

Pearland Independent School District
Barbara Cockrell Elementary
2021-2022 Campus Improvement Plan

Mission Statement

Cockrell Vision: Children are our future: we are dedicated to their success. Cockrell Elementary exists to ensure all students feel respected, treasured, loved and empowered.

Cockrell Mission: Through modeling compassion, kindness and acceptance, all students will become world class leaders. We will teach innovation, independence and resilience in a positive environment while preparing students to be safe, respectful and responsible citizens.

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Comprehensive Needs Assessment

Revised/Approved: October 12, 2021

Demographics

Demographics Summary

Needs Assessment – Demographics

Race Ethnicity – Prior Year (Snapshot Date from OnDataSuite)

| | AA | Hispanic | White | AI/AN | Asian | 2+ Races | TOTAL | Eco. Dis. |
|-----------------------|----|----------|-------|-------|-------|----------|-------|-----------|
| PK | 0 | 32 | 5 | 0 | 3 | 1 | 41 | 23 |
| K | 4 | 81 | 37 | 0 | 9 | 3 | 130 | 37 |
| 1st | 6 | 67 | 34 | 0 | 13 | 4 | 118 | 48 |
| 2nd | 10 | 75 | 40 | 0 | 22 | 3 | 150 | 31 |
| 3rd | 11 | 59 | 25 | 0 | 16 | 5 | 116 | 56 |
| 4th | 11 | 74 | 47 | 0 | 20 | 7 | 155 | 43 |
| Total | 42 | 493 | 192 | 0 | 84 | 23 | 710 | 238 |

Note: Pacific Islander is not included because the district has less than 10 students in this student group.

Total Student Enrollment: 710

Race Ethnicity – Current Year (Available Report in Skyward)

| | AA | Hispanic | White | AI/AN | Asian | 2+ Races | TOTAL | Eco. Dis. |
|-----------------------|----|----------|-------|-------|-------|----------|-------|-----------|
| PK | 0 | 35 | 8 | 0 | 4 | 1 | 41 | 15 |
| K | 4 | 81 | 37 | 0 | 9 | 4 | 135 | 42 |
| 1st | 6 | 67 | 34 | 0 | 13 | 3 | 123 | 46 |
| 2nd | 10 | 76 | 40 | 0 | 22 | 6 | 153 | 39 |
| 3rd | 10 | 59 | 25 | 0 | 16 | 3 | 114 | 34 |
| 4th | 11 | 73 | 47 | 0 | 19 | 2 | 154 | 40 |
| Total | 41 | 391 | 191 | 0 | 83 | 19 | 730 | 222 |

Note: Pacific Islander is not included because the district has less than 10 students in this student group.

Total Student Enrollment: 730

31% of total enrollment is Eco Disc

Special Populations – Current Year

| | SPED | 504 | Dyslexia | STAAR Alt. | GT | EL | Homeless |
|-----------------------|-------------|------------|-----------------|-------------------|-----------|-----------|-----------------|
| PK | 1 | 0 | 0 | 0 | 0 | 20 | 0 |
| K | 13 | 0 | 0 | 0 | 0 | 33 | 1 |
| 1st | 18 | 0 | 0 | 0 | 3 | 26 | 0 |
| 2nd | 8 | 4 | 1 | 0 | 7 | 37 | 0 |
| 3rd | 9 | 4 | 2 | 0 | 14 | 34 | 1 |
| 4th | 13 | 10 | 6 | 1 | 23 | 33 | 0 |
| Total | 71 | 18 | 9 | 1 | 47 | 184 | 2 |

Groups with 25 or more: 9% Sped; 6% GT; 19% EL

Discipline Data – Prior Year

| Student Group | % of Total Students on Campus | % of Students Assigned ISS | % of Students Assigned OSS |
|--------------------------|--------------------------------------|-----------------------------------|-----------------------------------|
| African American | <1% | 33% | 0 |
| Hispanic | <1% | 50% | 0 |
| White | <1% | 17% | 0 |
| Special Education | <1% | 17% | 0 |

Demographics Strengths

Over 50% of our total enrollment is Hispanic. Bilingualism is celebrated by supporting the Dual Language program and ESL teacher with training, mentoring and coaching from the Bil/ESL Dept. One AP works closely with the Bilingual and ESL teacher to make sure students are receiving appropriate instruction and meeting compliance with documentation.

