-19 Public Education Information Management System (PEIMS) to view the statistics of the campus demographics.

Crestview Elementary School is a diverse, medium-sized school serving 552 students PK-5. The staff includes 34 teachers (6 male teachers), 20 paraprofessionals, 1 Response to Intervention (RTI) specialist, 1 counselor, 2 instructional specialists and 1 administrator. Support staff includes 1 head custodian, 3 custodians, 1 licensed vocational nurse, 1 bilingual office staff, 1 parent community liaison (PCL), 1 campus secretary, 1 PEIMS clerk, 1 cafeteria supervisor, and 4 cafeteria workers. According to the 2018-19 TAPR, the teacher population is 76.2% White, 2.4% African American, 16.6% Hispanic, and 4.8% Asian.

The student population is 9.2% White, 25.6% African American, 62.8% Hispanic, 0.2% Asian and 2.2% are two or more races. The campus serves 97.3% economically disadvantaged students, 9.7% special education students, 25.8% English Limited Proficient students, and 4.6% of students receiving 504. Minority students continue to be well represented by Hispanics (62.8%) and African Americans (25.6%). The campus serves 7.97% of students in special education and 4.6% of students receiving 504 services.

The most current data indicates the campus has a 21.5% mobility rate.

Staff Quality, Recruitment, and Retention Summary

- There was a teacher retention rate of 67%
- 100% of teachers held a bachelor's degree, while 16.6% held a master's degree.
- 100% of classes were taught by highly qualified teachers.
- 11.9% of teachers on campus were first year teachers.
- 42.9% of teachers had 1-5 years of teaching experience.
- 9.5% of teachers had 6-10 years of teaching experience.
- 14.3% of teachers had 11-20 years of teaching experience.
- 21.4% of teachers had over 20 years of teaching experience.

Demographics Strengths

The most current data indicates the campus has a 23.6% mobility rate. Though mobility rate is high, the student attendance rate was 95% across all demographic groups. Reaching the attendance goal of 95% attendance was attained by contacting the parent or guardian of absent students through calling, texting, email, and making home visits. The school also attached incentives to attendance rates. An automated calling system was also in place to further those efforts. Out of placement days have decreased significantly and there have been zero out of school suspensions. With that being said, students are on campus and in classrooms more.

As the campus strives for academic excellence, grade level testing has continued to be conducted to identify those students who qualify to be identified as Gifted/Talented (GT). Overall, Crestview is represented by 4.3% GT students.

Many students come from families who have also attended Crestview Elementary School. Class sizes are low and fairly consistent with the district and state averages. In response to the high percentage of students that are economically disadvantaged, the campus and district offer free breakfast and lunch for all students.

Crestview Elementary analyzed the quality and retention of teachers by using the 2017-18 Texas Academic Performance Report (TAPR), as well as PEIMS 2018-19 data.

In an effort to improve the campus turnover rate, new teachers are assigned mentors within the school to encourage guidance, camaraderie, and support. Continuous district-wide meetings occur throughout the school year to provide additional information to and support to new teachers and their mentors. An Instructional Specialist held new teacher meetings two times in the fall and then conducted individual meetings throughout the spring.

The staff was introduced to multiple professional development training sessions throughout the school year. Professional Development included Guided Reading, BAS, and Leveled Literacy Intervention training. All of which serve to promote improved reading skills in students and to make teachers feel more confident in their reading instruction. Additionally, teachers participated in Professional Learning Communities (PLCs) which provided the opportunity for support from colleagues. Additional training include Branching Minds, Measures of Academic Progress (MAP), Reading Tiered Intervention (RTI), TEKS Resource System, Data Driven Instruction (DDI), Action Coaching, Classroom Management Coaching, Lead4Ward, Imagine Math, Houghton Mifflin Harcourt (HMH), and Achieve 3000/Smarty Ants.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Faculty is relatively inexperienced compared to state averages. **Root Cause**: The historically high turnover rate directly impacts recruiting and the ability to hire or retain experienced teachers.

Student Academic Achievement

Student Academic Achievement Summary

The following data was examined in relation to student achievement in order to identify gaps within this and other areas where improvement is necessary: Texas Academic Performance Report (TAPR) 2017-2018.

