

New Caney Independent School District
Crippen Elementary School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Vision

All Crippen Astronauts will display stellar citizenship and perform at or above grade level in every subject.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Family and Community Involvement	10
School Context and Organization	12
Technology	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Crippen Elementary will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.	16
Goal 2: Crippen Elementary will provide a safe and orderly environment that promotes student learning for all students.	23
Goal 3: Crippen Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.	24
Goal 4: Crippen Elementary will increase opportunities for parent/community involvement in all educational processes of our district.	27
2016-2017 Site-Based Decision Making Committee	30
Campus Funding Summary	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Crippen Elementary School had 819 students enrolled for the 2015-16 school year. This number is represented as 72% Hispanic/Latino and 24% White. Enrollment has decreased due to rezoning but is expected to increase to approximately 870 students for the 2016-17 school year. Special programs are most significantly of Limited English Proficiency at 62% and 76% of students are considered At-Risk. Only 10% of students are GT and 7% are identified as Special Education. Those Special Education numbers are decreasing; however, the GT numbers are increasing. Students exiting from special programs due to meeting exit criteria for LEP in grades 3rd-5th. Crippen currently has 10 migrant students who have remained at the school for the time being. Mobility rate is 8% and the stability rate is 72%. Students predominantly come from 3 large neighborhoods: Cumberland, Cumberland Crossing and Timberland. Staff demographics are mostly Hispanic and White and the average class size is 23:1.

Demographics Strengths

GT numbers are increasing.

Demographics Needs

We need to improve student achievement scores to close the gap for low socio-economic learners and ELL learners. Students exiting from special programs due to meeting exit criteria for LEP in grades 3rd-5th.

Student Achievement

Student Achievement Summary

Analyzing the most recent STAAR scores shows that Crippen Elementary is making progress in the right direction. Real growth is evidenced from prior year's scores compared to 2015-16 STAAR scores. The predicted sub-populations still require the most intervention for growth: ELL, Economically Disadvantaged and Special Education. These population groups are identified and processes exist to address of the deficits.

Student Achievement Strengths

Crippen Elementary exercises fidelity in determining the most appropriate services or intervention for students using SSI, ARD, LPAC and 504 as individual determinants for student success. Each student is given due consideration respective of their particular instance. The RTI process is implemented for all students exhibiting academic and behavioral struggles. Furthermore, dedicated staff is in place to provide targeted intervention for ELL students. Special education offers resource as well as inclusion support.

Student Achievement Needs

An identified area in need of improvement is 3rd grade math for Hispanic/Latino students. This group offered the most stark contrast along demographic lines: 50% of Hispanic/Latinos passed the STAAR as compared to 84% of White students. Parity amongst teachers in each grade level is noticeable when looking at the different tests. In 5th grade the Science scores for LEP vs non-LEP was marked as evidenced by the 30 percentage point difference in students meeting passing standards. Literacy and math training and supplemental materials are needed to raise scores. Additionally, targeted students will be provided morning tutoring and extended day instruction to increase achievement scores. A RTI Specialist and RTI Aide will provide intervention for at risk students to increase achievement scores. A math program called Big Brainz will help with K-5 math alignment and number automaticity. Supplemental reading books will increase literacy scores and supplemental STAAR testing materials will be purchased to improve Tier 1 instruction.

School Culture and Climate

School Culture and Climate Summary

The students appear excited and eager to attend school according to our 5th grade student survey. Overwhelmingly, staff indicated that they felt they were in a positive climate in regards to their co-workers based on the OHI. Students and staff often comment on the cleanliness and positive appearance of our building. Administration makes a conscious effort to create a positive and inviting environment. This has an impact on student willingness to learn and also the mood of staff and students.

School Culture and Climate Strengths

Those students most satisfied with the culture of Crippen are those who are involved with morning clubs & extracurricular activities as well as the students who are encouraged and motivated by their teachers. Students who have fewer problems with attendance and tardiness are more satisfied with the school culture and climate because they are able to participate in all that the school has to offer. With more absences and tardies, students may engage in more behavioral issues at school, which will in turn, lessen their satisfaction with the school's overall climate. Clubs are open to all students. They can choose their club based on their interests. Usually the students who are able to arrive in a timely manner are the students who are involved in clubs. Students who are absent/tardy frequently do not arrive in time. Extracurricular activities seem to have a positive impact on academic achievement and positive socialization. The more that classroom management is reinforced, the more that academic achievement can be reached in the classroom. This also applies to students being involved in organizations within the school.

