

**DeSoto Independent School District**  
**Cockrell Hill Elementary School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Top 25 Percent: Comparative Academic Growth



# Mission Statement

District: Preparing student academically and socially to be problem solvers and productive citizens.

Campus: Cockrell Hill Linguistics Magnet Academy students will acquire an understanding of the world's people, places, and problems. Our students will learn to become knowledgeable and active citizens of our global society. The school aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

# Vision

Excellence everyday, all day, in every way.

# Value Statement

Core beliefs:

- Knowledge and skills that are timeless and inspire new learning
- Innovative practices and risk taking
- Differentiated instruction
- Student growth and safety

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	8
Staff Quality, Recruitment, and Retention .....	9
Curriculum, Instruction, and Assessment .....	10
Parent and Community Engagement .....	12
School Context and Organization .....	13
Technology .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	16
Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness. ....	16
Goal 2: Improve the quality of instruction through effective PLC's and quality professional development. ....	18
Goal 3: Create a technology-enriched campus that transforms the delivery of instruction and prepares students for 21st Century Learning. ....	19
Goal 4: Maintain a positive, orderly and safe learning climate .....	21
Goal 5: Increase parent involvement, build partnership with parents, community, local colleges and universities to help increase awareness of college and career readiness in our students. ....	23
Comprehensive Support Strategies .....	25

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The current enrollment is 589 students in grades Kindergarten through 5th versus 679 students last year. The decrease of 90 students is due to the attendance boundaries being re-zoned and subsequent building of a new technology magnet campus. The ethnic breakdown at this time is approximately 68.08% African American (401 students), 26.49% Hispanic (156 students), 2.21% White (13 students) and about 73% economically disadvantaged. To date we have 52 special education students, with 31 of those being in the life skills class, 14 students receive services under Section 504, students are homeless, 49 students are identified as Gifted and Talented.

The school is a Linguistics Academy. Dual language classes for provided for 179 students for grades kinder through fifth.

The teaching staff includes 33 classroom teachers, 1 music teacher, 1 physical education teacher, 1 spanish teacher, 1, mandarin teacher, 1 art teacher, 1, 1 library teacher and 5 SPED teachers. Our support staff includes 12 teaching assistants (one bilingual), a school secretary, an attendance clerk, a full-time nurse assistant, 3 custodians and 4 food service positions. The front office is staffed with 1 principal, 1 assistant principal, 1 assistant, 1 counselor, 1 instructional coordinator and 2 interventionist.

### Demographics Strengths

1. Diverse student population
2. Parent involvement in social and academic events
3. Many families are lifelong residents of our neighborhood community.
4. Staff is representative of the student population.
5. Part of our student population attends our school as the cluster for The Dual Language and Linguistic Academy.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Ensuring that the diverse needs of parent/student population is met when planning events. **Root Cause:** Various languages spoken by our parents/students

**Problem Statement 2:** Some students were coded incorrectly in the past. **Root Cause:** Improper training.

# Student Achievement

## Student Achievement Summary

The students of Cockrell Elementary earned two TEA Distinction in the areas of ELA and Top 25% in Student Progress. 4th and 5th grade students experience growth in all STAAR tested subjects and the acceptable performance categories used of approaches, meets, and masters. 3rd grade student data decreased.

We will continue to monitor and track student performance while implementing best teaching practices to promote the success of all students.

As a campus of Distinction, our analysis of the STAAR data for 2017-2018 shows that our school is slightly above the district average on several tests and performance categories. Math performance in 3rd, 4th, and 5th was above district. 5th and 4th was above the state the performance categories of approaches and meets. Reading was above district for 4th and 5th and slightly below in the state. (1-2 percentage points) 3rd Grade was above district in the area of approaches. Writing was above district in all areas- meets, and master but slightly below state. Science data is above district and below state.

All Subjects	Approaches	Meets	Masters
African American	76%	40%	14%
Hispanic	77%	41%	18%
ELL	72%	33%	13%
Sped	57%	44%	10%
All Students	76%	40%	15%

Cockrell Hill data is below state data for performance categories. All students for approaches (-1), Meets (-8), Master (-5).

Special Education sub-populations did improve in the all subjects areas but will still need targeted instruction . All students will receive support through identified instructional strategies. The targeted goals and objectives will be set in place.

## Student Achievement Strengths

1. 4th and 5th Grade Reading made gains in performance categories.

2. Special Education Students are making academic gains.
3. Significant improvement in mathematics for 4th and 5th Grade
4. Science data improved

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Third grade students are performing below campus expectations. **Root Cause:** Students need supports put in place for test prep and closing performance gaps when transitioning to a testing grade level.