5th Grade

Students in 5th grade made improvement in Reading from 2017 to 2018 by 15% in Average Approaches and 11% for Average Meets. Students at the Masters level dropped by 4%.

Students in the 5th grade had a 10% increase overall on the STAAR Mathematics compared to last year's STAAR. On the approaches level, there was a 10% increase. On the meets level, there was a 21% increase, and on the masters level, there was a 12% increase. The increase in scores is was due to the teacher and her paraprofessional assisting students during the morning before classes, during lunch, and after school tutorials. The materials that were utilized were: Countdown to Math STAAR, Fast Focus, Mentoring Minds, and the District Math Plan. In other content areas, Stemscopes, Reading A-Z, and Leveled Literacy Intervention (LLI).

Students on the 5th grade Science increased on the Approaches level by 6%. On the meets level, the score increased by 10%, and on the masters level, the score increased by 6.7%. The reason why the overall percent score was low compared to last year's Science STAAR was that, the teacher had to teach another subject for two weeks.

4th Grade students increased by 19% in Average Approaches in Reading and 14% in Average Meets between 2017 and 2018. There was also an increase of 7% in the masters category. Between the 2017 and 2018 school year, 4th math students increased 14% in the Approaches category, 16% in the Meets, and 5% in Masters. 4th grade writing students improved 23% in the Approaches category, 7.5% in meets, and 1% in masters.

Between 2017 and 2018, 3rd grade reading scores increased 4% in the Approaches category, fell 1% in the Meets category, and improved 3% in the Masters category. Over the same period, 3rd grade math students improved 8% in the Approaches category, fell 4% in the Meets category, and fell 4% in the Masters category.

Student Academic Achievement Strengths

All groups improved on the state assessment. However, 3rd grade exhibited a need for support in the Meets and Masters categories.

Upon review, Crestview Elementary is no longer an Improvement Required (IR) campus and did meet standard in all domains. However, the campus score of 79 was achieved through Domain II, growth. When looking at subgroups, nearly all subgroups showed improvement in the percent of students meeting

standard.

Additionally, it was noted that there were substantial learning gaps and students were promoted to STAAR grades without attaining the proper knowledge and skills that should have been acquired in the K-2nd grade levels. As a result, teachers had to re-teach substantial material for students to be able to have the educational foundation required to be on grade level. Tutoring has been provided to lower grade students who have exhibited the need.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: While students have improved collectively, some students have not made academic progress measured by multiple end of year data points relative to beginning of the year data points on the same measures. **Root Cause**: Improvement is required in instructional design relative to student need and specific skill.

School Processes & Programs

School Processes & Programs Summary

Crestview Elementary School has both formal and informal leadership on campus. The formal leadership team is composed of the principal, one assistant principal, one counselor, and two instructional specialists. As leaders, their responsibility is to organize, direct, and encourage all staff members to collaboratively meet the goals of the school. Informal leaders on our campus are staff members that, through their experience and expertise in certain areas, are able to provide guidance to contribute to the success of the school. Teacher leaders, informally, work closely and provide counsel to teachers within their grade level. Additionally, all administrators have an open door policy, allowing any staff member to approach as needed.

Weekly Staff meetings are held throughout the year to review data, discuss information, and collaborate as a campus. Weekly Professional Learning Community (PLC) meetings are held for each grade level and an assigned administrator is present as an opportunity to discuss data driven lesson plans, disaggregate data, and plan for intervention. Data Driven Instruction (DDI) was introduced as a method to guide teachers with effective and targeted approaches to use data in order to guide lesson plans, small groups, intervention and after school tutorials. Teachers reported the significance of maintaining a set day for PLC meetings. Action Coaching is conducted by campus principal and teachers to inform targeted instructional discussion to improve student achievement. Teachers are given the opportunity to provide input during all faculty meetings, PLC meetings, monthly Adopt-a-School partnership meetings, and the Campus Decision Making Committee meetings.

Crestview Elementary follows the district testing calendar and teachers review data from district assessments. At the campus level, teachers are given the freedom to conduct formative assessments as well as weekly summative assessments on the lessons they taught following the district pacing guide. The results of these assessments guide teachers to intervene or enrich within their classrooms.