School Culture and Climate Needs

Gangs and substance abuse are not problems at Crippen Elementary. School safety is a carefully considered subject and all necessary training activities are regularly conducted.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Crippen Elementary School staff are certified by the state of Texas, ESL certified, GT certified and certified in the area they teach; 100% of staff are considered Highly Qualified. Staff is evaluated using the NIET model which involves preconferences with teachers, a documented observation and summative conferences. Teachers not meeting adequate standards are re-evaluated in the Spring. Administrators also use walk-throughs of classrooms to be present for instruction. Finally, a learning walks rubric is followed to let campus staff help with ensuring classroom standards are being met.

Staff Quality, Recruitment, and Retention Strengths

Crippen uses a PLC model in which all teachers are made available for professional development. Common planning time is safeguarded. ARD committee meetings are on Wednesdays to protect the teacher's conference time every other day of the week.

Staff Quality, Recruitment, and Retention Needs

All teachers need to be provided support based on their level of knowledge of TEKS. Furthermore, Crippen has contracted with three separate consulting firms to provide ongoing professional development in Literacy, Math and Leadership.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

District assessments are given quarterly and are created by the elementary curriculum team in alignment with curriculum bundles. After each curriculum based assessment, campus administration sits down with the grade level teams to disaggregate data, analyzing: strengths, weaknesses and trends. Students who exhibit ongoing struggles are invited to before and/or after school tutoring to address specific weaknesses.

Teachers are expected to lesson plan as a team. Administrators check teacher lesson plans each week to ensure they are aligned with the curriculum bundles and adequately address all TEKS and ELPS. Additionally, teachers are expected to clearly write and discuss learning objectives prior to beginning a new lesson. Technology is a clear district expectation due to the heavy investment of capital for support the 1:1 initiative.

Curriculum, Instruction, and Assessment Strengths

Data supports alignment of math in grades 3-5. This has been supported with the help of a math consultant that meets frequently with the teachers in those grade levels.

Curriculum, Instruction, and Assessment Needs

Math in grades PK-5 will undergo a new initiative--Guided Math and will need support with the help of a math consultant that meets frequently with the teachers in those grade levels.

Family and Community Involvement

Family and Community Involvement Summary

Parents and the community are involved with the school through the Parent Teacher Team as well as the Site Based Decision Making Committee. Sign-in sheets are present at each meeting. The site based decision making committee is comprised of campus administrators, teachers and parents of students. The parent component of the SBDM committee is generally invited by school personnel to participate

Many parents and ancillary family members grace the halls of Crippen daily to join our students for breakfast and lunch; this number is in the hundreds as family members wish to be part of their child's day at school.

All school information is printed and distributed in English as well as Spanish to accommodate the 72% Hispanic population. Messages on the marquee in front of the school are presented in English and Spanish as well. Crippen Elementary communicates via the Crippen Comet, Remind, Facebook, Twitter, School Connect, parent emails through Skyward. An additional functionality of Skyward is that parents have 24 hour access to grades, attendance, and discipline records.

Family and Community Involvement Strengths

Crippen does a great job of inviting parents to be part of school functions as evidenced by the copious event offerings. Many of the activities are developed to bring the families of our dual language students to the school such as: Dual Language Informational Night, Dual Language Math Night, Dual Language Cultural Night, Dual Language Showcase and the Dual Language Literacy Night. Events for every student include Pastries with the Principal, Donuts with Dad, Muffins with Mom, Grandparents luncheon, Volunteer Luncheon, Holiday Meal, Report Card Conferences, Semester Awards, End of Year Awards, and Grade Level Musical Programs. Finally, Crippen hosts two GT showcases as well as University of Houston Math and Science Saturday Mornings.

Family and Community Involvement Needs

We need to utilize partnerships with businesses within the community to build our relationships. The counselor will be utilized to assist our at-risk and low

socioeconomic students.

School Context and Organization

School Context and Organization Summary

Crippen Elementary School has a very clear motto that is our school goal: “All Crippen Astronauts will display stellar citizenship and perform at or above grade level in every subject.” The measurable goal that the campus has adopted is that every student will make one year’s growth on either STAAR or ELL progress measures. The campus and district use a variety of progress measures to guide instruction throughout the school year: district benchmarks, mock STAAR tests, iStation, and DRA. The data from these assessments is disaggregated once a month for literacy and twice a month during PLC meetings for each grade level. This data is used to inform decisions regarding additional intervention or instruction that can occur both before and after school. Common planning time is in place for each grade level. Periodic planning days are given to grade level teams.

The campus contracts with professional consulting firms to provide ongoing professional development on reading, math, and leadership. These experts conduct training on the campus a minimum of 5 times each per school year. Additionally, a dedicated ELL specialist provides coaching on the campus. The district employs one curriculum specialist each for reading and math as well as a plethora of professional development opportunities. New Caney ISD is very dedicated to providing relevant training to staff in order to offer an exemplary education to our students.