**Problem Statement 2:** Teachers have been conditioned to be prepared for pre-planned drills. **Root Cause:** Prior notification of drills.

**Problem Statement 3:** Character building is not apart of the general curriculum. **Root Cause:** Students not being aware of the attributes of bullying.

# School Culture and Climate

## School Culture and Climate Summary

At Cockrell Hill Linguistics Magnet Academy, our motto is "Destination Excellence." This motto demonstrates what we do for our scholars all day every day. We realize the expectation starts with every adult in the building and translates to the student body through what they hear us say and what they see us do. Teachers know that going the extra mile in the instructional planning process positively impacts students' learning and achieving at high levels. We believe that ALL students can learn. Teachers collaborate on a daily basis to ensure that they are meeting the needs of students and each other's needs educationally. Teachers are included in and give input on most decisions that affect their classrooms. They feel empowered, confident, and supported in making decisions that directly affect the learning of students in their classrooms. Disciplinary policies and practices are proactive because we believe all students deserve an opportunity to learn in a safe, orderly, bully-free, classroom environment. Teachers are afforded the opportunity to deliver instruction with minimal disruptions due to the campus-wide discipline system in place.

## School Culture and Climate Strengths

1. Teachers are proud of what they have accomplished throughout the years and this competitive nature drives them in their daily quest to be the best.
2. Teachers know that service and support is available.
3. The various outlets are available for students to participate in throughout the year: CHLMA Radio Club, Student Council (5th Grade only), CHMLA Ambassadors, The Linguistics Academy offers two languages (Mandarin and Spanish) serving all students and Dual language classes serving approximately 196 students.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student and teacher performance must be consistently recognized and celebrated. **Root Cause:** More measures will be explored during the 2018-2019 school year and implemented to ensure teacher and student effort is valued.

**Problem Statement 2:** Curriculum for the English and Spanish division of the dual language program must be aligned per guidelines. **Root Cause:** New curriculum was purchased for ELAR general education classroom that did not have the Spanish component needed to align what is being taught.

**Problem Statement 3:** Some teachers have difficulty managing classrooms. **Root Cause:** Some teachers have ineffective procedures and or expectations.

**Problem Statement 4:** Students are not aware of the college and career opportunities available to them and how their performance in school leads to those opportunities. **Root Cause:** Some students have not had opportunities to observe different careers and family members attending college.

**Problem Statement 5:** There was not a system in place to analyze data trends based on referral to the office. **Root Cause:** This was not a campus priority.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Cockrell Hill Linguistics Magnet Academy has a high qualified staff. It is our goal that our educators teach at high level to ensure student success. Our PLCs and grade level meeting are designed to support teachers in delivering quality instruction which leads to teacher and student success. Leadership also supports the retention to teachers through quality staff development and a system to triage teachers based on individual needs. We have a strong new to the district and new teacher system in place to retain our new teachers and help them develop their craft and become acclimated to DeSoto ISD. We also demonstrate that we value the work and achievements of teachers by highlighting them.

This year we hired 5 teachers due to retirement, career change, and relocation.

## Staff Quality, Recruitment, and Retention Strengths

All members of the staff are Highly Qualified. Staff represented a diversity of experience and teaching styles. Staff attended all required professional development provided throughout the year by campus and district staff.

1. Staff worked collaboratively to analyze data and plan rigorous tier 1 instruction, and student interventions.
2. Mentor programs for 1st year teachers to the campus in need of assistance.
3. Staff member with expertise in content will deliver professional development and or plan with teachers to promote high levels of achievement.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teachers are consistently teaching at rigorous levels and student are achieving at high level academically need to be recognized.

**Root Cause:** Leadership needs to take the time to recognize teachers.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Increasing the quality of instruction is a key component of ensuring student attainment and achievement. Staff will consistently and effectively implement professional development strategies modeled in weekly PLC meetings. In addition, staff will use the following adopted curriculum with fidelity: (Reading) Collaborative Classroom (K-2), Texas Treasures (3-5), Sandra Garza Daily Scripted Lessons, (Science) STEMScopes, and Pearson My World (Social Studies). The following supplemental programs will also be used with fidelity to enhance the core instruction: SIPPS, Do the Math, Renaissance and other approved district instructional learning sites.

This year Cockrell Hill will focus on differentiating instruction to meet the needs of all students which will impact performance categories approaches, meets, and masters.