Approximately 37% of our student enrollment is considered eco disc. Knowing that this is an indicator for at-risk, these students are followed closely by our Title I teacher. SG intervention is provided where needed.

Discipline rates remain low due to PBIS implementation as well as a strong counseling component along with a CIS liason. These two work well together to provide whole group, small group and individual strategies for building strong character traits.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special population groups continue to grow at Cockrell Elementary, especially in the categories of English Learners and Economically Disadvantaged. **Root Cause:** Cockrell Elementary supports our school and three other elementary schools through the Dual Language program. The number of EL students has been on the rise in Pearland ISD. Bilingual teachers need continued support with planning and implementing SIOP strategies.

Problem Statement 2: Special population groups continue to grow at Cockrell Elementary, especially in the categories of English Learners and Economically Disadvantaged. **Root**

Cause: The surrounding housing market has increased in rentals and multi-family homes. COVID-19 limited the impact of small group instruction. Teachers need continued support with small group instruction and Tier 2 strategies.

Student Learning

Student Learning Summary

Needs Assessment – Student Learning

STAAR 2021 Data (Report in TEA Analytic Portal)

Domain 1 includes all STAAR tests taken with and without accommodations and STAAR Alt 2. Student achievement measures what students know and can do. Please complete the below chart for each STAAR test at your school.

| 3 rd Grade Math STAAR | | | | | | | | | |
|----------------------------------|--------------|-----|----------|-------|-------|-----|------|-----------|-----------|
| | All Students | AA | Hispanic | White | Asian | EL | SPED | Eco. Dis. | Home-less |
| % Approaches | 83% | 62% | 76% | 93% | 89% | 61% | 64% | 65% | 0% |
| % Meets | 75% | 38% | 37% | 70% | 67% | 32% | 33% | 33% | 0% |
| % Masters | 26% | 0% | 19% | 30% | 50% | 13% | 17% | 17% | 0% |

| 4 th Grade Math STAAR | | | | | | | | | |
|----------------------------------|--------------|-----|----------|-------|-------|-----|------|-----------|-----------|
| | All Students | AA | Hispanic | White | Asian | EL | SPED | Eco. Dis. | Home-less |
| % Approaches | 77% | 75% | 65% | 92% | 92% | 54% | 8% | 62% | 0% |
| % Meets | 71% | 75% | 45% | 78% | 77% | 31% | 0% | 36% | 0% |
| % Masters | 48% | 50% | 31% | 68% | 62% | 23% | 0% | 15% | 0% |

| 3 rd Grade Reading STAAR | | | | | | | | | |
|-------------------------------------|--------------|------|----------|-------|-------|-----|------|-----------|-----------|
| | All Students | AA | Hispanic | White | Asian | EL | SPED | Eco. Dis. | Home-less |
| % Approaches | 84% | 100% | 76% | 91% | 89% | 63% | 55% | 65% | 0% |
| % Meets | 74% | 38% | 43% | 66% | 72% | 34% | 36% | 33% | 0% |
| % Masters | 28% | 13% | 18% | 41% | 33% | 16% | 0% | 13% | 0% |

| 4 th Grade Reading STAAR | | | | | | | | | |
|-------------------------------------|--------------|------|----------|-------|-------|-----|------|-----------|-----------|
| | All Students | AA | Hispanic | White | Asian | EL | SPED | Eco. Dis. | Home-less |
| % Approaches | 77% | 100% | 65% | 88% | 92% | 62% | 25% | 56% | 0% |
| % Meets | 75% | 63% | 37% | 58% | 69% | 23% | 0% | 28% | 0% |
| % Masters | 22% | 13% | 15% | 26% | 38% | 15% | 0% | 8% | 0% |