Teachers' voice can be heard in the decision making process through site based decision making committees, faculty meetings, and campus leadership meetings which bring in the voice of all teachers, as well as through staff surveys. Each grade level has a team leader and this chain of command is utilized to lend a voice to teachers for administrators to take notice of concerns. Duty rosters and supervision schedules are created and monitored by administration.

School Context and Organization Needs

A parent liaison to translate would be helpful. A school wide training refresher on PeaceBuilders would decrease discipline and increase instruction time while building a school community. 10 more staff members need to attend a No Excuses Workshop to add to our culture of universal achievement.

Technology

Technology Summary

Teachers have laptops in the classrooms, projectors, mimios and technology training is provided during staff development. Teahers use technology in their lessons daily so students can integrate technology daily in learning. Media specialist are available in the labs and library to assist teachers and students. A makerspace was funded for the Crippen library.

Technology Strengths

New Caney ISD is extremely proud to have a 1:1 technology initiative for all students in grades 3-12. Each student has a Chromebook for academic use. Ongoing professional development exists in myriad forms to help facilitate the use of Chromebooks for academic tasks. To assist with this expectation, campuses each have a media specialist and a technology specialist to ensure that teachers and students make use of the copious technology present in the building. WiFi is omnipresent throughout the building. Teachers are issued a laptop computer for professional use. Every classroom is equipped with a document camera, Mimeo bar and overhead projector. NCISD is committed to providing students with 21st century learning tools to prepare them for 21st century jobs.

Technology Needs

Additional Chromebook carts and devices for PK-2. Sending our Media Specialist to the TCEA Workshop and come back to teach our teachers would help increase technology integration.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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 (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Crippen Elementary will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 1: At least 95% of students will meet or exceed the state standards for Level II and Level III performance for STAAR reading, math, writing, and science in grades 3-5. Additionally, students in Pre-K to grade 2 will meet the expectations indicated on iStation and DRA.






Summative Evaluation: 2015 STAAR summary will be disaggregated to identify areas of strengths and needs as well as iStation and DRA data.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	June
<p>Characteristics of High Performing Schools CHPS 1 CHPS 2 CHPS 4 CHPS 7</p> <p>1) All reading teachers K-5 will receive supplemental training in Balanced Literacy by JM Literacy or Gretchen Childs. A focus on Guided Reading will be emphasized.</p>	1, 4	Principals, Assistant Principal, K-5 ELAR teachers, JM Literacy, Gretchen Childs	Lesson Plans and Observations				
Funding Sources: Title I - \$9925.00, Title I - \$6900.00							
<p>Characteristics of High Performing Schools CHPS 1 CHPS 7</p> <p>2) 2nd through 4th grade ELAR teachers will implement supplemental professional development strategies from Empowering Writers.</p>	1, 4	Principal, Teachers	Lesson Plans and Observations				
Funding Sources: Title I - \$1700.00							
<p>Characteristics of High Performing Schools CHPS 5 CHPS 6</p> <p>3) Enrichment opportunities will be provided through clubs such as National Elementary Honor Society, Random Acts of Kindness Club, Spanish Club, French Club, Astronaut Choir, Safety Patrol, Amateur Science Club, Domino Club, Bilble Club, Robotics, Scrabble Club, District UIL participation, etc.</p>	1, 6	Principals, Assistant Principal, Club Leaders, UIL Coaches	Participation of students				
<p>Characteristics of High Performing Schools CHPS 1 CHPS 2</p> <p>4) Provide staff with all necessary supplemental instructional materials needed to enhance learning opportunities for all students on STAAR, First Books, Guided Reading, etc.</p>	8, 9	Principal, School Secretary	Inventory List of Resources, Invoices, and Receipts				
Funding Sources: Title I - \$20000.00, Title I - \$2000.00, Title I - \$4000.00							
<p>Characteristics of High Performing Schools CHPS 5</p> <p>5) Family Learning Days/Nights pertaining to English Language Arts and Reading, Math, or Science will occur. Parents will become informed with concepts students are learning.</p>	6	Principal, Assistant Principal, Counselor, School Secretary, Teachers	Attendance sign in sheets, improve parent communication on surveys, improve STAAR or DRA scores				
Funding Sources: Title I							

