

**Barbara Cockrell Elementary
Campus Improvement Plan
2018-2019**

**Barbara Cockrell Elementary
2018-2019 Campus Improvement Plan
Kathy Behrendsen, Principal
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Meeting Dates: September 19, 2018
November 5, 2018
February 6, 2019
May 1, 2019

Purpose: The Campus Improvement Plan (CIP) is to guide the campus staff in developing academic excellence and improvement of student performance for all student groups.

Reps: Reading: Casey Pool

Writing: Lan-Dai Chu
Math: Angie Gilbert
Technology: Kim Langlois
Social Studies/Science: Leslie McMahon, Kristin Jorgenson
Attendance/School Climate: Johnnie Santos
District Level: Stephanie Weaver
Parents: Jennifer Bidlack, Kimberly Rex, Christy Guenther
Community: Kelly Moody, Kim Brewer

Barbara Cockrell Elementary Mission Statement

It is the purpose and mission of Barbara Cockrell Elementary School to provide an educational program that will support a broad range of interests, abilities and experiences and enable all students to develop to full potential intellectually, physically and socially in order to be well-rounded citizens and contributing members of society.

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Year: 2018-2019 Campus: Barbara Cockrell Elementary

I. READING

<p>Campus Goal(s): Reading 90% of all Grade 3 and 4 students in all subgroups will pass the STAAR Reading test as goal set by the Pearland ISD Campus Improvement Objective</p>	<p>Rationale/Evidence of Need: During the last school year 88% of all taking the STAAR test met the approaches grade level standard growing from 81% the previous year.</p>
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Objective:
At least 90% of all students in all subgroups in Grades 3 and 4 will meet the standard expectations on the STAAR reading exam or achieve ARD specified goals.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Provide Reading tutorials for At -Risk students performing below expected standards for grades Kindergarten - Fourth Grades	Campus Administrators Classroom Teachers Rotation Teachers RTI Lab Teacher Dyslexia Teacher	Campus Resources State Compensatory and Campus Funds Tutors Title 1	Nov. – May	Student participation Reading levels STAAR test GR Reading Levels/Running Records	Progress Reports Report Cards DRA Level Benchmark Assessments STAAR Scores
2. Continue using balanced literacy strategies and on-level instruction in grades K-4 for regular and special education students.	Campus Administrators Classroom Teachers Special Education	Campus Literacy District Curriculum Specialist Intervention Team Library/Leveled Book Room	August-May	Lesson Plans Administrative Observations	Reading Benchmark Assessments Improved Student DRA Levels Benchmark Scores STAAR Scores will show percent of students in each subgroup meeting minimum expectations

3. Assess the reading level of all K-4 students, Sp. Ed., ESL and Bilingual students and plan interventions based on results. C8	K-4 Teachers, ESL, Bilingual, Sp. Ed., Dyslexia and Title teacher	DRA/OS test, Pre-IPT test, IPT-I test, ITBS, Campus Budget, Title, Subs - 36 x 95 = \$3420	Aug-Oct	DRA/OS; Pre-IPT and IPT-I; COGAT Fall testing; Benchmarks and Release Tests	DRA/OS; Pre-IPT; and IPT-I , ITBS, STAAR
4. Continue Prompting Guide Training to all teachers and utilize techniques in all grade levels, guided reading. C4	District Reading Specialists, Literacy Trainer, Teachers, (ESL, Sp. Ed., Dyslexia, Bilingual, GT, & Reg.), Administrators, Title	Literacy Training, District Reading Specialists, Consultants, Title Reading Teacher, Title Funds Subs for Training, SLE	Sept-May	Balanced Literacy sessions, Walk-through evaluations, Literacy Stations, Guided Reading Binder	Professional Development Appraisal System (T-TESS), DRA/OS, I.T.B.S. & STAAR results
5. Analyze benchmark data and DRA assessments to adjust instruction by creating plans for improvement and determining those students At Risk or needing Tier 4	Campus Administrators Classroom Teachers	Forethought Analysis of benchmark and DRA levels Curriculum Specialists	End of each nine weeks	Lesson Plans Minutes from RTI meetings Referrals for Dyslexia and Special Programs RTI Meetings	Benchmark Assessments DRA levels will show improvement STAAR scores will show percent of all students meeting minimum expectations Identifications for Special Programs Promotion percentages
6. Provide a variety of remediation and intervention programs during the school day: a. small group instruction b. Title 1 intervention <input type="checkbox"/>	Classroom teachers Campus Administrators Intervention Team	Curriculum Specialists Campus Funds Title 1 Funds	Aug.-May	Lesson plans Minutes from RTI meetings DRA assessments Progress Reports Minutes from vertical team meetings	Report Cards Benchmark Assessments STAAR scores will show percent of all students meeting minimum expectations.