Student Growth – Domain 2 (Not Rated/Not Included for 2021)

Closing the Gaps – Domain 3

Student Outcome Data Trends

This section gives a high-level overview of campus performance by grade level/subject area.

| Grade level | Subject tested | % at Meets Grade Level | | | Trend |
|-------------|----------------|------------------------|------|------|-------|
| | | 2018 | 2019 | 2021 | |
| 3 | Math | 66% | 73% | 52% | -21% |
| 3 | Reading | 55% | 65% | 54% | -11% |
| 4 | Math | 70% | 76% | 61% | -15% |
| 4 | Reading | 61% | 64% | 49% | -15% |
| 4 | Writing | 48% | 45% | 40% | -5% |

TELPAS (Report in TEA Analytic Portal)

| | Total Students | Yearly Progress Indicator | | | TELPAS Progress Rating | | | | |
|-----------------------|----------------|---------------------------|---------|----------|------------------------|------|------|------|-----------|
| | | Lower/Same | 1 Level | 2 Levels | 3 Levels | Beg. | Int. | Adv. | Adv. High |
| K | 29 | | | | | 24% | 38% | 10% | 28% |
| 1st | 38 | | | | | 0% | 21% | 42% | 37% |
| 2nd | 33 | | | | | 3% | 6% | 27% | 64% |
| 3rd | 32 | | | | | 0% | 6% | 28% | 66% |
| 4th | 29 | | | | | 7% | 31% | 48% | 14% |

Student Learning Strengths

Student Learning Strengths

Slightly over the district average in Meets for 3rd grade math. Slightly below the district average in Meets for 3rd grade reading. Slightly over the district average in Meets for 4th grade math. Equal with the district average in Meets for 4th grade reading.

11 out of 16 subpopulations met the 2021 target for closing the achievement gaps on STAAR (All Students: M & R, Hispanic: M & R, White: M & R, Eco Disc: M only, EL Current: R Only, Continuously Enrolled: M & R, NonContinuously Enrolled: R Only . ELs met the 2021 target for closing the achievement gaps on TELPAS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Of the 3 groups with >25 students (Hispanic, Eco Dis, and White), all 3 were underrepresented in the Meets category on all STAAR tests. **Root Cause:** Due to COVID-19, purposeful planning, professional development and small group instruction was lacking in fidelity.

Problem Statement 2: The number of EL students that met criteria for reclassification declined. **Root Cause:** Students did not receive quality SIOP strategies in class, small group instruction and TELPAS practice opportunities.

Problem Statement 3: The number of students reading below grade level is growing. **Root Cause:** Professional development and purposeful planning was lacking to COVID-19. Students did not receive quality guided reading groups in the classroom.

School Processes & Programs

School Processes & Programs Summary

School Process and Program Summary

Barbara Cockrell Elementary strives to hire and retain world class teachers.

The administration team meets at least weekly to stay abreast of the pulse of the campus and where support is needed most. The team is visible and interacts with teachers and students throughout each and every day.

Through our budget and support from district experts, our teachers will participate in professional development, purposeful planning meetings and data dives in order to meet the needs of all students.

Through Title I funding and State Comp Ed funding, tutors will assist with targeted instruction throughout the school year.

Barbara Cockrell maintains a positive environment in which teachers, staff and students are celebrated for their contributions to our culture.

Our building is kept safe and secure by following all district safety protocols and practicing all drills in case of an emergency.

A full time counselor, CIS liaison and a PBIS committee ensure students social and emotional needs are met at Cockrell.

Character Strong materials and strategies will be implemented by the PBIS committee to strengthen our students' social and emotional needs.

The RTI committee meets regularly to identify students that are in need of intervention, plan for the interventions and monitor progress.

Team leaders and CEIC meet regularly to discuss school programs and processes in order to monitor and adjust.