## Curriculum, Instruction, and Assessment Strengths

1. Teachers will continue to attend weekly planning with an intention focus, campus-based professional development trainings focused on scientifically-based research and best practices.
2. Teachers will attend monthly district horizontal and vertical alignment professional development trainings.
3. We have a vibrant RtI Model (to include intervention blocks, pull-out interventionists, computer-based intervention programs, etc.) to assist Tier II and Tier III students.
4. Teachers will continue to utilize demonstrations of learning on a daily basis to assess students to ensure concepts have been taught to the depth and complexity outlined in the standard/TEKS.
5. We offer after-school tutoring from October-April for students in need.
6. We will use data decision making on all levels to intentionally focus spiral reviews.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** The dissemination of resources to teachers. **Root Cause:** Materials and information have not been disseminated to the campus in a timely manner

**Problem Statement 2:** Ensure that teachers are receiving professional development based on their individual needs. **Root Cause:** Targeting individual teacher deficits.

# Parent and Community Engagement

## Parent and Community Engagement Summary

We recognize the implications for involving and partnering with parents and the community at large as it relates to nurturing and educating the whole child. We created the parental involvement committee (PTA) to spearhead initiatives towards getting parents into the school. Some events we plan for parents and extended family members include, but are not limited to: Meet the Teacher night, Goals Night, Parent/Teacher conferences, Muffins with Mom, Donuts with Dad, father/daughter dance, Grandparents' Day, Family Movie Nights, Science Family nights, Curriculum Family nights for Reading, Math and Science. Aside from the fore mentioned events, the school strives to communicate and keep parents informed by sending home a newsletter (in English and Spanish), posting breakfast and lunch menus for the month, posting a calendar of events, and other community communication pieces. The school also sends progress reports home every 3 weeks. Report cards go home at the end of each 9 week period. Teachers keep parents informed by sending home weekly newsletters that explain lesson objectives and homework assignments. Teachers take the expectation of regularly communicating a step further by using a mobile app called Class Dojo/Remind 101 to immediately notify parents of classroom events and/or behavioral and academic concerns on a daily basis.

## Parent and Community Engagement Strengths

1. We have a leadership team to plan and oversee family engagement events.
2. All students participate in at least 2 community service projects throughout the year.
3. Events are communicated at a high level.
4. Parent and other community members are encouraged to volunteer.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** We would like to increase parental involvement. **Root Cause:** Research shows that when parents are involved in the school community students achieve at higher levels.

# School Context and Organization

## School Context and Organization Summary

With an eagle-eye precision emphasis on teaching and learning, instructional time is protected and sacred at Cockrell Hill. All barriers and/or distractors that would have a negative impact on students learning, is minimalized if not all together eliminated. This starts with the building of the master schedule. This maximizes time on task for students and cuts down on loss of instructional time due to unnecessary transitions. With the integration of IB curriculum this school year, teachers were involved in curriculum planning. Parent communication through Schoolmessenger was successful with getting communication to parents. We will continue to conduct robo calls to communicate school events and information. Opportunities for parents to interact through 2 scheduled conferences. The campus will guide and instruct student teachers with university requirements to instruct students through their community involvement with surrounding universities and alternative certification programs. DeSoto HS student teacher interns will support campus curriculum needs with internship hours.

## School Context and Organization Strengths

1. Communication through various modes.
2. Instructional time is protected.
3. Providing real world experiences to student teachers as well as high school students regarding the teaching profession.

# Technology

## Technology Summary

A level of technology is available to all students through computers, ipads, chrome books, etc. With Title 1 funds, we were able to increase our inventory of Chrome books to 2 carts with 60 Chrome books to rotate and share. Most classrooms are equipped with 6 student chrome book and a projector to enhance student learning. Two computer labs are available as well. We are working to increase the access and knowledge students have to technology devices with additional training and purchases.

## Technology Strengths

1. We have two student computer lab for instruction.
2. 6 student chrome books per classroom

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Technology needs to be updated across the campus for student and teacher instructional use. **Root Cause:** Funding needs to be allocated from the district level as well a campus to ensure that we are meeting 21st century student needs.

**Problem Statement 2:** Teachers model lessons that are captured through technology to support the increased educator capacity. **Root Cause:** Some teachers need additional assistance improving their craft.

# Comprehensive Needs Assessment Data Documentation

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

# Goals

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

**Performance Objective 1:** Performance Objective 1: By June 2019, 80% of students will show one year's (plus) growth in reading and mathematics.

