

**Crosby Independent School District
Charles R. Drew Elementary School
2023-2024 Improvement Plan**



Mission Statement

It is the mission of Charles R. Drew Elementary School to provide a safe, positive, and nurturing educational environment for all stake-holders. We will foster the development of each child's intellectual, physical, and social character as they grow to become responsible, contributing members of society.

Vision

The vision at Charles R. Drew Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow.

Value Statement

We at Charles R. Drew Elementary School believe each child is an individual and has the right to a free and appropriate education through the different facets of systems in Crosby ISD. We believe we have the obligation of meeting the educational, emotional, and social needs of all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Groups:

Hispanic: 59.11%

White: 8.79%

African American: 28.91%

Two or More: 2.88%

At-Risk: 58.47%

Socio-Economic Status: 84.66%

SPED: 17.41%

Gifted & Talented: 2.88%

Bilingual: 23.16% /LEP: 31.95%

English as a Second Language: 5.59%

Demographics Strengths

Overall student population is small, which translates into class sizes being small. Unlike the previous years, enrollment has increased to 562 students. With 25% of our student body enrolled in the Dual Language program, 75% of our teachers are certified bilingual or ESL educators in the state of Texas. Students and staff are exposed to multiple diverse backgrounds based on Drew's demographic make up. There is a new construction community in our zone (Single-family homes). Increased communication with bilingual parents by maintaining a bilingual secretary

and front office staff. Strong support staff and interventionists provide resources and guidance with curriculum.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): "Strategic Priority" District & Campus: (Local Strategic Priority-Attendance) Drew Elementary's attendance rate falls below the district attendance expectation of 96%. **Root Cause:** Attendance policy needs adequate monitoring, organization, structure and implementation from the district and campuses specifically due to students not attending school regularly.

Student Learning

Student Learning Summary

At Charles R. Drew Elementary student data is disaggregated in many ways. In an effort to examine data in more detail, we categorize our overall results by subpopulations, grade levels, content areas, student strengths and areas of growth, and by assessment type. Student data is reported through state and local assessments, student work samples, progress with language development, and progress with students in the special education programs. When multiple sources of data are examined, student achievement data provides teachers, students, and administrators with valuable information to make informed decisions about interventions, tutorial programs, differentiated instruction, and opportunities for celebrations.

When data is disaggregated by ethnicity, gender, socioeconomic status, special programs, and other categories, the campus leadership team alongside teachers and students are able to identify areas to focus attention and strengthen the entire system of learning.

STAAR 3-8 Performance Report																		
Approaches or Above all																		
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk
Subject Area - Reading																		
2023	76%	67%	78%	79%	N/A	N/A	N/A	67%	70%	82%	37%	78%	N/A	76%	74%	85%	68%	91%
2022	77%	63%	84%	77%	100%	N/A	N/A	40%	74%	81%	40%	100%	69%	82%	76%	84%	73%	89%
2021	65%	58%	69%	48%	100%	N/A	N/A	100%	62%	69%	31%	60%	63%	71%	64%	73%	63%	69%
Subject Area - Mathematics																		
2023	72%	55%	75%	86%	N/A	N/A	N/A	67%	66%	77%	33%	89%	N/A	72%	69%	85%	65%	85%
2022	71%	59%	78%	58%	100%	N/A	N/A	40%	69%	73%	31%	100%	55%	78%	69%	81%	68%	81%
2021	62%	40%	70%	57%	100%	N/A	N/A	50%	69%	53%	28%	60%	60%	65%	62%	61%	63%	60%
Subject Area - Science																		
2023	57%	32%	63%	44%	N/A	N/A	N/A	100%	67%	46%	24%	67%	N/A	57%	54%	74%	53%	71%
2022	63%	37%	73%	57%	N/A	N/A	N/A	N/A	67%	60%	15%	100%	57%	65%	62%	71%	58%	84%
2021	44%	35%	44%	50%	100%	N/A	N/A	N/A	48%	36%	14%	100%	44%	43%	44%	44%	37%	66%

Student Learning Strengths

The intervention programs on our campus provide additional support to students who need extra assistance to see their growth. The students that are benefiting the most are our Tier 2 and Tier 3 students because they are able to meet in small group settings with an additional certified teacher to provide extra support for their gaps. We are also working with students during Accelerated Instruction times throughout the day for grades 1-5 to support with targeted small group instruction.

Needs: The campus is identified for targeted support and improvement as a result of the White student group missing indicators for three consecutive years. A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement. The campus will identify strategies to support the identification as a targeted support campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): "Strategic Priority" District & Campus:(Building a Foundation in Reading/Math) Improvement of Tier 1 instruction across the campus. **Root Cause:** Training and ongoing support for all Tier I teachers to help implement effective teaching strategies that are required by the district and/or campus, as well as alignment of instruction with state identified student learning expectations.

Problem Statement 2 (Prioritized): "Strategic Priority" District & Campus:(Building a Foundation in Reading/Math) At-Risk students across the campus do not perform equal to their grade-level peers. **Root Cause:** Focus on targeted instructional teaching and interventions based upon individual and sub-group needs/gaps in instruction.