The following resources in relation to Curriculum, Instruction and Assessment were used during 2018-2019 and analyzed: BAS Universal Screener Reports, Pacing Guides, TEKS Resource System, Reading A-Z, district Assessments, CLI Engage for Pre-K, Stem Scope Science, Pearson for Math/Social Studies, Measures of Academic Progress (MAP), Leveled Literacy Intervention (LLI), Achieve 3000, Smarty Ants, Spelling City, Scholastic Guided Reading, Imagine Math, Flocabulary, and Education Galaxy.

All teachers were provided BAS training at the beginning of the year as well as ongoing support from Instructional Specialists. teachers participated in tutoring 2 days per week. Some teachers were selected to conduct tutoring 4-5 days per week for 2 hours after school as a means of filling gaps in knowledge. Students were placed into intervention groups based on BAS results, MAP, classroom formative assessments, and DBAs. Intervention groups occur during the school day for 40 minutes. Students were grouped by skill for the intervention block and teachers provided based upon identified need. At the beginning of the year, students were sorted according to Lexile 3 days of the week during the intervention time of day and experienced the Leveled Literacy Intervention which is a research-based intervention designed to start at the student's reading level and step them forward. This intervention was consistently applied for roughly 24 weeks of instruction. Nearly all students experienced significant growth in reading level with many students moving from significantly below grade level to on grade level. Additionally, during intervention time, students who were reading at or above grade level were provided enrichment activities such as novel studies and projects. Gifted and talented (GT) services were provided to students on campus throughout the year culminating at an end of the year project which was displayed during a parent night. Fifty-five students participated in the UIL academic competition

and Crestview finished 5th place in the district.

Crestview serves students in Functional Academics (FA) and Pre-School Program for Children with Disabilities (PPCD) classes. Pull-out and inclusion services are provided to students identified with an eligibility for special education. Dyslexia and speech services are provided to students as appropriate.

Two mobile iPad carts and 3 mobile computer carts are available for teachers to check out as needed. Two computer labs are available for teachers to reserve. Each classroom has five desktop computers and 4 iPads for student use. Teachers generally utilize technology for Imagine Math, Achieve 3000, Smarty Ants, as well as other educational programs to enhance instruction.

School Processes & Programs Strengths

Campus staff was provided a clearly defined early morning and dismissal duty schedule that detailed all responsibilities. To minimize loss of instruction time, morning announcements are made between 7:45 a.m. and 8:00 a.m.

Parents are welcome and encouraged to provide their input at parent conferences, Campus Decision Making Committee (CDMC) meetings, and parent involvement activities. They may also contact a teacher before school, after school, or during their conference time in person, by phone, or electronic mail.

During PLC meetings with Instructional Specialists, data is disaggregated following each assessment (i.e. STAAR, district assessments, MAP testing, BAS testing, etc.). This data is used to identify students in need of assistance. All students in need of additional support (K-5 teachers) were provided in school intervention for 40 minutes each day. Literacy Aides, part-time tutors, and SIT teachers provide Tier 2 and 3 interventions for Crestview students using the Fountas and Pinnell Literacy Curriculum.

All teachers are trained in PBIS strategies and Branching Minds.

PBIS flowchart for discipline is implemented across campus to aid in decision-making and referral process. School-wide expectations are established as well as a positive behavior referral system for students to be recognized for good behavior.

Teachers work with students to set Accelerated Reading and reading fluency goals. The program, Branching Minds, implemented district-wide to support RTI process. The program documents meetings, academic and behavior interventions, and monitors progress. The campus is also recognized as an Advancement Via Individual Determination (AVID) school. AVID strategies are used to drive student success and close the achievement gap.

Strengths identified include a master schedule which allows for consistent intervention across grade levels as well as more time in subjects which need the most assistance as well as the consistency within the schedule over the course of the year.

Crestview has an active Facebook account with high traffic and communication. The Assistant Principal updates the account by sharing school information, photos, and activities that occur around campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Overall student outcomes continue to lag behind state averages. **Root Cause**: A campus system for effective instructional design has not been adequately communicated by campus leadership nor authentically adopted by faculty.