**Evaluation Data Source(s) 1:** Kinder, 1st, 2nd, and 3rd students STAR Renaissance Data  
4th and 5th Grade STAAR Index 2: Progress Measure

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Strategic training of staff on rigor in instruction including how to develop questions and activities that promote critical thinking along with training on effective use of the literacy components.</p> <p>Ensure that each component of the lesson cycle is effectively implemented to support effective first-line instruction.</p>		Leadership team/Teachers	<p>Increased student achievement in all content areas.</p> <p>Increase in student fluency.</p> <p>Maximization of instructional time</p> <p>Steady increase in weekly progress monitors in all content areas.</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 2 <b>Funding Sources:</b> 211 - Title I - 18338.91</p>							
<p><b>Comprehensive Support Strategy</b></p> <p>2) Teachers use planning meetings to make data driven decisions for high, medium, and low students based on various data sources.</p>		Principal and Leadership Team	Increase in reading levels resulting in increase in weekly and district assessment scores.				
<p><b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 - Title I - 11479.92</p>							

<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>Critical Success Factors</b> CSF 2 CSF 3 3) Ensure that students receive the proper support based student coding		PEIMS SPED TEACHER ESL and Bilingual Coordinators	Students will receive appropriate academic support based on individual needs.				
	<b>Problem Statements:</b> Demographics 2						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 4) Instructional Coordinator will present strategies in PLCs to address campus needs based on data collected through walk-throughs, assessment data and build capacity of teachers	2.4, 2.6	Principal	Student achievement will increase through the development of teachers.				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2						

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Some students were coded incorrectly in the past. <b>Root Cause 2:</b> Improper training.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> Ensure that teachers are receiving professional development based on their individual needs. <b>Root Cause 2:</b> Targeting individual teacher deficits.
<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> As a campus, we need to target differentiation in order to meet the needs of all students <b>Root Cause 1:</b> Lack of consistent and purposeful small group instruction.
<b>Problem Statement 2:</b> Teachers will maximize planning time to effectively plan quality differentiated lessons to increase student achievement. <b>Root Cause 2:</b> Student not receiving quality differentiated lessons due to ineffective planning.

# Goal 2: Improve the quality of instruction through effective PLC's and quality professional development.

**Performance Objective 1:** By June of 2019, campus leadership will plan and implement high quality professional development based on surveys, T-TESS data, and learning walk-throughs; so that 100% of teachers are equipped to provide effective instruction.

**Evaluation Data Source(s) 1:** T-TESS walk-throughs, Learning walk-throughs, Common assessments, Benchmarks, STAAR.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals  <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  1) Review appraisal analysis report and plan professional development according to campus needs.	2.5	District and campus Administration	Teachers will improve their craft based on feedback and the professional development provided.  Student achievement will increase in all content areas.				
	<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 - Title I - 0.00						

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> As a campus, we need to target differentiation in order to meet the needs of all students <b>Root Cause 1:</b> Lack of consistent and purposeful small group instruction.

# Goal 3: Create a technology-enriched campus that transforms the delivery of instruction and prepares students for 21st Century Learning.

**Performance Objective 1:** By June 2019, 100% of teachers will receive training on a variety of programs and applications so that students are able to learn through technology and to create technology based products.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  1) Technology will be integrated into instruction by using class sets of iPads, use of computer labs and chrome book cart.		All Teachers (SpEd and Gen Ed) Instructional Coordinator Administrators	Students show success on the the various programs being used in the district and on campus; Imagine learning, IXL, Istation, Renaissance Star Reading, etc.  Student achievement increases on district assessments.				
				<b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> 211 - Title I - 12513.05, 199 - Local - 0.00			
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  2) Ensure all teachers have technology and that it is being effectively used in all rooms.		Instructional Coordinator Administrators	Use of technology in classrooms and evidence of it in lesson plans.				
				<b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> 211 - Title I - 946.20			
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7  3) Technology will be used for teachers to record and reflect on their own teaching to enhance the delivery of effective instruction in the classroom.	2.4, 2.5	Instructional Coordinator Administrators	Higher engagement in classroom lessons. More effective instruction.				
				<b>Problem Statements:</b> Technology 2			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 1 Problem Statements:**

## Technology

**Problem Statement 1:** Technology needs to be updated across the campus for student and teacher instructional use. **Root Cause 1:** Funding needs to be allocated from the district level as well a campus to ensure that we are meeting 21st century student needs.

**Problem Statement 2:** Teachers model lessons that are captured through technology to support the increased educator capacity. **Root Cause 2:** Some teachers need additional assistance improving their craft.