<p align="center">Characteristics of High Performing Schools CHPS 1</p> <p>6) Students in need of acceleration will be addressed through: (a) Tutoring within the school day (b) Grouping within the classroom (c) Tutoring before/after school (d) Use of supplemental learning labs to address specific gaps in learning.</p>	1, 9	Classroom Teachers, Instructional Aides, Title 1 Personnel, RtI Specialist, ELL Specialist, Campus RtI Team, Tutors, Principal, Assistant Principals	Progress reports from supplemental labs and report cards will be monitored.				
Funding Sources: Title I - \$16001.00, Title I - \$4500.00, Title III, State BIL/ESL, Title I - \$29155.00, Title I - \$1000.00							
<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 2</p> <p>7) Student in need of intervention will be identified: (a) By monthly literacy group meetings in which the teacher will meet with administrators and specialist to discuss each student's DRA level, iStation level, and report card grades (b) Campus Response to Intervention (RtI) team (c) Campus teachers (d) Referral from parents (e) Grade level meetings</p>	9	Principal, Assistant Principal, Counselor, Classroom Teachers, ELL Specialist, RtI Specialist, Dyslexia Specialist, Campus RtI team	Progress reports from supplemental instruction labs and report cards will be monitored.				
Funding Sources: State Compensatory Ed							
<p align="center">Characteristics of High Performing Schools CHPS 5 CHPS 6</p> <p>8) Motivation for students to succeed will be provided through: (a) Token Tower prizes for extra effort on academic activities (b) Academic pep rallies for grades 3-5 (c) Spirit Sticks for Honor Roll, Perfect Attendance, and Academic Awards (d) Award Assemblies twice a year per the district grading guidelines (e) Diploma Parties for Advanced Performance Students on STAAR CBA subjects. (f) Character Club parties (g) Fishing for Good Behavior</p>		Classroom teachers/ Administrators	The students will be surveyed for feedback.				
Funding Sources: Local							
<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 4 CHPS 6</p> <p>9) The campus will use similar academic and behavioral vocabulary weekly (Ten Makers, Mortar Words, Character Traits, Peacebuilder Concepts, and Skip Counting/Multiplication Facts during Specials) to streamline vocabulary.</p>	1	Principal, Assistant Principal, Instructional Media Specialist, Classroom Teachers, Specials Teachers	Blast Off assemblies will be held weekly to help reinforce these; lesson plans will be monitored; specials teachers will implement at the beginning of each class.				
Funding Sources: Title I - \$4299.00							

<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 4</p> <p>10) Big Brainz math program will be used in Grades K-5 to supplement math fact retention for students.</p>		Principal, Math Teachers	Usage reports				
Funding Sources: Title I - \$4000.00							
<p align="center">Characteristics of High Performing Schools CHPS 2</p> <p>11) Extended Day Tutoring (starting in March) will be utilized for students in need of assistance for grades 3-5 in order to meet minimum expectations on STAAR.</p>	9	Principal, Assistant Principal, Counselor, Extended Day Tutors, Interventionists	Attendance Sign In Sheets and STAAR passing percentages				
Funding Sources: Title I - \$4500.00							
<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 7</p> <p>12) Professional development will be provided for all teachers on GT programs and services.</p>		Principal, Assistant Principal, Counselor, Advanced Academic Director	Certificates of workshop completion. Classroom observations and monitoring of lesson plans.				
<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 7</p> <p>13) Professional development will be provided for all teachers on ELL programs and services (i.e. ESL, Dual Language, SIOP)</p>		Principal, Assistant Principal, ELL Specialist, Dual Language Team Leader, Director of Bilingual	Certificates of workshop completion. Classroom observations and monitoring of lesson plans.				
Funding Sources: Title III							
<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 7</p> <p>14) Supplemental reading, math, and science materials will be purchased to assist students with reading and math concepts in the classroom and tutorials,</p>	1, 2	Principal, School Secretary	STAAR scores, improved CBA, report card grades, etc.				
Funding Sources: Title I - \$11300.00							
<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 2 CHPS 7</p> <p>15) K-5 teachers will participate in monthly math planning sessions with the district math specialist to align instruction.</p>	4, 8	Principal, Assistant Principal, Lead Math Teacher, District Math Curriculum Coordinator	Sign in sheets; student achievement increase on CBAs and STAAR.				
Funding Sources: Title II							
<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 7</p> <p>16) 5th Grade Math and Science Teachers will participate in on-going, high-quality professional development in the Lake Houston Math and Science Collaborative to learn best practices and improve student performance on Math and Science STAAR.</p>		Principal, Assistant Principal, 5th Grade Math and Science Teachers	Implementation of strategies in lesson plans and improvement of Level III STAAR scores				
Funding Sources: Local							

