CROCKETT H S

Crockett ECHS
2021/2022

Always Victorious

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Date Reviewed: _____   Date Approved: _____

Campus Mission

Crockett empowers an inclusive community of learners and leaders by building resilience, strengthening of character, and ensuring that ALL students are prepared to succeed in college, career, and life.

Campus Vision

Crockett learners will lead with courage, compassion, and service. We will:
collaborate with people of different beliefs and cultures;
adapt to change and challenges;
cultivate self-discipline to persevere in achieving goals;
act responsibly, ethically, and with integrity;
and think critically and creatively to solve problems.

Campus Values

Peace: Show empathy, seek to understand, resolve conflict nonviolently, and accept non-closure.
Resilience: Persevere through struggle, bounce back from defeat, demonstrate the courage to take risks and seek help when needed.
Integrity: Have the courage to speak up. Care for yourself, others, and the space around you. Be accountable for choices, failures, and successes
Diversity: See strength through differences, be inclusive, and make connections.
Engagement: Be a present, authentic, and inspired learner.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.
#2 - #9 See packet for details
#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. (Target Group: All) (Strategic Priorities: 3)		Spring 2022		Criteria: Agenda and sign in sheets from meeting. 10/27/21 - On Track

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Objective 2. (Health Education) SMART Goal: Insert Fitnessgram SMART goal here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 3. (Physical Education and Physical Activity) SMART Goal: Insert SMART goal for physical education and physical safety here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 4. (Food Services) SMART Goal: Insert SMART goal about food services here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 1.   (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 5.   (Employee Wellness) SMART Goal: Insert SMART goal here for Employee Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 6. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) In SY 21-22, the campus will participate in SEL Practices that center around our mission, vision, and core values.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett will engage our campus community in No Place for Hate activities this year in Advisory and our SOAR class. We developed daily lessons that focused our PRIDE values during the first 2 weeks of school. Our departments created lessons in their area of expertise around Peace, Resilience, Integrity, Diversity, and Engagement. We will promote SEL via all methods of communication: Cougar Chatter, announcements, and in advisory We will host family night each semester, promoted ahead of time and through all areas of communication. (Target Group: All)	Campus Leadership Team	2021-22 school year		Criteria: We will use survey data from parents, students, and staff to evaluate the implementation of these strategies. 10/27/21 - On Track

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Objective 7. (Family Engagement) We will have at least 8 differentiated parents meetings in the year with translation available for Spanish-speaking parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create Family Academic Engagement Teams. (Target Group: All)	Assistant Principal, Parent Support Specialist	By September		10/27/21 - Some Progress 09/03/21 - Pending
2. Make Family Engagement an agenda item in all meetings. (Target Group: All)	Administrators, Assistant Principal			10/27/21 - Some Progress 09/03/21 - Pending
3. Create differentiated parent meetings based on parent's need. What do parents need to learn about their child's education? (Target Group: All)	Administrators, Parent Support Specialist		(F)Title 1, Part A - $4,862	10/27/21 - On Track 09/03/21 - Pending 09/03/21 - Completed

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Objective 8. (Community Engagement) SMART Goal: Insert SMART goal here about Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 1.   (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 9.   (Counseling, Mental Health & Social Services) SMART Goal: Insert SMART goal here about Counseling, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 10. (Health Services) SMART Goal: Insert SMART goal here about health services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Insert SMART Goal here re: developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

CROCKETT H S

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (ESF Essential Action 1.2) Insert SMART Goal here re: focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) Insert SMART Goal here re: recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 2. (ESF Essential Action 2.2) Insert SMART Goal here re: building teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Insert SMART Goal here re: compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2) Insert SMART Goal here re: Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (ESF Essential Action 3.3) Insert SMART Goal here re: Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4.　　(ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 4.　　(ESF Essential Action 3.4) Insert SMART Goal here re: Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4.   (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 5.   (Disproportionality in discipline referrals) SMART Goal: Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 19% to ___% (=%pop) by August 2022. - Strategic Plan Goal #7

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 6. (Culturally Responsive Restorative Practices) SMART Goal: Insert CRRP SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) Insert SMART Goal here re: daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Objective-driven daily lesson plans with formative assessments for English Language Arts and Math