Problem Statement 3 (Prioritized): 55% percent of White fifth grade students did not meet end-of -year reading state goals in 2022-2023 school year. **Root Cause:** More thorough instructional alignment from Kinder to 5th grade is needed.

School Processes & Programs

School Processes & Programs Summary

The campus at Charles R. Drew Elementary has an administration team composed of the principal, assistant principal, and counselor. Primary teachers are self-contained, while 2nd-5th are departmentalized. Our paraprofessionals support morning and afternoon duties. Grade levels have a common planning time for planning and the discussion of student data. Campus PLCs provide an avenue to foster communication between staff members. PLC topics include student data discussions, curriculum and instructional strategies, and support teachers professional learning. When new students arrive on campus information is tracked to identify immediate needs. Grade level chairs serve as the lead people on each grade level who distribute books and meet biweekly with their grade level teams and provide minutes to administration for communication purposes. All teachers have access to Eduphoria data reports and content scope and sequences.

The Accelerated Instruction Time (AI) addresses the needs of struggling students. AI is embedded in the master calendar at the beginning of each year. In 6-9 week increments, a campus accelerated instruction schedule is created based on AI needs. The district's curriculum and pacing guides, are available to all teachers. The district curriculum and pacing guide is implemented by teachers with the support of the districts elementary instructional coaches.

We have five interventionists on our campus. One interventionist is trained in dyslexia intervention and focuses on reading with our K-5 grade students. Our other interventionist focuses on math with our first through fourth grade students; The next interventionist focuses on reading with our fourth and fifth grade Dual Language & English students. Our other interventionist pulls students in need of extra practice in reading. Our third interventionist focus on primary reading (K-2) and LLI intervention.

A consistent, well-trained in content, and highly qualified staff is a critical part of a successful school. We recruit new staff members by going to job fairs in nearby areas. New staff is given information on supports given by a campus as well as a district. New teachers are assigned a mentor teacher to support them.

Charles R. Drew Elementary provides services for special education, gifted and talented and ESL.

- The district supports the organization by providing the teachers with content based planning days.
- The district provides the opportunity to attend professional development.
- The school provides opportunities for dual language teachers to meet together to share/brainstorm ideas.
- The school provides a schedule to facilitate the ability for students to attend clubs and morning intervention for growth.
- The school provides an opportunity for special teachers to attend conferences to improve student growth in the area of Music, PE, and Art.
- The school provides weekly PLC meetings for teacher professional development.
- The administrators provide feedback from learning walks.

The data reflects that student to teacher ratio ranges from 1:18 to 1:22, the average student to teacher ratio is 1:21.

According to the master schedule, teachers are given 60 minutes of conference time per day. This allows them the opportunity to meet with parents, grade level meetings, planning, ARDs, 504 meetings without interrupting instructional time.

Students are provided ample time to participate in Specials (Art, Music, PE)

GT students are provided enrichment time during the grade level Accelerated Instruction

School Processes & Programs Strengths

The Master Schedule is dedicated to protecting instructional time

Academic vocabulary is consistent across grade levels

Increased vertical team meetings will promote instructional consistency across the campus

Increase Tier 1 instructional rigor within reading, math and science

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): (Recruit, Support, and Retain teachers and principals) Problem Statement: Teachers do not have the instructional strategies (questioning, ESL, SPED, differentiation, etc.) necessary during Tier 1 instruction to foster success with At-Risk student populations. **Root Cause:** Professional development in the area of instructional strategies needs to be aligned across the district and maintained at the district and campus level.

Perceptions

Perceptions Summary

Charles R. Drew Elementary School encompasses a diverse community of households and incomes. When new students arrive, an administrator or counselor greets the student along with two fellow classmates and parents in order to make them feel welcome the first day. It is our goal to get them in a classroom and acclimated as quickly as possible. Within the first few days we check for the student's reading level and/or English proficiency so that we may put interventions in place immediately. We know that whether our students are enrolled for 3 years or 3 months, we give all students a positive learning experience.

Charles R. Drew Elementary places a priority on parent involvement and strengthening community. Events are offered throughout the month at different times and days to meet the schedules of parents. We communicate with our parents through school and classroom newsletters, School Messenger call outs, the marquee, Save the Date notes, and the website. Our monthly events include, but are not limited, Family Math & Literacy Night, Bilingual Night, Open House, National Elementary Honors Society Induction, and GT Expo. Our community encourages us to continue providing activities and involving their participation.

Perceptions Strengths

Charles R. Drew Elementary offers a wide variety of activities to include parents throughout the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication efforts need to be increased through campus-outreach to our Bilingual parents and population in their primary language. **Root Cause:** Parents cannot participate and fully understand mission, goals and instructional tools because all programs and media posts are in the English language.

Priority Problem Statements

Problem Statement 1: "Strategic Priority" District & Campus: (Local Strategic Priority-Attendance) Drew Elementary's attendance rate falls below the district attendance expectation of 96%.