Problem Statement 2: Discipline incidents requiring administrator or behavior team intervention is too high. **Root Cause**: Currently, there is not enough clarity in terms of expectations for classroom management from administrators.

Perceptions

Perceptions Summary

Crestview Elementary School utilized data from the participation numbers gathered from sign-in sheets at the various parent involvement nights and through a family engagement survey sent to families.

After reviewing the documentation from data taken last year, it was noted that there was a 27-29% participation in the parental involvement activities that included student performances, food, and/or a take-home item. The percentage dramatically dropped to 1.8% - 2.3% when there was no student performances, food, and/or a take-home item involved in the event. There were numerous opportunities (10) for parents to come to school to support their children, including ones that focused on academics, as well as performance-based events., i.e. musicals, GT & Art showcases, and several coffees, parties, holiday events, and open houses. Remind app and a phone call reminder service was used, as well as calendar and fliers sent home with students. Family engagement surveys showed that most parents felt that not enough events were offered at times convenient to their schedules, it was noted that higher attendance would occur if they were given morning and late afternoon event opportunities.

Crestview has established a set of core values, a school slogan, and successfully implemented Positive Behavior Interventions and Supports (PBIS) school-wide. Expectations are posted in the cafeteria, hallways, classrooms, and bathrooms.

The campus has hosted several Parent/Family nights (e.g. Meet the Teacher, Hispanic Heritage Night, Nachos and Numbers, Crestival, Science and Health Night, Black History Month Celebration, Literacy Week, Breakfast with the Instructional Specialist, Coffee with Craytor, Walk a Mile in My Shoes, Parent-Teacher Conferences, etc.) with large community attendance. Teacher and parent feedback reveals a very positive reception to these events. The campus also hosted an activity during the day called Walk a Mile in My Shoes in which parents were able to shadow their student during school. Parents reported enjoying the experience and expressed the desire to continue the event.

Perceptions Strengths

The campus PBIS system is assessed using a Tiered Fidelity Inventory (TFI). Last year, the campus scored an overall 56%. This year, the campus successfully implemented many tier I, II, and III interventions to increase the overall campus score to 89%, with the greatest growth in tier I. According to 2018-2019 PIEMS data, there have been zero out of school suspensions and a dramatic decrease in the number of days students spend out of placement. Students have spent more time in the school building receiving instruction and support from their teachers at their home campus.

CHAMPs, a tier I intervention, is used within 3rd grade classrooms and Conscious Discipline is used across the campus.

According to a student survey, students reported that teachers treat them with respect. The students get along with other peers and the school has clear rules and expectations for behavior. Students reported feeling safe and encouraged at school. The general response from the community survey was positive.

Parents and community members enjoy being involved. Parents feel like teachers set high expectations for their student's success. Teachers and staff report feeling safe at school and enjoy working alongside one another each day

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent, community, and school partnerships should be more closely related to the development of the whole child including academics. **Root Cause**: The school has not clearly defined or articulated all of the ways parents and community members can be involved with the school community.

Priority Problem Statements

Problem Statement 1: Faculty is relatively inexperienced compared to state averages.

Root Cause 1: The historically high turnover rate directly impacts recruiting and the ability to hire or retain experienced teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: While students have improved collectively, some students have not made academic progress measured by multiple end of year data points relative to beginning of the year data points on the same measures.

Root Cause 2: Improvement is required in instructional design relative to student need and specific skill.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Overall student outcomes continue to lag behind state averages.

Root Cause 3: A campus system for effective instructional design has not been adequately communicated by campus leadership nor authentically adopted by faculty.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Discipline incidents requiring administrator or behavior team intervention is too high.

Root Cause 4: Currently, there is not enough clarity in terms of expectations for classroom management from administrators.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parent, community, and school partnerships should be more closely related to the development of the whole child including academics.

Root Cause 5: The school has not clearly defined or articulated all of the ways parents and community members can be involved with the school community.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Study of best practices

Goals

Goal 1: Increase student achievement for all student populations.

Performance Objective 1: 70% of students will pass Reading STAAR, and/or demonstrate grade level reading ability by the end of the year.

Evaluation Data Source(s) 1: STAAR 2019 Reading, MAP, BAS, Campus and District Periodic Assessments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will receive Data Driven Instruction (DDI) and Action Coaching through professional development that will focus on assisting students with the fundamental skills of reading.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Improvement in DBA scores, report card grades, MAP data, TELPAS, BAS reading levels will show that 70% of students demonstrate grade level reading, and/or Reading STAAR results will show 70% of students passing	5%	5%	0%	
Problem Statements: Student Academic Achievement 1						
Funding Sources: Title 1 School Improvement - 1000.00						
2) Provide time for teachers to lesson plan design, re-evaluate small groups, intervention, after school tutorials, and Saturday school based on student need collected through Data Driven Instruction (DDI) and Action Coaching.	Principal, Assistant Principal, Instructional Specialists, Teachers	Improve student reading outcomes to 70% of students passing Reading STAAR and/or BAS reading levels by applying intervention to specific needs	60%	70%	0%	
Problem Statements: Student Academic Achievement 1						
Funding Sources: Title 1 School Improvement - 1500.00						
3) Tutor at-risk students after school at least two times per week. Additional tutors may be hired to provide intervention and support during and after the school day.	Teachers, Principal, Assistant Principal, Instructional Specialists	Improvement in DBA scores, report card grades, MAP data, TELPAS, BAS reading levels will show that 70% of students demonstrate grade level reading, and/or Reading STAAR results will show 70% of students passing	70%	75%	0%	
Problem Statements: Student Academic Achievement 1						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Teachers will implement AVID strategies within their lesson design and practice them daily.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Improved outcomes on DBAs, MAP data, TELPAS, BAS reading levels will show that 70% of students demonstrate grade level reading, lesson plans, walk-throughs and/or Reading STAAR results will show 70% of students passing	75%	75%	0%	
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						
5) Purchase research-based supplemental materials and technology to ensure the academic success of students.	Principal, Assistant Principal, Instructional Specialists, Teachers	Improve academic performance to reach 70% of students passing as measured by Reading STAAR, DBAs, and classroom assessments	30%	30%	0%	
Problem Statements: School Processes & Programs 1						
Funding Sources: State Compensatory Education - 3500.00, Title 1 School Improvement - 3000.00						
6) Provide instructional materials and academic support/tutors for teachers and students across content areas.	Principal, Assistant Principal	Improved teacher scores on appraisals, feedback from staff walkthroughs, improved student reading outcomes to 70% of students passing Reading STAAR and/or BAS reading levels	20%	50%	0%	
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						
Funding Sources: State Compensatory Education - 86000.00, Title 1 School Improvement - 50000.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: While students have improved collectively, some students have not made academic progress measured by multiple end of year data points relative to beginning of the year data points on the same measures. **Root Cause 1**: Improvement is required in instructional design relative to student need and specific skill.

School Processes & Programs
Problem Statement 1: Overall student outcomes continue to lag behind state averages. **Root Cause 1**: A campus system for effective instructional design has not been adequately communicated by campus leadership nor authentically adopted by faculty.

Goal 1: Increase student achievement for all student populations.

Performance Objective 2: 86% of students will pass Math STAAR, and/or be able to demonstrate grade level understanding of mathematical concepts.

Evaluation Data Source(s) 2: STAAR 2018 Math, MAP, Campus and District Periodic Assessments