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6.   (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2.   (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations. (Target Group: All,H,W,AA,ECD,ESL,SPED,GT,504) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team, Administrators, Assistant Principal, AVID Coordinator	On-going	(F)Title 1, Part A - $120,398, (O)AVID	10/27/21 - On Track 08/27/21 - On Track

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 3. (Data-driven instruction (ESF Essential Action 5.3)) In SY 21-22, 100% of Math and English Language Arts teachers of STAAR-tested grades and subjects in 9th and 10th grades will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 48 hours of the assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers track progress of individual students (SEs/skills/TEKS) in order to identify students that would benefit from intervention and enrichment. - Evidence: Resource/data/content binders (Target Group: All,H,W,AA,ECD,ESL,LEP,SPED,GT,504) (Strategic Priorities: 2,4)	Department Chairs, ELA Teachers, Instructional Coaches, Instructional Leadership Team, Instructional Team, Math Teachers, PLCs, PLCs - Instructional, Special Education Staff, Teachers	On-going	(F)Title 1, Part A - $359,749	10/27/21 - On Track

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Objective 4. (RTI for students with learning gaps (ESF Essential Action 5.4)) In SY 21-22, all core teachers will attend weekly data meetings to analyze short cycle assessments and plan targeted interventions for students with identified learning gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. (Target Group: All,H,W,AA,ECD,ESL,LEP,SPED,GT,504) (Strategic Priorities: 2,4)	Instructional Coaches, PLC Leaders, PLCs, PLCs - Instructional, Teachers	On-going		10/27/21 - Some Progress

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 5. (BLENDed Learning Strategies) Insert SMART Goal here re: BLENDed learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 6. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 7. (Support for Students with Special Needs) Insert SpEd SMART Goal here: focus on academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 8. (Early Childhood) The percent of students in the top two quartiles on EOY MAP Growth Reading (K-2) will increase by 10 percentage points (from 24% to 34%) when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 9. (Advanced Academics) Increase the number of staff on campus (including and beyond GT teachers) who complete GT training by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a culture of support for high-ability students by increasing the number of teachers and support staff who complete the 30-hr GT Foundations and 6-hour GT Update. (Target Group: GT) (Strategic Priorities: 3,4)	Academy Director	January 2022		Criteria: Completion of training 10/27/21 - No Progress 08/31/21 - Pending
2. Use College Board's AP Potential tool to increase enrollment in AP and dual credit courses and improve equity and access. (Target Group: GT) (Strategic Priorities: 2,3)	Academy Director	January 2022		Criteria: Check AP Potential Tool with campus rosters. 10/27/21 - No Progress
3. Offer opportunities for staff, parents, and community members to learn more about GT referrals and program services (such as a GT and Advanced Program Information Night). (Target Group: GT) (Strategic Priorities: 2,3)	Counselor	Spring 2022		Criteria: Agendas from parent nights. 10/27/21 - No Progress

Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 10. (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Students with 504 services) SMART Goal: Insert 504 SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 2. (Disproportionality in discipline referrals) SMART Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to _____% (=%pop) by August 2022. - Strategic Plan Goal #8

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Goal 7.   (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 3.   (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: Insert ARD SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 4. (STAAR Alt 2 Participation) SMART Goal: Insert STAAR Alt2 participation goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (Attendance and Dropout Prevention) SMART Goal: SY 21-22 attendance rates for African American students (__%), Hispanic students (__%), and Emergent Bilingual students (__%) will increase by ___ percentage points when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (Career and Technical Education (CTE)) Insert SMART CTE goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 3. (GEAR-UP) Insert GEAR UP smart goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 4. (Support for Students with Special Needs) Insert SpEd SMART Goal here - focus on graduation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Goal 8.   (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 5.   (AVID) Insert AVID SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