Root Cause 1: Attendance policy needs adequate monitoring, organization, structure and implementation from the district and campuses specifically due to students not attending school regularly.

Problem Statement 1 Areas: Demographics

Problem Statement 2: "Strategic Priority" District & Campus:(Building a Foundation in Reading/Math) Improvement of Tier 1 instruction across the campus.

Root Cause 2: Training and ongoing support for all Tier I teachers to help implement effective teaching strategies that are required by the district and/or campus, as well as alignment of instruction with state identified student learning expectations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: (Recruit, Support, and Retain teachers and principals) Problem Statement: Teachers do not have the instructional strategies (questioning, ESL, SPED, differentiation, etc.) necessary during Tier 1 instruction to foster success with At-Risk student populations.

Root Cause 3: Professional development in the area of instructional strategies needs to be aligned across the district and maintained at the district and campus level.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: "Strategic Priority" District & Campus:(Building a Foundation in Reading/Math) At-Risk students across the campus do not perform equal to their grade-level peers.

Root Cause 4: Focus on targeted instructional teaching and interventions based upon individual and sub-group needs/gaps in instruction.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 55% percent of White fifth grade students did not meet end-of -year reading state goals in 2022-2023 school year.

Root Cause 5: More thorough instructional alignment from Kinder to 5th grade is needed.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Communication efforts need to be increased through campus-outreach to our Bilingual parents and population in their primary language.

Root Cause 6: Parents cannot participate and fully understand mission, goals and instructional tools because all programs and media posts are in the English language.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Charles R. Drew Elementary will make academic achievement and student performance its priority.





Performance Objective 1: Charles R. Drew Elementary's attendance rate for the 23-24 school year will increase to 96%.

High Priority

Evaluation Data Sources: monitoring attendance with weekly attendance reports and following the district attendance policy.

Strategy 1 Details	Reviews			
<p>Strategy 1: PAWS-Weekly attendance awards for the top attendance class in each grade level with the highest attendance rate in the school.</p> <p>Strategy's Expected Result/Impact: Higher school attendance rate.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Assistant Principal Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: End of the Year Perfect Attendance Awards/Incentives for students for entire year.</p> <p>Strategy's Expected Result/Impact: Higher student attendance rate that will result in more funding.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: To purchase bikes needed for the reward - Title I - \$2,500</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitoring and calling students who have missed three days or more.</p> <p>Strategy's Expected Result/Impact: Higher student attendance rate.</p> <p>Staff Responsible for Monitoring: Assistant Principal Teachers Attendance Clerk</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Class and grade level incentives will be implemented to encourage attendance. Groups will be recognized during the weekly broadcasting production of the announcements.</p> <p>Strategy's Expected Result/Impact: Higher student attendance rate.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Broadcasting Club Sponsors Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Parental Attendance Contract</p> <p>Strategy's Expected Result/Impact: Improved attendance rate for students with attendance issues</p> <p>Staff Responsible for Monitoring: Assistant Principal Attendance Clerk</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: 9 Week Perfect Attendance Incentives Strategy's Expected Result/Impact: Improved attendance rate for all students Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk Attendance Committee Title I: 2.5, 2.6 Funding Sources: - Title I - \$3,000	Formative			Summative
	Dec	Feb	Apr	June
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Goal 1: Charles R. Drew Elementary will make academic achievement and student performance its priority.

Performance Objective 2: Charles R. Drew Elementary teachers will offer rigorous coursework while keeping the individual needs of students in mind.

Evaluation Data Sources: Student performance on state assessments, including advanced performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase supplemental Guided Reading materials in grades 1-5. Strategy's Expected Result/Impact: Lesson plans will be monitored on a biweekly basis for guided reading instruction. Guided reading campus and district goals will be set for accountability purposes. Staff Responsible for Monitoring: Administrators, Team Leader</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiated instruction will be implemented to address instructional needs of students in a classroom. Strategy's Expected Result/Impact: Lesson plans will reflect differentiated instruction included Accelerated Instruction. Staff Responsible for Monitoring: Administrators, Team Leader</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Gifted/Talented programming will address needs of gifted learners utilizing the Envision program or the Texas Performance Standards Projects. Strategy's Expected Result/Impact: Project based learning</p>	Formative			Summative
	Dec	Feb	Apr	June

Staff Responsible for Monitoring: Administrators
GT Teachers

TEA Priorities:
Build a foundation of reading and math

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No Progress



Accomplished



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



Discontinue

Goal 1: Charles R. Drew Elementary will make academic achievement and student performance its priority.

Performance Objective 3: Charles R. Drew Elementary will provide meaningful professional development opportunities for all staff.

Evaluation Data Sources: Staff successfully attends and implements strategies taught in the PD sessions.