<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 7</p> <p>17) Math Teacher Representatives will learn math strategies and curriculum alignment at the CAMT conference.</p>	1, 4	Principal, Secretary, Math Representatives	Conference certificates, training to other math teachers, agenda, and sign-in sheets				
Funding Sources: Title I - \$2200.00							
<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 2 CHPS 7</p> <p>18) 3rd-5th Grade Teachers will participate in on-going supplemental math professional development through modeling, coaching, and feedback with math consultant Stacey Cain.</p>	1, 4, 8	Principal, Math Teachers, Stacey Cain	Improvement of Level II math scores on CBA and STAAR tests.				
Funding Sources: Title I - \$18200.00							
<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 7</p> <p>19) Professional development will be provided to as many teachers as possible to increase instructional strategies to increase STAAR scores (substitutes provided as needed).</p>	3	Principal, Secretary, Teachers	Certificates of workshop completion, STAAR Scores				
Funding Sources: Title I - \$1000.00							
<p align="center">Characteristics of High Performing Schools CHPS 2 CHPS 3</p> <p>20) The principal and assistant principals will attend professional development at TEPSA and various trainings to learn ways to increase teacher and student performance with data dissageration.</p>	4, 8	Principal, Assistant Principal, Secretary	Certificates of workshop completion, STAAR scores				
Funding Sources: Title I - \$1000.00, Title I - \$3500.00							
<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 6</p> <p>21) All staff will participate in No Excuses University Book Study with the emphasis on Standards and Alignment.</p>		Principal, Assistant Principal	Class University Adoptions, Master Schedule: Team Tuesdays, Character Club; Agendas for weekly planning and collaboration; Stamina Charts, Data folders				
Funding Sources: Local							
<p>22) PreK "Round Up" is conducted in the spring and summer for enrollment the following year. PreK students and parents are given a tour of the campus, curriculum is discussed and enrollment packets are distributed. PreK enrollment is advertised throughout the district to ensure that all parents are made aware of and where to enroll.</p>	7	Principals, Teachers, Registrar	Enrollment packets returned,				
Funding Sources: Title I - \$0.00, Local - \$0.00							
<p align="center">Characteristics of High Performing Schools CHPS 6</p> <p>23) Immigrant students and parents will learn about American culture and interactions with the school system. Parents will become active participants with a focus on literacy.</p>		Director of Bilingual and Migrant Services	Immigrant parents will actively participate in school functions.				
Funding Sources: Title III - \$0.00							
<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 3 CHPS 6 CHPS 7</p> <p>24) 10 Teachers will attend a No Excuses University Institute to learn new instructional strategies and present to the staff.</p>		Principal, Teachers	STAAR Scores				
Funding Sources: Title I - \$2500.00							






<p align="center">Characteristics of High Performing Schools CHPS 1</p> <p>25) Students K-5 will attend Science Lab weekly to assist with common vocabulary and perform experiments.</p>	1	Principal, Science Lab paraprofessional	Master schedule, lesson plan				
<p align="center">Characteristics of High Performing Schools CHPS 1</p> <p>26) ESL students in need of assistance will attend ESL pull-out or push in intervention.</p>	1, 2	Funding Sources: State Compensatory Ed					
<p>27) Teachers will attend various HCDE or Region 4, 5, & 6 Education Service Centers math, reading, or science professional development.</p>	1	Principal, Secretary, Teachers	Increased student achievement scores				
Funding Sources: Title I - \$3000.00, Title I - \$2551.00							
<p>28) K-2 Teachers will attend a Lead4ward Early Learning K-2 conference to increase STAAR level.</p>	1	K-2 Teachers	Increased student achievement				
Funding Sources: Title I - \$2500.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Crippen Elementary will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 2: Crippen Elementary will foster the use of technology as an effective instructional strategy utilizing Chromebooks with the 1-to-1 initiative in grades 3-5 and tablet carts in grades K-2.

Summative Evaluation: Yearly evaluation of all overall technology plan.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	June
1) As a result of needs identified during the NCISD visioning work sessions in 2012-2013, NCISD will support efforts such as those outlined in the ConnectED initiative of the federal government (http://m.whitehouse.gov/sites/default/files/docs/connected_fact_sheet.pdf), and the "Creating a New Vision for Public Education in Texas" initiative from Texas Association of School Administrators (TASA). This will be accomplished by providing educators with the professional development, infrastructure and tools to accelerate student learning. These efforts will primarily focus on the integration of technology use into instruction and PBL techniques.	2, 4, 9	Principal; Assistant Principal; Instructional Technology Media Specialist; Teachers	Use of technology in the classrooms and documented in lesson plans, increase in student assessment scores.				
				Funding Sources: Title I			
2) CE will implement the 1-to-1 technology plan which puts Chromebooks in the hands of every child in grades 3-5 and tablets in K-2.	2, 4, 9	Principal; Assistant Principal; Instructional Technology Media Specialist; Teachers	Use of technology in the classrooms and documented in lesson plans				
				Funding Sources: Local - \$0.00			
3) All students will be taught Technology Applications in their computer class during specials rotations so technology can be utilized for all subjects.	10	Principal; Assistant Principal; Tech Apps Aide	Classroom observations and rotation schedule				
				Funding Sources: State Compensatory Ed			
4) Staff will attend on-going training to implement Google classrooms, Chromebooks, and tablets. They will need to increase their skills to present effective lessons and assist students.	2	Principal; Assistant Principal; Instructional Technology Media Specialist; Teachers	Agendas, sign-in sheets, classroom observations				
				Funding Sources: Title I			
5) All students who use technology will increase awareness of cyber-bullying and internet safety with programs such as iSafe.	10	Principal; Assistant Principal; Teachers	Lesson plans				
				Funding Sources: Title I			
6) Classrooms will be equipped with 21st century technology for students to engage in the curriculum.		Principal, Secretary	Proper working equipment				
				Funding Sources: Title I			

<p align="center">Characteristics of High Performing Schools CHPS 1 CHPS 7</p> <p>7) The Instructional Technology Media Specialist will attend the TCEA conference to learn about tech integration and come back to teach all teachers.</p>	<p>Principal, Instructional Technolgy Media Specialist</p>	<p>Conference certificate, training sign in sheets, agenda</p>				
<p>Funding Sources: Title I - \$1200.00</p>						
<p align="center">Characteristics of High Performing Schools CHPS 1</p> <p>8) All students will be taught Library/Media Skills during the specials rotations to increase literacy and media technology skills.</p>	<p>9 Principal, Media Aide, Instructional Technology Media Specialist</p>	<p>Classroom Observation, specials rotation schedules</p>				
<p>Funding Sources: State Compensatory Ed</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Crippen Elementary will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 1: Crippen Elementary will ensure and improve campus safety by providing an orderly environment 100% of the time that promotes student learning for all students.






Summative Evaluation: Crippen will review the PEIMS discipline records and conduct a climate survey of students, parents, and staff to determine if discipline has decreased.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	June
<p>Characteristics of High Performing Schools CHPS 5 CHPS 6</p> <p>1) All students and staff members will be trained on bullying. Staff will use reports and procedures. Students and families will participate in Anti-Bullying week.</p>	10	Administrators, Counselor, Teachers	EduHero Reports, Blast Off assembly slide show, Anti-Bully Week agenda				
Funding Sources: Title I							
<p>Characteristics of High Performing Schools CHPS 6</p> <p>2) All classes will attend guidance lessons every 6 weeks to address appropriate grade level skills such as diversity, anger management, compassion, etc.</p>	1, 10	Counselor, Principal	Counselor's documentation; schedule				
Funding Sources: Title I							
<p>Characteristics of High Performing Schools CHPS 5 CHPS 6</p> <p>3) All students and teachers will participate in a drug free lifestyle that is promoted during Red Ribbon Week.</p>		Counselor	Red Ribbon Week agenda				
Funding Sources: Local - \$0.00							
<p>Characteristics of High Performing Schools CHPS 6</p> <p>4) Peacebuilders concepts will be taught monthly during Character Club, Blast Off, and guidance lessons.</p>		Administrators, Counselor, Teachers	Lesson Plans, Blast Off Slides				
Funding Sources: Local - \$0.00							
<p>Characteristics of High Performing Schools CHPS 6</p> <p>5) A Positive Behavior Supports and Interventions Committee will meet monthly to streamline student expectations and to desegregate discipline concerns to reduce the amount of incidents on campus.</p>	1, 10	Assistant Principal, PBS Committee	Agendas and discipline records				
Funding Sources: Title I							
<p>6) All staff members will receive professional development on the Peacebuilders curriculum.</p>	1						
Funding Sources: Title I - \$4299.00							
<p>Characteristics of High Performing Schools CHPS 5</p> <p>7) The counselor will attend a Region 6 mini-conference for counselors to gain knowledge and tips to assist our at risk and low socioeconomic students.</p>		Counselor	Conference certificate				
Funding Sources: Title I							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: Crippen Elementary will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 2: NCISD will provide a safe and orderly environment that promotes student learning for all students. All students receive ongoing health and wellness services.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	June
<p align="center">Characteristics of High Performing Schools CHPS 5</p> <p>1) Homeless students will be monitored and consulted with on occasion for needs at home and school. The district has a Homeless liaison.</p>	10	Counselor, District Liasion	Notes of consultation				
Funding Sources: Title I - \$1000.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Crippen Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 1: All Crippen paraprofessionals will meet the ESSA standards of highly qualified.

Summative Evaluation: 100% paraprofessionals at Crippen Elementary will continue to meet the highly qualified standards of ESSA.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	June
<p>Characteristics of High Performing Schools CHPS 7</p> <p>1) All teachers will attain ESL certification and GT 30 hour training.</p>		Principal, Counselor	Certifications, trainings				
Funding Sources: Local - \$0.00							
<p>Characteristics of High Performing Schools CHPS 6 CHPS 7</p> <p>2) A mentor will be provided to new or ACP teachers. They will meet regularly to discuss educational items and procedural items such as entering grades, etc.</p>		Principal, Mentor Teacher	Monthly Agendas				
Funding Sources: Title II - \$0.00							
<p>Characteristics of High Performing Schools CHPS 5</p> <p>3) The Site-Based Committee will review the NCLB standards for highly qualified.</p>	6, 10	Principal, Secretary	SBDM agenda				
Funding Sources: Title I							
<p>Characteristics of High Performing Schools CHPS 3</p> <p>4) The principal will seek highly qualified personnel at university job fairs, region center job fairs, etc. so the campus will be 100% highly qualified.</p>	3, 5	Principal	Highly qualified staff certifications will continue in each classroom.				
Funding Sources: Title I							
<p>Characteristics of High Performing Schools CHPS 3 CHPS 6</p> <p>5) All teachers will participate in Learning Walks to gain insight of instructional practices within the school. Grade levels will collaborate on lesson planning and academic assessment planning at least once a week as well as every 3 weeks during Team Tuesdays.</p>	1, 2, 8	Administrators, Teachers	Observation summaries				
Funding Sources: Local - \$0.00							
<p>Characteristics of High Performing Schools CHPS 7</p> <p>6) All new teachers will be provided a campus mentor to reinforce teaching concepts and retain.</p>	4	Principal, Mentor	Teachers retainment				
Funding Sources: Title II							
<p>7) Employees new to Crippen will participate in a book study called the Fundamental 5 which highlights instructional best practices expected at Crippen.</p>		Principal, AP	Walkthroughs, participation, sign-in sheets.				






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 4: Crippen Elementary will increase opportunities for parent/community involvement in all educational processes of our district.

Performance Objective 1: Increase parent/community involvement at Crippen Elementary by 50% from previous year.

Summative Evaluation: Crippen Elementary will provide documentation of parent involvement in various activities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Dec	Mar	June
<p>Characteristics of High Performing Schools CHPS 5 CHPS 6</p> <p>1) Crippen will utilize social media such as Remind, SchoolWay, Facebook, Twitter, and School Messenger to communicate with parents.</p>	1, 6, 10	Principal, Instructional Technology Media Specialist	Evidence of Remind messages, SchoolWay pushes, Facebook posts, Twitter tweets, and phone messages sent to parents via School Messenger.				
Funding Sources: Title I							
<p>Characteristics of High Performing Schools CHPS 5</p> <p>2) At least 4 Dual Language Parent Nights will be implemented throughout the year to bring awareness and interaction between parents.</p>	6	Principal, Assistant Principal, Dual Language Team Leader, Dual Language Teachers	Sign-in sheets, presentations, agendas				
Funding Sources: Title I - \$406.00, Title III							
<p>Characteristics of High Performing Schools CHPS 5</p> <p>3) Classroom teachers will retain communication logs any time they contact or conference with a parent.</p>	6	Principal, Assistant Principal, Teachers	Communication logs				
Funding Sources: Title I							
<p>Characteristics of High Performing Schools CHPS 5</p> <p>4) All grades will present a musical program throughout the year and parents will be invited and encouraged to attend.</p>	6	Music Teacher	Calendar, program flyers, permission slips				
Funding Sources: Title I							
<p>Characteristics of High Performing Schools CHPS 5 CHPS 6</p> <p>5) A Grandparent's Luncheon, Veteran's Luncheon, and Thanksgiving Meal will take place to encourage families to attend and showcase our school.</p>	6	Administrators, Counselor, Child Nutrition Staff	Quantity of guests according to sign in sheets				
Funding Sources: Title I							
<p>Characteristics of High Performing Schools CHPS 5 CHPS 6</p> <p>6) Title I Home/School Compacts will be distributed to all parents after the first 9 weeks.</p>	6, 10	Administrators, Teachers, Secretary	A master list of Home/School Compacts will be kept in the office				
Funding Sources: Title I							