CROCKETT H S

Goal 9. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 1600 to 1650 by August 15, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure we are constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at Crockett ECHS. (Target Group: All) (Strategic Priorities: 1,4)	Principal	Ongoing	(F)Title 1, Part A - $300,000	Criteria: Student Town Hall Qualitative conversation data or student SEL surveys. Walk-Through Data Observation 10/27/21 - On Track
2. Provide monthly school tours or showcases during the academic school calendar to bring in community and highlight successes and strengths. (Target Group: All,8th) (Strategic Priorities: 4)	Counselor	Monthly	(O)Other - $1,000	Criteria: Sign-in sheets of events Campus calendar of events 10/27/21 - No Progress
3. Post to social media Monday - Friday during the academic school year to provide regular communication to campus communities and highlight student success and campus events. (Target Group: All,8th) (Strategic Priorities: 4)	Principal	Ongoing		Criteria: Twitter feed 10/27/21 - On Track

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Goal 10.   (Exemplary Customer Service) Insert description of CARES here

Objective 1.   (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus
        Communication Goals & Practices   section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Target Group: All) (Strategic Priorities: 4)	Administrators, Teachers	Fall 2021		Criteria: Staff will log in eCST phone calls using the language line as needed. 10/27/21 - On Track 08/27/21 - Pending
2. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All) (Strategic Priorities: 3,4)	Administrators, Coaches, Department Chairs, Director	Fall 2021		Criteria: Department Chairs, Coaches, Directors, will all make sure their program pages are updated with correct contact information and schedules. 10/27/21 - On Track
3. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Target Group: All) (Strategic Priorities: 1,4)	Administrative Assistant, Administrators, Attendance Clerk, Counselor, Teachers	Fall 2021		Criteria: All voicemail boxes will be updated with correct staff member information. Staff will respond to email and voicemail within 48 working hours. 10/27/21 - Some Progress

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Goal 11. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form 10/27/21 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 10/27/21 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 10/27/21 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 10/27/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 10/27/21 - Completed

CROCKETT H S

Goal 11. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead 10/27/21 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 10/27/21 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				10/27/21 - On Track
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/27/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 10/27/21 - Completed

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.
Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.
_____

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.
Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.
_____

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.
Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).
Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.
Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.
Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.
Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.
_____

4th 9 weeks report - due June 3
Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.
Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).
Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

CROCKETT H S Site Base

Name	Position
Crawford, Kori	Principal
King, Shana	Assistant Principal
Miller, Megan	ESOL Teacher
Healey, Logan	Math Teacher
Benson, Jordan	Academic Director
Broddle, Ben	AVID Coordinator
Muir, Ashley	English Dept Chair/IC
Julian, Cynthia	CTE/9th Grade Asst Princ
Perez, Thaislen	Dual Lang/SS/11th Gr Asst Princ

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates
August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals
Aug 9-Sept 3: CIP/TIP Development
Aug 24-26: Group TIP Development Workshop
Aug 31-Sept 1: TEA Training
Aug 17-Sept 17: Public Meeting/ CAC feedback
Sept 3: CIPs/TIPs first drafts due in BLEND
Sept 7-10: DCSI/EDs review of first drafts
Sept 13-17: Revise plan based on DCSI/EDs feedback
Sept 13-24: (SEP) Recommended monitoring visit window
Sept 17: CIP/TIP final drafts due in BLEND
Sept 20-24: DCSI/EDs review of final drafts
Sept 27: CIP/TIPs to Supe
Sept 27-30: TIL Lesson Alignment
Oct 4-6: TIL Observation and Feedback
Oct 4-8: (OCT) Recommended monitoring visit window
Oct 18-Nov 20: ESF Diagnostic Survey Window
Oct 18-22: SCA 1 data analysis and Cycle 1 reports
Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND
Oct 25-29: DCSI/EDs review of Cycle 1 submissions
Oct 25-27: TIL DDI
Nov 8-12: (NOV) Recommended monitoring visit window
Nov 16-19: TIL Formative Assessment
Nov 30: TIL Cohort: Lesson Alignment
Dec 6-10: (DEC) Recommended monitoring visit window
Dec 18: Schedule ESF Diagnostic for Spring
Jan 4-7: SCA 2 data analysis and Cycle 2 reports
Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND
Jan 10-14: DCSI/EDs review of Cycle 2 submissions
Jan 12: TIL DDI
Jan 18: TIL Observation and Feedback
Jan 24-28: (JAN) Recommended monitoring visit window
Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF
Feb 7-11: (FEB) Recommended monitoring visit window
Feb 22: TIL Lesson Alignment and Formative Assessment
Feb 28- March 4: (MAR) Recommended monitoring visit window
March 21-25: SCA 3 data analysis and Cycle 3 reports
March 22: TIL Observation and Feedback
March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND
March 28-April 1: DCSI/EDs review of Cycle 3 submissions
March 30: TIL DDI
April 25-29: (APR) Recommended monitoring visit window
May 31-June 3: MAP Growth data analysis and EOY reports
June 3: EOY reports submitted to BLEND
June 6-9: DCSI/EDs review of EOY submissions