School Processes & Programs Strengths

School Process and Program Strengths

Common planning times by grade level

Bilingual/ESL vertical team for instructional and compliance alignment

Weekly Character Education lessons from counselor and CIS liaison

Recognition of classes with a minimum of 5:1 positive ratio on morning announcements. School-wide goal for meeting school-wide expectations of Safe, Respectful and Responsible.

All teachers are certified for the position they teach. All but two teachers are ESL certified.

All paraprofessionals, both classroom and bilingual, are trained in Leveled Literacy Intervention. Title I teacher provides classroom support and small group instruction. The Title I teacher also acts as a mentor to paras implementing LLI.

GT students are served in GT cluster classes by teachers with 30 hours of GT training. Other teachers participate in GT hour requirements yearly.

Students with special needs are served by 2 resource/inclusion teachers, a PPCD teacher and a Life Skills teacher. Four paraprofessionals support these students both in class and in inclusion time. Students with special needs have access to a motor lab on campus.

We have a low mobility rate of 5.9 as compared with our Campus Comparison Group.

Teachers are provided with technology support through Tech Aides and monthly technology training on campus. Cockrell has 2 computer labs, desk top computers in all classrooms and 85% of students have district devices.

STEM bins are utilized at every grade level.

For the 2021-22 school year, we have a full-time dyslexia teacher to better serve our students with dyslexia.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need to strengthen Tier I instruction through purposeful planning and differentiated instructional strategies. **Root Cause:** The population of Cockrell Elementary continues to grow in diversity.

Problem Statement 2: Due to COVID-19, teachers were not held to high expectations for purposeful planning and small group instruction. **Root Cause:** Teachers were planning with social distancing in mind, planning for both virtual and in-person and purposeful planning professional development was held virtually.

Perceptions

Perceptions Summary

Cockrell Elementary students, staff and parents work together to give our students the best education. The culture of the campus is welcoming and positive. Students are greeted each morning with music, friendly smiles and assistance if needed. School-wide expectations are taught, posted and practiced. Students receive support with behavior through the PBIS model. Students receive positive praise daily from their teachers and the school works together as a whole to meet campus wide behavior incentives.

We have a supportive group of parents that are willing to help support the school. Parent events are well-attended, yearly surveys show parents are satisfied with our school, and our PTO supports the school and hosts parent events.

As the diversity of our campus expands, teachers work hard to celebrate diversity through classroom lessons that include differentiation, SIOP strategies and diversity lessons.

Our school counselor and CIS Liaison work with teachers and students to ensure SEL needs are met.

Perceptions Strengths

Character Education lessons, small group meetings and one on one counseling.

Work with Emergent Tree to implement PBIS with fidelity.

PBIS Vertical Team meets monthly to discuss areas of needed improvement.

Common planning time for teachers to meet as teams.

Monthly data meetings held with admin and teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students need explicit lessons and visual reminders of school-wide expectations. **Root Cause:** There is an increase of enrollment this school year based on returning students from COVID remote learning and increase in new students.

Problem Statement 2: Few parent interactions strained relationships between staff and parents. **Root Cause:** Covid restrictions kept families from having face to face interactions with parents.

Priority Problem Statements

Problem Statement 2: Of the 3 groups with >25 students (Hispanic, Eco Dis, and White), all 3 were underrepresented in the Meets category on all STAAR tests.

Root Cause 2: Due to COVID-19, purposeful planning, professional development and small group instruction was lacking in fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: Teachers need to strengthen Tier I instruction through purposeful planning and differentiated instructional strategies.

Root Cause 1: The population of Cockrell Elementary continues to grow in diversity.

Problem Statement 1 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

Barbara Cockrell Elementary
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals





Goal 1: Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

Performance Objective 1: All student groups in grades 3 and 4 will meet the required passing standard (Approaches Grade Level) or better.