Characteristics of High Performing Schools CHPS 6 7) A Stomp Out Bullies Family Fun Run will occur to promote health, anti-bullying, and encourage parents to get involved with their students.	6	Principal, PE teacher, Counselor	Attendance at event				
	Funding Sources: Title I - \$0.00						
Characteristics of High Performing Schools CHPS 5 CHPS 6 8) An interactive Open House and College Night will occur in the fall.	6	Administrators, all teachers	Sign in sheets; attendance				
	Funding Sources: Title I - \$0.00						
Characteristics of High Performing Schools CHPS 5 CHPS 6 9) A Family Literacy and Math day/night will occur to showcase instructional strategies and promote education.	6	Administrators, Teachers, Counselor	Sign in sheets; attendance				
	Funding Sources: Title I						
Characteristics of High Performing Schools CHPS 5 10) Pastries with the Principal will occur each semester to improve stakeholder communication.	6	Principal, Secretary, ELL Specialist	Sign In Sheet, Attendance, Agendas				
	Funding Sources: Title I - \$0.00						
Characteristics of High Performing Schools CHPS 5 11) A monthly parent-home-school newsletter will be sent home showcasing grade level's academic highlights.	1, 6	Principal, Newsletter Editor, Classroom teachers, Grade Level Chairs	Monthly Newsletter				
	Funding Sources: Title I - \$0.00						
12) PK parents will be invited to a literacy training and receive supplemental materials to help assist with literacy. Linda Quiroz, consultant, will provided professional development over early literacy skills in both Spanish and English.		Principal	Increased PK outcomes				
	Funding Sources: Title I - \$2697.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Crystal Mayes	Principal
Administrator	Ryan Wheeler	Assistant Principal
Business Representative	Mayra Andrade	Teacher
Classroom Teacher	Laura Hobbs	RTI Specialist
Community Representative	Gary Southard	Pastor
Non-classroom Professional	Matt Gentry	Media Specialist
Paraprofessional	Jennifer Galan	Attendance Clerk
Parent	Dora Marquez	Mother

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	JM Literacy		\$9,925.00
1	1	1	Gretchen Childs		\$6,900.00
1	1	2	Empowering Writers		\$1,700.00
1	1	4	STAAR Resources		\$20,000.00
1	1	4	Guided Reading Books		\$2,000.00
1	1	4	First Books		\$4,000.00
1	1	5	Parent Involvement Funds		\$0.00
1	1	6	Title 1 Aide-Hoover		\$16,001.00
1	1	6	Certified Teacher Tutors determined by CBAs		\$4,500.00
1	1	6	RtI Specialist 50% Funded Laura Hobbs		\$29,155.00
1	1	6	Tutors (Paras for overtime)		\$1,000.00
1	1	9	Peacebuilders Training		\$4,299.00
1	1	10	Big Brainz Subscription		\$4,000.00
1	1	11	Extended Day Personnel		\$4,500.00
1	1	14	Supplemental Supplies Math/Reading/Science		\$11,300.00
1	1	17	CAMT		\$2,200.00
1	1	18	Math Consultant Stacey Cain		\$18,200.00
1	1	19	Substitutes		\$1,000.00
1	1	20	Adminstrator Professional Development		\$1,000.00
1	1	20	TEPSA Fees		\$3,500.00
1	1	22			\$0.00
1	1	24	NEU Registration Fees/Travel		\$2,500.00
1	1	27	Region 4, 5, 6 PD Sessions and HCDE Sessions		\$3,000.00
1	1	27	Teacher Travel and Registration Fees		\$2,551.00

1	1	28	8 teachers K-2 Lead4ward conf plus rooms		\$2,500.00
1	2	1	Chromebooks		\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6	Installation of projector		\$0.00
1	2	7	TCEA Adminssion		\$1,200.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	5			\$0.00
2	1	6	Peacebuilders Training		\$4,299.00
2	1	7			\$0.00
2	2	1	Supplies for Homeless Students		\$1,000.00
3	1	3			\$0.00
3	1	4			\$0.00
4	1	1			\$0.00
4	1	2	Parental Invlovmnt Supplies		\$406.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
4	1	9	Parent Involvement Money		\$0.00
4	1	10			\$0.00
4	1	11			\$0.00
4	1	12	1% Set Aside for Parental Involvement/PD Linda Quiroz		\$2,697.00
Sub-Total					\$165,333.00
Title II					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	District Math Coordinator-Lutrell		\$0.00
3	1	2			\$0.00
3	1	6	Laura Hobbs, Kaylee Aulbaugh, Astrid Cordero		\$0.00
Sub-Total					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Title 3 Aides-Acord and Velsaquez 90% funded		\$0.00
1	1	13			\$0.00
1	1	23			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	SCE Bilingual-Alanis		\$0.00
1	1	26			\$0.00
1	2	3	Shirley Folmar		\$0.00
1	2	8	Jasen Hickman		\$0.00
Sub-Total					\$0.00
State BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Lidia Guajardo 100% funded; Rodriguez and Velsaquez 10% funded		\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	1	16			\$0.00
1	1	21			\$0.00

1	1	22			\$0.00
1	2	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
3	1	1			\$0.00
3	1	5			\$0.00
Sub-Total					\$0.00
Grand Total					\$165,333.00