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the "Coordinated School Health Reporting, 2021" dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	76%	40%	64%	67%	100%	71%	100%	50%	62%	88%	100%	100%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and "business as usual." In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

CSH Implementation and Family Engagement

SY 21-22 CIP/TIP Comprehensive Needs Assessment -Crockett

Longitudinal Discipline Data Report

		Number of Disciplinary Actions by Student Group																			
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	1600	**106**		13	15	4	**1177**	6	107	76	47	**262**		15	14	5	**784**		43	48	12
2018-2019	1552	**127**		14	22	5	**1103**	4	67	63	31	**259**		13	16	2	**754**		32	25	15
**2019-2020	1593	**111**	1	11	8	3	**1164**	1	72	75	36	**253**		1	8		**784**		38	25	18

		Male					Economically Disadvantaged					Special Education				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	1600	**816**	6	97	61	46	**1002**	5	108	83	49	**259**	1	50	40	12
2018-2019	1552	**798**	4	67	78	24	**1058**	4	82	86	32	**239**	1	37	27	8
**2019-2020	1593	**809**	3	47	66	21	**1078**	3	67	66	29	**261**		33	25	11

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from historically underserved student groups?

Hispanic student discipline has not declined like other student groups. Students who receive special education services are over-represented in discipline.

What are the top 3 reasons students get referrals?

For removals and suspensions:

Under the Influence

Fight

Assault

SY 20-21 TELPAS Progress

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021			2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
9			33			33	55	36	72
10			16			50	56	28	80
11			18			61	89	50	78
12			19			47	53	32	89
All			86			45	62	36	79

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?
11th grade students outperformed all other grade levels in Listening, Speaking and Reading. 12th grade students outperformed the other grade levels in writing. Writing percentages are much higher than Listening, Speaking, and Reading.

SY 20-21 EOC Results

2021 STAAR	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Algebra I	A1	227	62	56	22	4	17	57	47	29	<1	163	61	54	22	6	40	71	68	20	3	155	61	48	20	5
English I	E1	341	68	70	36	5	17	55	59	24	6	244	66	65	31	2	69	83	87	54	14	216	65	60	23	3
English II	E2	317	64	64	47	5	17	55	65	47	<1	248	66	60	42	4	41	59	83	73	10	220	63	58	39	2
Biology	BI	341	68	70	36	5	17	55	59	24	6	244	66	65	31	2	69	83	87	54	14	216	65	60	23	3
U.S. History	US	263	80	81	54	26	21	75	57	29	10	178	79	81	48	19	49	84	94	88	57	162	85	63	24	2

SY 21-22 CIP/TIP Comprehensive Needs Assessment -Crockett

2021 STAAR	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Algebra I	A1						68	77	54	22	3	53	55	47	9	<1	37	63	32	5	<1
English I	E1						90	76	44	14	1	61	62	36	18	3	52	74	35	12	<1
English II	E2						68	70	28	10	<1	57	52	26	9	<1	46	62	33	13	<1
Biology	BI						90	76	44	14	1	61	61	36	18	3	52	74	35	12	<1
U.S. History	US						51	85	63	24	2	35	80	54	37	11	39	85	56	26	13

EOC reflection question: What trends do you observe in mastery for your students from historically underserved student groups?

Algebra I: AA students outperformed the general population in MEETING the standard; EcoDis underperformed in APPROACHING and MEETING the standard relative to the general population; SpEd, and the Dyslexic population in particular, were also significantly below the general population

US History: African Amer students drop -16% in mastery, Hispanic students drop -14%, Econ_Dis students also dropped -14%, and Emergent bilingual students dropped -7%. Overall these populations really were not served well by online school in the US History class.