Evaluation Data Sources: STAAR data and Accountability information for the current school year

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Teachers will implement purposeful planning to increase rigor in instruction from PK-4th grade.</p> <p>Strategy's Expected Result/Impact: All student groups will make growth on Campus Performance Objectives at the approaches level: Math 4% growth Reading/Language Arts 4% growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers C&I</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Comprehensive Support Strategy</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |





| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: Provide intervention support for struggling students through use of tutors, paraprofessionals and Title I staff in math and reading.</p> <p>Strategy's Expected Result/Impact: Students will meet at least one year's worth of growth based on the following data sources: Benchmark Assessment System (BAS) scores, Guided Reading levels, math and reading assessments (benchmarks, common assessments, report cards...)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Teacher C&I</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - 211 - Title I, Part A, - 263 - Title III - LEP, Tutors - 199 - PIC 30 State SCE Title I-A, Schoolwide Acti - \$30,870</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Teachers will use common assessment data and district benchmarks to drive instruction.</p> <p>Strategy's Expected Result/Impact: Students will meet at least one year's worth of growth based on the following data sources: Benchmark Assessment System (BAS) scores, Guided Reading levels, math and reading assessments (benchmarks, common assessments, report cards...)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: Teachers receive highly effective professional development at the district and campus levels such as: Vertical Team PLCs, campus and district technology training, LLI training for all intervention teachers and paraprofessionals, coaching at the district and campus level, and campus and district staff development trainings</p> <p>Strategy's Expected Result/Impact: Teachers will provide rigorous instruction and will have a deeper understanding of effective teaching strategies</p> <p>Staff Responsible for Monitoring: C&I Department Administration Title I Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Title I Intervention Specialist - 211 - Title I, Part A</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

Performance Objective 2: English Learners will continue to meet the target for the TELPAS progress rating and increase in the number of students meeting reclassification criteria.






Evaluation Data Sources: TELPAS
STAAR

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Dual Language and ESL teachers will provide opportunities for EL students to practice for TELPAS.</p> <p>Strategy's Expected Result/Impact: TELPAS progress rating will increase Number of students meeting reclassification criteria will increase</p> <p>Staff Responsible for Monitoring: Administration Teachers ESL Teachers Classroom Teachers Dual Language Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 1: Pearland ISD will continue to make student academic performance its top priority, including through the use of data, technology, and differentiated instruction.

Performance Objective 3: Fourth grade students that failed their third grade STAAR in math, reading or both will receive 300 additional minutes of small group instruction to meet the requirements of HB4545.





Evaluation Data Sources: Attendance Records
Lesson plans
STAAR Scores/BOY Scores

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: 4th grade students that did not pass 3rd grade STAAR or their 4th grade BOY will participate in 30 minutes of additional tutoring Monday through Thursday to meet the requirements of HB4545 and to assist students with filling in the gaps by teaching 3rd grade reading and math essential skills from the TEKs.</p> <p>Strategy's Expected Result/Impact: improved performance on classroom tasks and common assessments</p> <p>Staff Responsible for Monitoring: administration tutors teachers</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  0% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 2: Pearland ISD will support the physical and mental health of all students and staff.

Performance Objective 1: Create a campus culture that celebrates and honors students in order to promote positive behavior, good citizenship, cultural awareness and student achievement.





Evaluation Data Sources: Discipline records
PBIS Screener

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Host parent and family events to help support cultural awareness, family involvement and academic success such as: Multicultural Night, Family Game Night, PTO events, Meet the Teacher Night, and Book Fair.</p> <p>Strategy's Expected Result/Impact: Students will develop an appreciation for different cultures and feel safe and respected. Parents will feel welcomed and supported in the school.</p> <p>Staff Responsible for Monitoring: Administration Vertical Team Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent and Family Engagement - 211 - Title I, Part A - \$2,900</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Counselor and Communities in Schools representative will provide student support through lunch groups, lessons and school-wide activities.</p> <p>Strategy's Expected Result/Impact: Students will have a deeper understanding of strong character traits and be empowered to have a strong sense of self-worth.</p> <p>Staff Responsible for Monitoring: Administration Counselor Communities is Schools rep</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Implement Positive Behavior Instructional Support (PBIS) throughout the entire school and provide celebrations for PBIS success to promote behavior that is safe, respectful and responsible.</p> <p>Strategy's Expected Result/Impact: Students following campus expectations throughout the building. Appropriate/expected behaviors reinforced and increased. Decrease in number of discipline referrals</p> <p>Staff Responsible for Monitoring: Administration Teachers Paraprofessionals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: Pearland ISD will support the physical and mental health of all students and staff.