# Goal 4: Maintain a positive, orderly and safe learning climate

**Performance Objective 1:** We will create a safe and inclusive environment by practicing all safety protocols.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) We will hold monthly fire drills, fall/spring lockdown drills Students will be taught the importance of drills.</p>		All Staff members Campus Administration	Student will be prepared in the event of an actual emergency.				
<p><b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> 199 - Local - 500.00, 211 - Title I - 4000.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 6</p> <p>2) Teachers will improve classroom management (where needed). Implementing Restorative Practices training.</p> <p>Character training provided to students in IHS for reflection of behaviors not appropriate for school setting.</p>		All Staff members, Campus Administration	No more than 5% of all students will be reported as having discipline and conduct issues using discipline reports. Students will receive lessons from IHS teacher. Walkthroughs and Observations				
<p><b>Problem Statements:</b> School Culture and Climate 3 <b>Funding Sources:</b> 199 - Local - 500.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>3) Discipline committee will meet monthly to discuss trends in discipline data and create action plans to address concerns and successes.</p>	2.4, 2.5, 2.6	All Staff members and Campus Administration	Increase in student on task behavior and decrease in the number of referrals submitted to the office.				
<p><b>Problem Statements:</b> School Culture and Climate 5 <b>Funding Sources:</b> 211 - Title I - 3000.00</p>							

<b>Critical Success Factors</b> CSF 6							
4) Increase awareness of anti-bullying and violence prevention by continuing guidance lessons.							
 = Accomplished	 = Continue/Modify	 = No Progress	 = Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 2:</b> Teachers have been conditioned to be prepared for pre-planned drills. <b>Root Cause 2:</b> Prior notification of drills.
<b>School Culture and Climate</b>
<b>Problem Statement 3:</b> Some teachers have difficulty managing classrooms. <b>Root Cause 3:</b> Some teachers have ineffective procedures and or expectations.
<b>Problem Statement 5:</b> There was not a system in place to analyze data trends based on referral to the office. <b>Root Cause 5:</b> This was not a campus priority.

# Goal 5: Increase parent involvement, build partnership with parents, community, local colleges and universities to help increase awareness of college and career readiness in our students.

**Performance Objective 1:** By June 2019, we will increase student awareness of college and career readiness by building partnerships with local stakeholders.

**Evaluation Data Source(s) 1:** Events and activities will be evaluated through voly, parent and community feedback, and surveys.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Local colleges, parents, and community members will be invited to participate in a college and career fair to help improve college and career readiness.</p>		All grade levels Office Staff Administrators	<p>Increase in parental involvement at activities using campus and teacher sign in sheets.</p> <p>Increase in PTA membership and volunteers on campus and at events using PTA and campus sign in sheets.</p> <p>Announcements and school messenger e-mail/ calls, and interpreters present at meetings.</p>				
<p><b>Problem Statements:</b> School Culture and Climate 4</p> <p><b>Funding Sources:</b> 199 - Local - 0.00</p>							
<p><b>Comprehensive Support Strategy</b> PBMAS</p> <p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) Ensure that information is communicated in both English and Spanish.</p>	2.5, 2.6, 3.1						
<p><b>Problem Statements:</b> Student Academic Achievement 4</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 1 Problem Statements:**

<b>School Culture and Climate</b>
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**Problem Statement 4:** Students are not aware of the college and career opportunities available to them and how their performance in school leads to those opportunities. **Root Cause 4:** Some students have not had opportunities to observe different careers and family members attending college.

**Student Academic Achievement**

**Problem Statement 4:** Some parents do not understand what is being presented due to language barrier. **Root Cause 4:** Due to the speaking and understanding of various languages other than English some parents do not have an understanding of what is being presented.

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Strategic training of staff on rigor in instruction including how to develop questions and activities that promote critical thinking along with training on effective use of the literacy components. Ensure that each component of the lesson cycle is effectively implemented to support effective first-line instruction.
1	1	2	Teachers use planning meetings to make data driven decisions for high, medium, and low students based on various data sources.
1	1	3	Ensure that students receive the proper support based student coding
2	1	1	Review appraisal analysis report and plan professional development according to campus needs.
3	1	1	Technology will be integrated into instruction by using class sets of iPads, use of computer labs and chrome book cart.
3	1	2	Ensure all teachers have technology and that it is being effectively used in all rooms.
3	1	3	Technology will be used for teachers to record and reflect on their own teaching to enhance the delivery of effective instruction in the classroom.
4	1	1	We will hold monthly fire drills, fall/spring lockdown drills Students will be taught the importance of drills.
4	1	2	Teachers will improve classroom management (where needed). Implementing Restorative Practices training. Character training provided to students in IHS for reflection of behaviors not appropriate for school setting.
4	1	3	Discipline committee will meet monthly to discuss trends in discipline data and create action plans to address concerns and successes.
5	1	2	Ensure that information is communicated in both English and Spanish.