Biology: African American students gained 4% in Mastery. Emergent Bilingual students did not have a change in mastery. Special Education Services dropped 4%.

English: African American students gained 6% in Mastery on English I, Students receiving Special Education services dropped 6%, most Mastery groups were fairly stagnant moving less than 2% in either direction

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs[2]	Forecast 5	0%	0%	1%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	1%	1%	0%
# African American students that enrolled in an AP Course (HS only)	DRE Data	23	21	19
# African American students that enrolled in an IB Course (HS only)		0	0	0
# African American students that enrolled in a Dual Credit (DC) Course (HS only)		18	21	17
# Hispanic students that enrolled in an AP Course (HS only)		371	270	323
# Hispanic students that enrolled in an IB Course (HS only)		0	0	0
# Hispanic students that enrolled in a Dual Credit (DC) Course (HS only)		179	253	253

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?
All students take advanced Biology their 9th grade year as exposure to an advanced class.
ECHS students are clustered together.

How are you communicating with all families about GT and/or advanced learning opportunities?
We have several recruiting events throughout the school year that highlight advanced learning opportunities. We also visit the middle school campuses to promote advanced academics.

How do you support a culture that provides advanced learning opportunities to all students?
Our Master schedule has a variety of core and elective advanced academics for many different interests and strengths.

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	E	E		E	E	O		E	E	E		E	O	O		E	E	E	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance
If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.	128	160	162
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
Special Populations reflection question:				

Domain 3 Campus Reports

Graduation Rate 10%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
Federal Graduation Rate (High Schools and K-12)																	
# in Cohort	319	21	237	50	-	-	-	6	208	57	40	n/a	n/a	n/a			
2020 Fed Grad Rate	98.1	95.2	98.7	96	-	-	-	100	98.6	98.2	92.5	n/a	n/a	n/a			
2019 Fed Grad Rate	96.7	-	98	93.8	-	-	-	-	94.9	97.3	86.7	n/a	n/a	n/a			
Class of 2015 Baseline												n/a	n/a	n/a			
4 year Long Term Target	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	n/a	n/a	n/a			
4 year Interim Target	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	n/a	n/a	n/a			
4 Year Growth Target	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	n/a	n/a	n/a			
Met Target	Y	-	Y	Y	-	-	-	-	Y	Y	Y	n/a	n/a	n/a			
Total																	

*EL Current and Former

School Quality 30%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
# of Graduates	335	26	246	51	-	-	-	6	217	65	46	5	290	45			
CCMR	87	73	90	84	-	-	-	5	191	50	34	3	257	34			
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	27%	30%	43%	50%	31%			
Met Target	Y	Y	Y	Y	-	-	-	Y	Y	Y	Y	-	Y	Y			
Total																	

College, Career, and Life Readiness reflection question: What trends do you observe in CCMR and graduation rates for your students from historically underserved student groups?

We met target in all areas for graduation rate and school quality. Our SPED number is typically lower due to students receiving services staying for a 5th year of high school. Our African American, SPED and EL student groups need improvement on CCMR.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	1397	1383	1310	1524
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate			85%	89%
	Managing Student Conduct			80%	87%
	Principal Leadership			84%	92%

Reflection Questions: Why do you think families are transferring to other AISD schools?
Students and parents report they are transferring to Crockett for ECHS and/or because they have heard that it is a safe place for LGBTQIA students.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?
We have increased. This current school year (2021-2022), we had a major increase to 1640 (a 7.6% increase enrollment).

Self-assess your current level of customer service using the AISD CARES Customer Service Rubric. Place an X to indicate the campus's current level.

	1-Support Needed	2-Developing	3- Meets Expectations	4-Exceeds Expectations
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website			X	
Phone/Voicemail/Email Practices		X		
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				
Grounds			X	

Safety Protocols				
Signage				
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? We need teachers to update their voicemail message. We should be reviewing the rubric more with our staff.				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the <u>additional</u> framework components the campus will address in the CIP/TIP as focus areas of improvement.