Strategy 1 Details	Reviews			
<p>Strategy 1: Drew Elementary will continue to investigate and implement meaningful, quality professional growth.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth can be collected through Eduphoria.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff Development opportunities will be offered to enhance instruction for at-risk students including engaging students in poverty.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth and sign in sheets from activities will be monitored. Staff training will continue</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Technology training on utilizing instructional technology programs, Macbooks and tablets.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth can be acquired from eduphoria.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Guided Reading/small group reading instruction/literature group training will be provided to strengthen reading instruction for Hispanic and economically disadvantaged populations.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth and sign in sheets from activities will be monitored. Staff training will continue.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Two Hour Data Dig three times a year to help with Accelerated Instruction (BOY/MOY/EOY)</p> <p>Strategy's Expected Result/Impact: Teachers becoming familiar with using data to help drive instruction.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Charles R. Drew Elementary will make academic achievement and student performance its priority.

Performance Objective 4: Charles R. Drew Elementary 3rd grade students that score meets grade level or above on STAAR Mathematics will maintain or increase from 23% (HB3 Early Childhood Math Goal).





High Priority

HB3 Goal

Evaluation Data Sources: 2023-2024 STAAR Math assessment data will be reviewed to identify attainment of the performance objective.

Strategy 1 Details	Reviews			
<p>Strategy 1: ESL specialist will monitor all English Language Learners. This staff member will provide or schedule interventions for ESL'S as needed and test all ESL students using testing materials.</p> <p>Strategy's Expected Result/Impact: ELL end of the year report will show growth in advanced and advanced high students.</p> <p>Staff Responsible for Monitoring: Instructional Coach Assistant Principal Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Supplemental instructional materials will be available for core subjects.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be evaluated for use of materials.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Curriculum discussions and planning driven by TAPR reports, Milestone and Unit Assessments data will occur periodically throughout the year</p> <p>Strategy's Expected Result/Impact: Math scores on the STAAR tests in grades 3-5 will show an increase.</p> <p>CBA results will show an increase of students</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Interventionist Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Curriculum alignment will be achieved by following district scope & sequence and including campus weaknesses identified during data disaggregation process.</p> <p>Strategy's Expected Result/Impact: Math scores on the STAAR tests in grades 3-5 will show an increase.</p> <p>CBA results will show an increase of students</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Interventionist Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Differentiated instruction will be implemented to address instructional needs of students in a classroom.</p> <p>Strategy's Expected Result/Impact: Math scores on the STAAR tests in grades 3-5 will show an increase.</p> <p>CBA results will show an increase of students</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Interventionist Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will utilize IXL, an online program, to help increase student growth in math.</p> <p>Strategy's Expected Result/Impact: STAAR scores for reading will show an increase from the previous year.</p> <p>CBA scores will increase with students utilizing the</p> <p>Staff Responsible for Monitoring: Administrator Math Interventionist Classroom Teachers</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Charles R. Drew Elementary will make academic achievement and student performance its priority.





Performance Objective 5: Charles R. Drew Elementary 3rd grade students that score meets grade level or above on STAAR Reading will maintain 42% or above(HB3 Early Childhood Reading Goal). Charles R. Drew Elementary 3rd grade students that score meets grade level or above on STAAR Mathematics will maintain 23% or above (HB3 Early Childhood Reading Goal).

High Priority

HB3 Goal

Evaluation Data Sources: 2023-2024 STAAR Reading and Math assessment data will be reviewed to identify attainment of the performance objective.

Strategy 1 Details	Reviews			
<p>Strategy 1: Curriculum discussions and planning driven by Milestone and Unit Assessments data will occur periodically throughout the year</p> <p>Strategy's Expected Result/Impact: Will increase Tier I Instruction</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Instructional Coordinators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Curriculum alignment will be achieved by following district scope & sequence and including campus weaknesses identified during data disaggregation process.</p> <p>Strategy's Expected Result/Impact: Will increase Their I Instruction</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Instructional Coordinators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiated instruction will be implemented to address instructional needs of students in a classroom.</p> <p>Strategy's Expected Result/Impact: Will increase Tier I Instruction</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coordinators Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Supplemental instructional materials will be available for core subjects.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be evaluated for use of materials.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will utilize Amplify and IXL, an online program, to help increase student growth in math.</p> <p>Strategy's Expected Result/Impact: STAAR scores for math will show an increase from the previous year.</p> <p>CBA scores will increase with students utilizing the</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Charles R. Drew Elementary will make academic achievement and student performance its priority.





Performance Objective 6: Increase the performance of white students in grades 3rd - 5th on STAAR Reading and Math to 65% overall on each assessment.

High Priority

Evaluation Data Sources: 2023-2024 STAAR Reading/Math assessment data will be reviewed to identify attainment of the performance objective.

Reading Unit and Milestone Assessments

Math Unit and Milestone Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the skills outlined in Eduphoria for student growth as one of the determining factors to guide intervention and small group instruction.</p> <p>Strategy's Expected Result/Impact: By utilizing the skills outlined in Eduphoria student growth reports, students will make growth from Fall to Spring on the Reading and Math Milestone and Unit Assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Interventionist Counselor</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize their individual student growth report and the goal setting template to assist students in setting personal goals related to growth and developing strategies to assist in reaching their goals</p> <p>Strategy's Expected Result/Impact: By utilizing individual student goals and designing goal specific strategies, students will increase their ownership and accountability of their performance, thus resulting in an increase in performance from Fall to Spring on both the Reading and Math milestones and unit assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Special Education teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Charles R. Drew Elementary will make academic achievement and student performance its priority.

Performance Objective 7: All students who were unsuccessful passing the 22-23 STAAR Assessment in Reading & Math will receive additional small group support in the areas of reading and math throughout the school day and after school (HB1416).

Evaluation Data Sources: 23-24 STAAR Reading & Math assessment data will be reviewed to identify attainment of the performance objective.





Strategy 1 Details	Reviews			
<p>Strategy 1: Curriculum discussions and planning driven by TAPR reports, Milestone and Unit Assessments data will occur periodically throughout the year</p> <p>Strategy's Expected Result/Impact: Increase Tier I Instruction</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Instructional Coordinators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiated instruction will be implemented to address instructional needs of students before and during the school day. .</p> <p>Strategy's Expected Result/Impact: Increase Tier I Instruction</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Instructional Coordinators Classroom Teachers</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Supplemental instructional materials will be available for core subjects.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be evaluated for use of materials.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Charles R. Drew Elementary will make academic achievement and student performance its priority.

Performance Objective 8: Ensure correct placement and programming for all students (including Bilingual, ESL, Special Education, Gifted and Talented, etc.).





Evaluation Data Sources: STAAR results, PEIMS (Skyward), TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Oral Language Proficiency/TELPAS Test</p> <p>Strategy's Expected Result/Impact: Students correctly placed</p> <p>Staff Responsible for Monitoring: Administrators Counselor Bilingual Team</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Nominate students for GT testing.</p> <p>Strategy's Expected Result/Impact: Students correctly placed</p> <p>Staff Responsible for Monitoring: Counselor GT District Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Charles R. Drew Elementary will make academic achievement and student performance its priority.

Performance Objective 9: Drew Elementary will foster the use of technology as an effective instructional strategy utilizing iPads with the 1-to-1 district initiative in grades K-5.

Evaluation Data Sources: The number of iPads assigned to each classroom, use of technology in the classroom

Strategy 1 Details	Reviews			
<p>Strategy 1: Access to technology will continue to be increased through the acquisition of tablets, mimios, interactive learning and document cameras in the classroom.</p> <p>Strategy's Expected Result/Impact: Technology inventory will be reviewed. Usage will be documented in lesson plans and checked by administrators.</p> <p>Staff Responsible for Monitoring: Administrators Media Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Charles R. Drew Elementary will make academic achievement and student performance its priority.

Performance Objective 10: During the 23-24 school year, the DES subpopulation of white students in 3rd, 4th and 5th grade will increase their reading by 10% by monitoring district reading assessments.

High Priority

Evaluation Data Sources: District unit test, Milestones and STAAR scores





Strategy 1 Details	Reviews			
<p>Strategy 1: Curriculum alignment will be achieved by following district scope & sequence and including campus weaknesses identified during data disaggregation process.</p> <p>Strategy's Expected Result/Impact: White students' increasing academic scores.</p> <p>Staff Responsible for Monitoring: ELA Coordinator Teachers Instructional Coach Assistant Principal Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Curriculum discussions and planning driven by Amplify, Milestone and Unit Assessment data will occur periodically throughout the year</p> <p>Strategy's Expected Result/Impact: White students increasing academic scores</p> <p>Staff Responsible for Monitoring: Administration, EB Instructional Coach, teachers</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiated instruction will be implemented to address instructional needs of students in a classroom.</p> <p>Strategy's Expected Result/Impact: Addressing the needs of each child in the class.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: College or Career Ready Graduates of Charles R. Drew Elementary will be prepared for success after high school by being adequately prepared for either college or work force success.

Performance Objective 1: Increase opportunities for students, parents and the community to learn about colleges and careers.

Evaluation Data Sources: Flyers, agendas





Strategy 1 Details	Reviews			
<p>Strategy 1: Establish and nurture partnerships with local colleges. Strategy's Expected Result/Impact: Students aware of collegiate institutions with ambitions of attending. Staff Responsible for Monitoring: Principal Counselor Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: DES will participate in a district-wide college week for students and teachers. Strategy's Expected Result/Impact: Students participate in showing their college school pride. Staff Responsible for Monitoring: Principal Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote College and Career Awareness and decorate the hallways with college banners, pennants and certificates from colleges. Strategy's Expected Result/Impact: Increase awareness of college & career readiness Staff Responsible for Monitoring: Administrators Counselor Classroom Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Career Day, College Visits, Decorations - Title I - \$1,000</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Human Capital: Charles R. Drew Elementary will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Charles R. Drew will seek to create a culture of employee accountability.