Performance Objective 2: Promote good physical health by providing all grade levels with at least 30 minutes of recess per day and 90 minutes of Physical Education class per week.






Evaluation Data Sources: PE and Recess Schedules
 Red Ribbon Week
 Fitness Gram
 Field Day

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Students will participate in daily recess and in PE for the required state minutes. PE teachers will use Fitness Gram to keep track of students' physical accomplishments.</p> <p>Strategy's Expected Result/Impact: Students will develop healthy habits through exercise and play</p> <p>Staff Responsible for Monitoring: PE Teachers Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 2: Pearland ISD will support the physical and mental health of all students and staff.

Performance Objective 3: Students will receive weekly class guidance lessons, small group guidance lessons and one on one as needed through counseling curriculums that address violence prevention and intervention.

Evaluation Data Sources: Lesson plans
 Counseling schedule

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: The school counselor and CIS (Communities in Schools) liaison will work collaboratively to ensure students receive relevant and age-appropriate character education lessons. Students needing additional support will be offered lunch groups, small group and/or individual sessions.</p> <p>Strategy's Expected Result/Impact: improved school-wide behavior</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 3: Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.





Performance Objective 1: All parents/guardians will have access to student and campus information.

Evaluation Data Sources: Website

Skyward emails

Monthly newsletters






Peek of the Week

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Administration will use Skyward to send out a weekly message, provided updates on the campus web page and other social media and provided a monthly newsletter.</p> <p>Strategy's Expected Result/Impact: Improved home to school connection</p> <p>Staff Responsible for Monitoring: Administration, Campus Secretary</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Teachers will send out a weekly Skyward message and update their Peek of the Week each week and provided information on their teacher web pages.</p> <p>Strategy's Expected Result/Impact: Improved home to school connection</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Teachers will schedule meetings with each students' parents /guardians in the fall semester.</p> <p>Strategy's Expected Result/Impact: Improved home to school connection and academic improvement based on specific need of each student.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | 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 3: Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 2: Parents will receive communication on the array of learning opportunities and services available to G/T students through campus newsletter, social media accounts, and campus website.






Evaluation Data Sources: Website, emails, newsletters

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Cockrell teachers and staff will participate in the screening process for early identification of GT. Strategy's Expected Result/Impact: identify all students in need of accelerated instructional strategies | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  0% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 3: Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 3: Using consistent communication, attendance will be monitored in order to reach an attendance rate of 97% or higher.

Evaluation Data Sources: Attendance Reports
Attend Track

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Using Skyward, Attend Track and OnData Suite students with chronic absenteeism and/or patterns of tardiness will receive district generated attendance letters and phone calls from administration. | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| |  0% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

State Compensatory

Budget for Barbara Cockrell Elementary

Total SCE Funds: \$30,870.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE funds provide additional intervention staff to provide supplemental small group instruction.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|-------------------------------------|-----------------|------------|
| Lan-Dai Chu | Teacher, Elementary Title (Reading) | Title I, Part A | 1.0 |

Campus Funding Summary

| 199 - PIC 30 State SCE Title I-A, Schoolwide Acti | | | | | |
|---|-----------|----------|---------------------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Tutors | | \$30,870.00 |
| Sub-Total | | | | | \$30,870.00 |
| 211 - Title I, Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 4 | Title I Intervention Specialist | | \$0.00 |
| 2 | 1 | 1 | Parent and Family Engagement | | \$2,900.00 |
| Sub-Total | | | | | \$2,900.00 |
| 263 - Title III - LEP | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |