

Crockett CIP Meeting 10/29/18

Introduction of Members present:

Dee-Dee Gryder, Tonya Pate, Laurie Butler, Delanna Montgomery, Abby Bradbury, Christina Martinez, DOnna Montgomery, Kim Hollingsworth, Jessica Holland, Ginger Sellers, Nicole Maddox, Francine Coleman, Beverly Campbell, Heather Novy, and Gina Culpepper

Review of the committee's duties.

Needs assessment is created and reviewed. It lists ways we can improve Crockett.

There are six district goals that we will review/evaluate:.

Goal #1: Children are going to improved academically.

- The school year is just beginning so we do not have much growth to show at this time. The first round of data was just completed. Right now we are needing to do some strong purposeful teaching.
- Reading interventionists work with children who considered are at-risk. We are trying to close gaps now instead of waiting.
- Kinder children were given the DRA assessment. 44 children are at a level A at this time. Reading interventionists are working with 57 children at this time.
- You have to show different strategies and instruction for students who are homeless, at-risk, LEP, struggling learners, GT and SpEd. These include Lexia, DreamBox, free supplies and backpacks, food backpacks. Interventionists, coat drives, Christmas adoptions, etc. The committee states we are considerable at this time.
- Provide instructional strategies that are developmentally appropriate for our age of learners. We meet and have data digs as a PLC meeting. Data is reviewed and discussed, then alternate plans are made to see how we can improve student learning. Our progress is considerable in this area.
- Instructional activities are developmentally appropriate. We are making considerable progress.
- Assessment given through CLI Engage 3 times a year. Students have been given the assessment this year. Children have not been given a test before, so while some of the data may be what the students actually know, we also keep in mind that students have not been taught for very long and have not been assessed in this way. So lower students are not put into intervention immediately, we give them time to grow and learn first.
- SpEd students are given the Brigance test, IEP progress monitoring, and 3 year old PPCD students are exposed to specific activities to promote specialized instruction in the needed areas. Task drawers work on IEP goals daily.
- Kindergarten teachers use assessments to measure student growth and plan instruction. These include DRA, Starr early literacy, and Celebration of Learning.
- We recognize perfect attendance in the following ways: perfect attendance awards, top class goes to Chili's each 9 weeks, one student per awards assembly is awarded a toy in

a drawing per 9 weeks. A green bead is given weekly to students with perfect attendance each Friday.

- Learning centers take place each day in every classroom. This is also our academic intervention time as well. The library and PE employees also try to incorporate academic activities into their stations.
- We try to maximize “off time” during the day. Students who arrive early or buses that leave later in the day work on the computer to do Lexia and/or DreamBox. We try to have the lower learners do this first, before allowing the higher students. We can use this to help work on academic skills as well.
- We attend field trips to various places around our community as well as out of town per good weather. Field trips are scheduled but have not taken place yet.
- TEKS and guidelines are incorporating more student driven activities in the science lab.
- Staff will use a variety of resources and activities to build vocabulary skills. Words of the day weekly on announcements. Ladies in the hallways working on vocabulary in the mornings, making a conscious effort to allow students to use their words instead of us speaking for them.
- Resources will be used to improve student writing skills. 5-7 teachers are using the Lucy Calkins method for writing to teach the writing process this year.
- Data folders are used and shared on the Google Drive so that classroom teachers, interventionists, administration and others needed can view the files.

Goal #2: Employees

- Teachers will be considered highly qualified and 90% staff retention yearly.
- Professional development will take place for teachers to attend to make progress toward their goals and student achievement. District offers day, classes are available online, staff development is geared toward staff needs.
- Highly qualified teachers are recruited, hired, and retained. We will work closely with the personnel department and SpEd director to ensure this hiring practice.
- Continue team building activities. We went on an overnight retreat, monthly activities are planned and executed.
- Appreciation and recognition for the staff shown through Christmas gifts, free jean days, teacher of the 9 weeks, birthday recognition, small things to boost morale through the year.
- Participation in an off campus retreat.

Goal #3: Providing resources.

- There are different accounts and budgets for each area of the school. You can only purchase things with certain accounts.
- PTO helps to meet needs if something is needed. We also have Title I money that can be used for specific needs. Mrs. Lisa Fincher helps to be sure we all use our funds correctly. As teachers have needs they budget and try to meet our needs the best we can while pacing our budget for the year.
- Administration will communicate with staff in order to meet resource needs.

- Lexia and DreamBox are purchased as online programs to increase student achievement and close achievement gaps.
- Technology is very common among our campus. We have some iPads in each classroom, an iPad cart that can be used for a classroom, computer lab, student computers in the classroom, OSMOs in each classroom. There is a large screen in the library that provides lots of opportunities for multiple students to use at a time. SmartBoards are in each classroom but are older models.
- PTO makes a large sum of money each year through the cookie dough fundraiser. We obtained \$21,000+ this year and are in the process of spending the money.

Goal #4: PBIS

- Crockett will collaborate with feeder elementaries to plan a visit at the end of each year to limit the anxiety and ease the transition into a new campus. This has not been planned at this time.
- Extend our acts of kindness into the community. We have a good relationship with Legend Oaks and go over there to sing, visit, etc. October's committee has collected candy from staff members and are donating it to various members of the community where there is a need. We try to do things like this often.
- Brag boards for students to collect beads for good behavior. Each 9 weeks they take the beads home.
- Only 8 referrals for misbehavior have been written at this time.
- Each staff member will be assigned one child to mentor. Many staff members did not volunteer. They tabled it for now, and are going to ask staff again and start this mentor system rolling. Hopefully this will be implemented soon.
- District-wide response plans. We do fire drills each month, mock medical drills, a real medical drill, lock down drill have all been completed at this time.
- The nurse provides health and safety information to students and staff. She calls parents and helps educate them, visits classrooms, sends out Wuzzy with lessons to each classroom with various lessons for students.
- Education for parents. Love and Logic, pre-k orientation, parents are invited to Monster Math and Reading Night. We will also do Lunch and Learns a few times per year.
- Parents are invited to lots of activities through the year: Thanksgiving, 50's Day, Meet the Teacher, Grandparents day, PTO meetings, awards assemblies, book fair, monster math, Gingerbread Houses, parties, etc.
- Kids Night Out has not been planned this year. Hoping for the spring.
- Communication through marquees, reminder notes, Facebook, slideshow in the office, sign in the car loop, notes, teacher communication.

Goal #5:

- Staff provided with a notebook with campus information. Includes procedures, dates, etc.
- Crockett develops a master schedule to maximize student learning.
- Interact with other administration to stay abreast with other district administration.
- PLCs are held with teachers and administration.

Goal #6:

- Building is aesthetically pleasing. Student work, camping theme, decor throughout.
- Maintenance tickets are put in, but then we are required to wait for maintenance to complete the task requested.
- Security and physical changes are made. We can now see who is at the door, cameras are less grainy, new scanner for IDs, fencing was already in place, double doors at the entrance.