Evaluation Data Sources: Teacher attendance rate
Professional development sign-in sheets





Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will provide activities each semester for staff team building to enhance campus culture. Strategy's Expected Result/Impact: DES will have a decrease in our teacher absence rate. Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide high quality training, mentoring and leadership development opportunities for teachers. Strategy's Expected Result/Impact: Inspiring, motivating and effective campus personnel. Staff Responsible for Monitoring: Principal Assistant Principal Campus Mentors District Coordinators Instructional Coaches Interventionist</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional specialists will provide professional development for core academic areas (Reading/ELA, Math, Science and Social Studies) Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth and sign in sheets from activities will be monitored. Staff training will continue. Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Technology training on utilizing instructional technology programs, Macbooks and tablets in the classroom</p> <p>Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth can be acquired from Eduphoria.</p> <p>Staff Responsible for Monitoring: Administrators Media Specialist Technology Ed Tech</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Staff Development opportunities will be offered to enhance instruction for at-risk students including engaging students in poverty.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth and sign in sheets from activities will be monitored. Staff training will continue.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Guided Reading/small group reading instruction/literature group training will be provided to strengthen reading instruction for our economically disadvantaged populations.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth and sign in sheets from activities will be monitored. Staff training will continue.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coordinators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Opportunities for teachers to attend professional development specifically targeting areas of growth identified through T-TESS.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be monitored to reflect training. Personnel records of professional growth can be collected through Eduphoria</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Human Capital: Charles R. Drew Elementary will recruit, hire, develop, and retain highly qualified and effective personnel.

Performance Objective 2: By May of 2024, at least 40% of campus teachers who teach reading will be ESL certified.

Evaluation Data Sources: Texas teacher certification certificates





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ESL test preparation training opportunities to staff members who are not currently ESL certified.</p> <p>Strategy's Expected Result/Impact: Highly qualified staff</p> <p>Staff Responsible for Monitoring: Administrators Coordinator of Bilingual/ESL Team Leaders Human Resources</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: District-wide climate of high expectation and teamwork Charles R. Drew Elementary will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

Performance Objective 1: Opportunities will be provided for parents to be informed of campus events and information.

Evaluation Data Sources: Parent feedback and participation in school events and district programs.





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize electronic and social media such as the campus website, SMORE, Remind, Parent Link, Facebook, Twitter, Messenger, Email and text to communicate with the parents.</p> <p>Strategy's Expected Result/Impact: Increase parental awareness and attendance at school events.</p> <p>Staff Responsible for Monitoring: Principals Assistant Principals Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Open House/Meet the Teacher Night will be held.</p> <p>Strategy's Expected Result/Impact: Increase of parental involvement</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Communication Logs will be kept by teachers to track teacher/parent communication.</p> <p>Strategy's Expected Result/Impact: Increase of Parent/Teacher communication</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide family engagement opportunities to increase awareness of curriculum.(Literacy night, Math night).</p> <p>Strategy's Expected Result/Impact: Increase family engagement</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers Math Coordinator Reading Coordinator</p> <p>Funding Sources: - Title I - \$700, - Local Funds - 199-61-6399-00-104-0-99-000 - \$400</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Emergent Bilingual parent engagement opportunities will be offered to promote social and academic awareness.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement</p> <p>Staff Responsible for Monitoring: Administrators Counselor Bilingual Teachers Bilingual Instructional Coach</p> <p>Funding Sources: - Title I - \$370</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Offer a book fair two times per year aligning with other family engagement activities.</p> <p>Strategy's Expected Result/Impact: Increase family engagement.</p> <p>Staff Responsible for Monitoring: Media Specialist Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Participation in community sponsored events throughout the year.</p> <p>Strategy's Expected Result/Impact: Drew Elementary staff and students will be recognized and highlighted at community sponsored events.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Club Sponsors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Implement a campus Watch D.O.G.S. Program</p> <p>Strategy's Expected Result/Impact: Having fathers and male figures on campus volunteering time and helping students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Watch DOGS Kit - Title I - \$400</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: District-wide climate of high expectation and teamwork Charles R. Drew Elementary will strive to value the input of all stakeholders while maintaining high expectations and a student-centered philosophy.

Performance Objective 2: A "No Bully Policy" will be implemented throughout the campus.

Evaluation Data Sources: Monthly student discipline reports





Strategy 1 Details	Reviews			
<p>Strategy 1: The DES counselor will implement an anti-bullying campaign. Strategy's Expected Result/Impact: Reduction in the number of documented bullying incidents in Skyward. Staff Responsible for Monitoring: Counselors Funding Sources: - Local Funds - 199-31-6399-00-104-0-99-000 - \$200</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff members will be trained on anti-bullying strategies. Strategy's Expected Result/Impact: Reduction in the number of documented bullying incidents in Skyward. Staff Responsible for Monitoring: District HR District Counseling Team</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Encourage students, parents, and teachers to utilize the P3 Campus Alerts Application for anonymous tip reporting. Advertisement for P3 will include campus signage and newsletter integration. Strategy's Expected Result/Impact: Reduction in the number of documented bullying incidents in Skyward. Staff Responsible for Monitoring: Principal Assistant Principal District P3 Monitor</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Charles R. Drew Elementary will develop Co-Curricular programs which enhance students' educational experiences, academic achievement, and school and community pride.