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will receive Data Driven Instruction (DDI) and Action Coaching through professional development that will focus on assisting students with the fundamental skills of mathematics.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Improvement in DBA scores, report card grades, MAP data, TELPAS, and/or Math STAAR results will show 86% of students passing	0%	0%	0%	
Problem Statements: Student Academic Achievement 1						
Funding Sources: Title 1 School Improvement - 1500.00						
2) Provide time for teachers to lesson plan design, re-evaluate small groups, intervention, after school tutorials, and Saturday school based on student need collected through Data Driven Instruction (DDI) and Action Coaching.	Principal, Assistant Principal, Instructional Specialists, Teachers	Improve student math outcomes to 86% of students passing Math STAAR and/or be able to demonstrate grade level understanding of mathematical concepts by applying intervention to specific need	0%	0%	0%	
Problem Statements: Student Academic Achievement 1						
Funding Sources: Title 1 School Improvement - 1500.00						
3) Teachers will tutor at-risk students after school at least two times per week. Additional tutors may be hired to provide intervention and support during and after the school day.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Improvement in DBA scores, report card grades, MAP data, TELPAS, and/or Math STAAR results will show 86% of students passing	0%	0%	0%	
Problem Statements: Student Academic Achievement 1						
4) Teachers will implement AVID strategies within their lesson design and practice them daily.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Improved outcomes on DBAs, MAP data, TELPAS, lesson plans, walk-throughs and/or Math STAAR results will show 86% of students passing	0%	0%	0%	
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Purchase research-based supplemental materials and technology to ensure academic success of students.	Principal, Assistant Principal, Instructional Specialist, Teachers	Improve academic performance to reach 86% of students passing as measured by Math STAAR, DBAs, and classroom assessments	0%	0%	0%	
Problem Statements: Student Academic Achievement 1						
Funding Sources: State Compensatory Education - 3500.00, Title 1 School Improvement - 3000.00						
6) Provide instructional materials and academic support/tutors for teachers and students across content areas.	Principal, Assistant Principal	Improved teacher scores on appraisals, feedback from staff walkthroughs accomplished, improved student math outcomes to 86% of students passing Math STAAR and/or be able to demonstrate grade level understanding of mathematical concepts	0%	0%	0%	
Problem Statements: Student Academic Achievement 1						
Funding Sources: State Compensatory Education - 85500.00, Title 1 School Improvement - 53000.00						

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

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: While students have improved collectively, some students have not made academic progress measured by multiple end of year data points relative to beginning of the year data points on the same measures. **Root Cause 1**: Improvement is required in instructional design relative to student need and specific skill.

School Processes & Programs
Problem Statement 1: Overall student outcomes continue to lag behind state averages. **Root Cause 1**: A campus system for effective instructional design has not been adequately communicated by campus leadership nor authentically adopted by faculty.

Goal 1: Increase student achievement for all student populations.

Performance Objective 3: Increase all students academic achievement (meets grade level or above) by `6% in math from year prior.

Evaluation Data Source(s) 3: STAAR 2019, Campus and District Periodic Assessments

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Targeted Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 1) Tutor at-risk students after school at least two times per week. Additional tutors may be hired to provide intervention and support during and after the school day.	Principal, Assistant Principal, Instructional Specialists, Teachers	Improvement in DBA scores, report card grades, MAP data, TELPAS, and/or Math STAAR results will show 86% of students passing	10%	15%	50%	
	100% = Accomplished		→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Goal 1: Increase student achievement for all student populations.

Performance Objective 4: Increase African American students academic achievement (meets grade level or above) by `7% in math from year prior.

Evaluation Data Source(s) 4: STAAR 2019, Campus and District Periodic Assessments

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Targeted Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 1) Teachers will tutor at-risk students after school at least two times per week. Additional tutors may be hired to provide intervention and support during and after the school day.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Improvement in DBA scores, report card grades, MAP data, TELPAS, and/or Math STAAR results will show 86% of students passing	10%	15%	50%	
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue

Goal 2: Align programs and processes to support high student achievement, improved teacher recruitment, and greater teacher retention.

Performance Objective 1: Teacher effectiveness, measured in terms of student academic and social emotional success, will increase 15% using one or more of the applicable measures listed below.