> **REQUIRED Framework Components:**
> Coordinated School Health
> - CSH Implementation
> - Social and Emotional School Climate
> - Either Family Engagement <u>or</u> Community Engagement
>
> Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs
> Increased Enrollment
> Exemplary Customer Service

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDed Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation
Documents uploaded in PlanWorks no later than September 17, 2021

Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals.* *(Sign and attach the form)*

Attachment #2. Parents were involved in the development of the **PARENT/FAMILY ENGAGEMENT POLICY** and the policy has been distributed to all parents/families. *(Attach documentation of Parent/Family Involvement Policy on your campus stationary)*

Attachment #3. Signatures on **PARENT/FAMILY/SCHOOL COMPACTS** for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*

Attachment #4. An **ANNUAL PARENT/FAMILY MEETING** has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*

Attachment #5. Communications are sent home in a **LANGUAGE** that a parent understands. *(Attach documentation and submit at least 2 sample communications of languages other than English)*

Attachment #6. Parents have been notified in writing of their **Right to Know Teacher Qualifications**. *(Attach documentation for notice on school letterhead)*

Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*

Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.* *(Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*

Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*

Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. (Upload ALL documents in PlanWorks)

Crockett ELHS	*[signature]*	9/17/21
Campus Name	**Principal's Signature**	**Date**

Austin ISD Data Tracker - SY 21-22

Campus Name: Crockett

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	English I	App.	55%	SCA 1	59%	69%	SCA 2	59%		SCA 3	59%		STAAR	59%
	All	All	English I	Meets	43%	SCA 1	48%	36%	SCA 2	48%		SCA 3	48%		STAAR	48%
	All	All	English I	Masters	5%	SCA 1	7%	19%	SCA 2	7%		SCA 3	7%		STAAR	7%
	All	All	English II	App.	64%	SCA 1	63%	73%	SCA 2	63%		SCA 3	63%		STAAR	63%
	All	All	English II	Meets	47%	SCA 1	49%	43%	SCA 2	49%		SCA 3	49%		STAAR	49%
	All	All	English II	Masters	5%	SCA 1	6%	23%	SCA 2	6%		SCA 3	6%		STAAR	6%
	All	All	Algebra I	App.	56%	SCA 1	70%	57%	SCA 2	70%		SCA 3	70%		STAAR	70%
	All	All	Algebra I	Meets	22%	SCA 1	43%	18%	SCA 2	43%		SCA 3	43%		STAAR	43%
	All	All	Algebra I	Masters	4%	SCA 1	14%	12%	SCA 2	14%		SCA 3	14%		STAAR	14%
	All	All	Biology	App.	70%	SCA 1	76%	60%	SCA 2	76%		SCA 3	76%		STAAR	76%
	All	All	Biology	Meets	36%	SCA 1	46%	24%	SCA 2	46%		SCA 3	46%		STAAR	46%
	All	All	Biology	Masters	5%	SCA 1	11%	12%	SCA 2	11%		SCA 3	11%		STAAR	11%
	All	All	US History	App.	81%	SCA 1	88%	84%	SCA 2	88%		SCA 3	88%		STAAR	88%
	All	All	US History	Meets	54%	SCA 1	61%	58%	SCA 2	61%		SCA 3	61%		STAAR	61%
	All	All	US History	Masters	26%	SCA 1	32%	46%	SCA 2	32%		SCA 3	32%		STAAR	32%
	All	Emer. Bilingual	Reading	Meets	63%	SCA 1	36%	18%	SCA 2	36%	0%	SCA 3	36%	0%	TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	33%	SCA 1	38%	27%	SCA 2	38%	0%	SCA 3	38%	0%	STAAR	38%
	All	Hispanic	All	Meets	37%	SCA 1	42%	28%	SCA 2	42%	0%	SCA 3	42%	0%	STAAR	42%
	All	Emer. Bilingual	All	Meets	22%	SCA 1	27%	18%	SCA 2	27%	0%	SCA 3	27%	0%	STAAR	27%
	All	Special Education	All	Meets	15%	SCA 1	20%	16%	SCA 2	20%	0%	SCA 3	20%	0%	STAAR	20%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 EOC Performance scaled score and rating of:

Raw	Scaled	Grade
45	73	B

The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).