Performance Objective 1: Charles R. Drew will create multiple opportunities for students to participate in school sponsored organizations or activities.

Evaluation Data Sources: Extra-curricular rosters will be kept to track membership

Strategy 1 Details	Reviews			
<p>Strategy 1: Student organizations will encourage new students to join their student groups. Strategy's Expected Result/Impact: New members will join student organizations. Staff Responsible for Monitoring: Principal Assistant Principal Group Sponsors</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The number of student organizations available for students to join will increase. Strategy's Expected Result/Impact: The number of student organizations will increase from the previous year. Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Parents are encouraged to participate in school events. All volunteers must complete the district volunteer approval process.</p> <p>Strategy's Expected Result/Impact: Increase of parental involvement</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers Counselor Volunteer Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Family learning events will be implemented focusing on music, fine arts programs, and academic topics.</p> <p>Strategy's Expected Result/Impact: Increase parent/community engagement in after school programming.</p> <p>Staff Responsible for Monitoring: Administrators Music Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Drew Elementary will utilize social media such as our campus website, Remind, Facebook, Twitter, and Messenger to communicate with parents.</p> <p>Strategy's Expected Result/Impact: Increase parental awareness of events being offered</p> <p>Staff Responsible for Monitoring: Administrator</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Community Relations

Through communications and customer service Charles R. Drew Elementary will create an informative and responsive culture and a welcoming environment.

Performance Objective 1: Decrease incidents of bullying and office discipline referrals by 10%, while increasing student self esteem and school and community pride.

Evaluation Data Sources: Discipline Report
Student EOY Surveys





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive anti-bullying lessons, peer mediation, restorative circles and character education guidance lessons.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of documented bullying incidents in Skyward.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Community Relations

Through communications and customer service Charles R. Drew Elementary will create an informative and responsive culture and a welcoming environment.

Performance Objective 2: Drew staff will offer the community access to a free, second hand store.

Evaluation Data Sources: Log of community access to the store.





Strategy 1 Details	Reviews			
<p>Strategy 1: DES will open the CUB'S DEN (a community second hand free store for students and families.)</p> <p>Strategy's Expected Result/Impact: Students and the community will have access to free merchandise to support their families.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Aides</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Community Relations

Through communications and customer service Charles R. Drew Elementary will create an informative and responsive culture and a welcoming environment.

Performance Objective 3: The Crosby Education Foundation will be used as an avenue to enhance instruction





Evaluation Data Sources: Teachers will use tools funded by the Crosby Education Foundation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will apply for grants through CEF.</p> <p>Strategy's Expected Result/Impact: DES students will benefit from expanded and enhanced instructional materials.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 7: Charles R. Drew Elementary will be a good steward of taxpayers' money

Performance Objective 1: The budget will be reviewed annually to ensure expenditures are efficiently used and support the assessed needs of the campus and organizations.





Evaluation Data Sources: Feedback from the business office, individual organizations, and campus based site decision-making committee.

Strategy 1 Details	Reviews			
<p>Strategy 1: By March 2024, 75% of the campus budget will be spent to address the needs of the students and aligned to the campus goals.</p> <p>Strategy's Expected Result/Impact: Itemized Budget Report</p> <p>Staff Responsible for Monitoring: School Secretary Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly meetings with secretary to provide updated budget reports for review to determine yearly funding needs.</p> <p>Strategy's Expected Result/Impact: Balanced Budget Report</p> <p>Staff Responsible for Monitoring: School Secretary</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Charles R. Drew Elementary will maintain quality and safe facilities and adequately plan for future needs.

Performance Objective 1: Charles R. Drew will operate in a comfortable and safe atmosphere.

Evaluation Data Sources: Weekly campus exterior/interior door checks.
Campus maintenance request logs.





Strategy 1 Details	Reviews			
Strategy 1: Administrators will monitor and address building needs. Strategy's Expected Result/Impact: Maintenance and technology requests will be addressed in a timely manner. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: One constable will be assigned to DES. Strategy's Expected Result/Impact: Proactive patrolling translates to a positive safe atmosphere. Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Charles R. Drew Elementary will maintain quality and safe facilities and adequately plan for future needs.

Performance Objective 2: Charles R. Drew Elementary will be safe and secure for faculty, staff, students and community members.

Evaluation Data Sources: The number and type of incidents occurring that pose a disruption to the buildings, staff, students or the community will be minimized and/or eliminated.