Evaluation Data Source(s) 1: STAAR Performance, District Based Assessments, Campus Based Assessments, BAS, MAP, Achieve 3000, Discipline Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide Data Driven Instruction (DDI) professional development, Action Coaching support, access to research based strategies and materials, and professional learning during PLC and faculty meetings.	Principal, Assistant Principal, Instructional Specialists	Increased student achievement, increased teacher knowledge and skills	0%	0%	0%	
Problem Statements: Demographics 1 - School Processes & Programs 1						
Funding Sources: Title 1 School Improvement - 482.00						
2) Highlight professional development opportunities and programs such as AVID and campus clubs when recruiting new teachers.	Principal, Assistant Principal, Instructional Specialists	Increase the desire for teachers to work in Waco ISD	0%	0%	0%	
Problem Statements: School Processes & Programs 1						
3) Pair new teachers with a peer mentor, providing increased professional development and coaching opportunities.	Principal, Assistant Principal, Instructional Specialists	Increase the desire for teachers to work in Waco ISD	0%	0%	0%	
Problem Statements: School Processes & Programs 1						
Funding Sources: Title 1 School Improvement - 1000.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Faculty is relatively inexperienced compared to state averages. **Root Cause 1**: The historically high turnover rate directly impacts recruiting and the ability to hire or retain experienced teachers.

School Processes & Programs

Problem Statement 1: Overall student outcomes continue to lag behind state averages. **Root Cause 1**: A campus system for effective instructional design has not been adequately communicated by campus leadership nor authentically adopted by faculty.

Goal 3: Increase the capacity of all stakeholders to support identified student needs.

Performance Objective 1: 100% of faculty and staff will be knowledgeable of campus identified student needs, and will implement research-based practices to meet those needs.

Evaluation Data Source(s) 1: Meeting Agendas, Sign-In Sheets, Training Certificates, TTESS Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) August Professional Development will include the following: 1. Social Emotional Learning 2. Positive Behavior Interventions and Supports (PBIS) 3. Broad campus behavior areas of need. 4. Clear campus procedures for responding to both positive and negative behavior.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Produce clear understanding of campus needs and explain campus expectations	0%	0%	0%	
Problem Statements: Demographics 1 - School Processes & Programs 2						
Funding Sources: Title 1 School Improvement - 500.00						
2) Provide professional development on an ongoing basis regarding specific areas of academic need.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Produce clear understanding of general campus academic needs	0%	0%	0%	
Problem Statements: Student Academic Achievement 1						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Faculty is relatively inexperienced compared to state averages. **Root Cause 1**: The historically high turnover rate directly impacts recruiting and the ability to hire or retain experienced teachers.

Student Academic Achievement

Problem Statement 1: While students have improved collectively, some students have not made academic progress measured by multiple end of year data points relative to beginning of the year data points on the same measures. **Root Cause 1**: Improvement is required in instructional design relative to student need and specific skill.

School Processes & Programs

Problem Statement 2: Discipline incidents requiring administrator or behavior team intervention is too high. **Root Cause 2**: Currently, there is not enough clarity in terms of expectations for classroom management from administrators.

Goal 3: Increase the capacity of all stakeholders to support identified student needs.

Performance Objective 2: Increase parent and community involvement by 50% in the following categories: teacher conferences, homework nights, parent training nights.

Evaluation Data Source(s) 2: Sign-In Sheets, Teacher Conference Forms

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct Hispanic Heritage event during the month of October to include marketing of options parents and community members can use for increased school involvement.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Increased parental involvement	0%	0%	0%	
Problem Statements: Perceptions 1						
Funding Sources: Title I Parent Involvement - 100.00, Title 1 School Improvement - 300.00						
2) Conduct Math Night, Nachos and Numbers, during the month of November.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Increased parent involvement and engagement, increased student achievement	0%	0%	0%	
Problem Statements: Demographics 1						
Funding Sources: Title 1 School Improvement - 300.00						
3) Hold annual Science Night during the month of January.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Increased parental involvement	0%	0%	0%	
Problem Statements: Perceptions 1						
Funding Sources: Title 1 School Improvement - 300.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Conduct documented Parent/Teacher Conferences via phone and face-to-face during the month of January and February to inform of student progress.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Increased parental involvement	0%	0%	0%	
Problem Statements: Perceptions 1						
Funding Sources: Title 1 School Improvement - 300.00						
5) Conduct annual Black History month event during the month of February.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Increased parental involvement, increased student achievement, cultural appreciation	0%	0%	0%	
Problem Statements: Perceptions 1						
Funding Sources: Title 1 School Improvement - 300.00						
6) Conduct annual Literacy Week activities during the month of March.	Principal, Assistant Principal, Instructional Specialists, Teacher Leaders	Increased parental involvement, increased student achievement	0%	0%	0%	
Problem Statements: Perceptions 1						
Funding Sources: Title 1 School Improvement - 300.00						

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Faculty is relatively inexperienced compared to state averages. **Root Cause 1**: The historically high turnover rate directly impacts recruiting and the ability to hire or retain experienced teachers.

Perceptions
Problem Statement 1: Parent, community, and school partnerships should be more closely related to the development of the whole child including academics. **Root Cause 1**: The school has not clearly defined or articulated all of the ways parents and community members can be involved with the school community.

Goal 4: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 1: Student involvement in programs designed to increase social-emotional success and leadership will increase to 60% across all student groups.

Evaluation Data Source(s) 1: Student Sign-In Sheets, Clubs and Organization Lists, Attendance Data, STAAR Data, AVID Meeting Agendas/Minutes, PLC Agendas/Minutes

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Select campus clubs will be made available for student participation.	Principal, Assistant Principal, Instructional Specialists, Teachers	Promote a positive culture on campus	0%	0%	0%	
2) Students will meet weekly with Reading Buddies during lunch.	Principal, Assistant Principal, Instructional Specialists, Teacher	Promote a positive culture on campus	0%	0%	0%	
3) Parents/guardians will participate in the "Walk A Mile" event during the month of February.	Principal, Assistant Principal, Instructional Specialists, Teachers	Promote a positive culture on campus	0%	0%	0%	
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Create a safe and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged in increasing positive behavior, regular attendance, and academic success.

Performance Objective 2: 100% of faculty and staff will utilize Positive Behavior Intervention and Support (PBIS) strategies.

Evaluation Data Source(s) 2: Discipline Data, Meeting Agenda, Training Certificates, TTESS Data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Embed PBIS in campus procedures for responding to positive and negative classroom behavior, common area expectations, and administrator responses.	Principal, Assistant Principal, Instructional Specialists, District PBIS Coordinator	Reduced discipline referrals, reduced suspensions and DAEP placements	0%	0%	0%	
Problem Statements: School Processes & Programs 2						
Funding Sources: Title 1 School Improvement - 5000.00						
2) Provide ongoing differentiated professional development to teachers regarding the use of PBIS in teachers' daily practice.	Principal, Assistant Principal, Campus Secretary	Reduced discipline referrals and reduced suspensions and DAEP placements	0%	0%	0%	
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 2						
Funding Sources: Title 1 School Improvement - 2000.00						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Faculty is relatively inexperienced compared to state averages. **Root Cause 1**: The historically high turnover rate directly impacts recruiting and the ability to hire or retain experienced teachers.

Student Academic Achievement
Problem Statement 1: While students have improved collectively, some students have not made academic progress measured by multiple end of year data points relative to beginning of the year data points on the same measures. **Root Cause 1**: Improvement is required in instructional design relative to student need and specific skill.

School Processes & Programs
Problem Statement 2: Discipline incidents requiring administrator or behavior team intervention is too high. **Root Cause 2**: Currently, there is not enough clarity in terms of expectations for classroom management from administrators.

State Compensatory

Budget for Crestview Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
6119	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$208,675.00
	6100 Subtotal:	**$208,675.00**

Campus Admin Team

Committee Role	Name	Position
Administrator	Samantha Craytor	Principal
Non-classroom Professional	BobbyJo Wilhelm	Instructional Specialist
Non-classroom Professional	Areli Lopez	Instructional Specialist
Non-classroom Professional	Danette McIntyre	Counselor
Classroom Teacher	Micah Kroll	Pre-Kindergarten Teacher
Classroom Teacher	Marcelina Becera	Kindergarten Teacher
Classroom Teacher	Carrie Richards	1st Grade Teacher
Classroom Teacher	Alejandro Perez	2nd Grade Bilingual Teacher
Classroom Teacher	Amanda Light	3rd Grade Teacher
Classroom Teacher	Teresa Dover	4th Grade Teacher
Classroom Teacher	Mia Guillen	5th Grade Teacher
Classroom Teacher	Kimberley Deyo	RTI Coordinator
Parent	Alma Perez	Parent
Classroom Teacher	Debra Haney	SPED Resource Teacher