Strategy 1 Details	Reviews			
<p>Strategy 1: Security audits will be performed to identify risks to building safety in the district.</p> <p>Strategy's Expected Result/Impact: Building will remain secure during and after school hours.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Operations</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Fire Marshall inspection will identify areas at risk of causing harm to students or staff.</p> <p>Strategy's Expected Result/Impact: Areas of risk will be minimized and/or eliminated prior to inspection.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Director of Operations</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Replace and purchase campus radios for leadership team and building in locations such as the cafeteria, and recess areas.</p> <p>Strategy's Expected Result/Impact: Improve Leadership Team's Response Time and communication involving campus Safety and Security of students and teachers.</p> <p>Staff Responsible for Monitoring: Principal Administration Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Radios - Title I - \$3,500</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Administrators, the School Resource Officer, and office personnel will monitor the campus and address building needs.</p> <p>Strategy's Expected Result/Impact: The active monitoring of the campus will prevent incidents from occurring during school hours. Maintenance and technology requests will be addressed in a timely manner.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal School Resource Officer Office Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 8: Charles R. Drew Elementary will maintain quality and safe facilities and adequately plan for future needs.

Performance Objective 3: Charles R. Drew Elementary will adhere to all district and state safety guidelines and procedures in order to ensure all students and staff are safe.

Evaluation Data Sources: Updated Crosby ISD Emergency Drill Reporting Form, district and campus exterior & interior door audits.





Strategy 1 Details	Reviews			
<p>Strategy 1: On a daily basis, campus leadership and safety team will walk the hallways and campus to ensure all interior and exterior doors are locked throughout the day. Students will assist campus administrators when making safety checks on campus. The district will identify weeks to complete exterior/interior door checks.</p> <p>Strategy's Expected Result/Impact: There will be no findings of unlocked exterior or interior doors during the instructional school day.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus SRO Campus Safety Team</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: Public Education Reform

Charles R. Drew Elementary will support and/or participate in litigation and/or legislative efforts in support of a strong public education system.

Performance Objective 1: The principal will be aware and advocate for appropriate funding to benefit the students and stakeholders of Crosby ISD.

Evaluation Data Sources: Texas Education Agency , Texas Association of School Administrators, TEPSA Newsletters

Strategy 1 Details	Reviews			
<p>Strategy 1: The principal will be advised of legislation affecting public school and share it with the faculty and staff.</p> <p>Strategy's Expected Result/Impact: District discussions</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	PAWS-Weekly attendance awards for the top attendance class in each grade level with the highest attendance rate in the school.
1	1	2	End of the Year Perfect Attendance Awards/Incentives for students for entire year.
1	1	5	Parental Attendance Contract
1	2	1	Increase supplemental Guided Reading materials in grades 1-5.
1	2	2	Differentiated instruction will be implemented to address instructional needs of students in a classroom.
1	3	2	Staff Development opportunities will be offered to enhance instruction for at-risk students including engaging students in poverty.
1	3	3	Technology training on utilizing instructional technology programs, Macbooks and tablets.
1	3	5	Two Hour Data Dig three times a year to help with Accelerated Instruction (BOY/MOY/EOY)
1	4	1	ESL specialist will monitor all English Language Learners. This staff member will provide or schedule interventions for ESL'S as needed and test all ESL students using testing materials.
1	4	2	Supplemental instructional materials will be available for core subjects.
1	4	3	Curriculum discussions and planning driven by TAPR reports, Milestone and Unit Assessments data will occur periodically throughout the year
1	4	4	Curriculum alignment will be achieved by following district scope & sequence and including campus weaknesses identified during data disaggregation process.
1	4	5	Differentiated instruction will be implemented to address instructional needs of students in a classroom.
1	4	6	Teachers will utilize IXL, an online program, to help increase student growth in math.
1	5	1	Curriculum discussions and planning driven by Milestone and Unit Assessments data will occur periodically throughout the year
1	5	2	Curriculum alignment will be achieved by following district scope & sequence and including campus weaknesses identified during data disaggregation process.
1	5	3	Differentiated instruction will be implemented to address instructional needs of students in a classroom.
1	5	4	Supplemental instructional materials will be available for core subjects.
1	5	5	Teachers will utilize Amplify and IXL, an online program, to help increase student growth in math.
1	6	1	Utilize the skills outlined in Eduphoria for student growth as one of the determining factors to guide intervention and small group instruction.
1	6	2	Utilize their individual student growth report and the goal setting template to assist students in setting personal goals related to growth and developing strategies to assist in reaching their goals

Goal	Objective	Strategy	Description
1	7	1	Curriculum discussions and planning driven by TAPR reports, Milestone and Unit Assessments data will occur periodically throughout the year
1	7	2	Differentiated instruction will be implemented to address instructional needs of students before and during the school day. .
1	7	3	Supplemental instructional materials will be available for core subjects.
1	8	1	Oral Language Proficiency/TELPAS Test
1	10	1	Curriculum alignment will be achieved by following district scope & sequence and including campus weaknesses identified during data disaggregation process.
1	10	2	Curriculum discussions and planning driven by Amplify, Milestone and Unit Assessment data will occur periodically throughout the year
1	10	3	Differentiated instruction will be implemented to address instructional needs of students in a classroom.
3	1	2	Provide high quality training, mentoring and leadership development opportunities for teachers.
3	1	5	Staff Development opportunities will be offered to enhance instruction for at-risk students including engaging students in poverty.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Interventionist	Interventionist	Title I	1 FTE