7. Utilize C&I staff for staff development for "unpacking reading TEKS, increase rigor in instruction and frontloading lesson plans.	Campus Administrators Classroom Teachers C&I Staff	District Curriculum Specialist	Sept-May	Guided Reading levels STAAR test	Benchmark assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations Report Cards
8. Teachers will display "I will" statements in their classrooms.	Campus Admin. Classroom Teachers	TEKS	Aug. - June	"I will" statements.	Benchmark assessments CBA assessments Increased STAAR scores Report Cards
9. Utilize Vertical team planning to assist in successful alignment of curriculum.	Campus Administrators Teachers	TEKS C&I	August-May	RTI Meetings and review of plans Agendas and minutes from meetings	Copies of curriculum documents and changes Lesson plans will show progression of curriculum needs addressed.
11. Develop student vocabulary acquisition and use through teacher resources, word walls and reading textbook, vocabulary elements.	Teachers (ESL, Sp. Ed., Dyslexia, Bilingual, Title, GT & Reg.), administrators, district reading specialists	STAAR Benchmark Tests, District Reading Specialists. Text Talks (Grades K-2), Forethought (1-3 Spelling), Campus Based Vertical Team, Sitton Spelling (4th), Title I Funds, Reading Textbook, Reading Vocabulary Elements	Aug - May	Walk-through observations, STAAR benchmark tests, Word Wall(s),	T-TESS& STAAR Scores DRA
12. Teachers will attend district front-loading sessions each grading period.	Campus Administration C&I ELA Specialists Teachers	TEKS C&I ELA Specialists	Aug-May	Lesson Plans	STAAR Scores, DRA
13. Teachers will attend weekly Purposeful Planning meetings or Shared Reading and use data from Frontloading to plan individual lesson plans for Shared Reading	Campus Administration C&I ELA Specialists Teachers	TEKS C&I ELA Specialists	Aug-May	Lesson Plans	STAAR Scores, DRA

14. Teachers will use common assessment data to drive instruction as implemented by the C&I department for this year .	Campus Administration C&I ELA Specialists Teachers	TEKS C&I ELA Specialists	Sept-May	Lesson Plans Assessments	STAAR Scores, DRA, Assessment scores
15. Homework Help in the mornings for students that need additional support	Teachers, Communities in Schools	CIS, Teachers	Sept-May	Homework	Grades, Assessment Scores

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Year: 2018-2019

Campus: Barbara Cockrell Elementary

II. MATHEMATICS

Campus Goal: Math	Rationale/Evidence of Need:
94% of all third and fourth grade students will pass the STAAR assessment for mathematics	During the last school year 93% of all taking the STAAR test met the approaches grade level standard up.

Objective:
At least 94% of students in subgroups in Grades 3 and 4 will meet the standard expectations on the STAAR exam or achieve ARD expectations.

Needs Assessment:
Increase depth, complexity through lesson planning, questioning and assessemnts. Implement consistent math vocabulary and problem solving skills as provided by the district. Implement district 5E Model. Increase use and effectiveness of small group instruction and workstations.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Continue to Implement the district aligned scope and sequence curriculum	Teachers Campus Administrators Curriculum department support staff	All teachers C&I Campus administrators	Aug.-May	Benchmarks Administrative Observations Lesson Plans Frontloading/Team Planning	Benchmark assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations.
2. Continue 2nd-4th grade disaggregation of benchmark data.	Classroom Math Teachers Campus Administrators Curriculum department specialists	Aware computer program Benchmark assessments Campus Funds	Sept-April	Benchmark assessment data	Benchmark assessment data 3rd & 4th grade Math STAAR and STAAR ALT scores.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
3. Provide staff development to address identified areas for growth in improvement plans during the school year and support STAAR small group instruction	Campus Administrators Curriculum department Math vertical team cluster	Aware reports Campus Funds Benchmark data reports Curriculum department strategy support	Sept-April	Attendance reports of training sessions Lesson Plans will show evidence of strategies learned and small group instruction Administrative observations	Benchmark assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations
4. Provide a variety of remediation and intervention programs during the school day: a. small group instruction b. afterschool tutoring c. Title 1 intervention <input type="checkbox"/>	Classroom teachers Campus Administrators Intervention Team	Curriculum Specialists Campus Funds Title 1 Funds	Aug.-May	Lesson plans Minutes from RTI meetings SMI Scores Progress Reports Minutes from vertical team meetings	Report Cards Benchmark Assessments STAAR scores will show percent of all students meeting minimum expectations.
5. Continue to include Math Vocabulary into existing word walls	K-4 teachers	Grade level vocabulary lists	September-May	Lesson Plans Word walls Administrative observations	Benchmark assessments Nine week assessments Report cards and progress reports STAAR scores will show percent of students in each subgroup meeting minimum expectations
6. Grade levels will focus on higher level questioning skills	K-4 teachers	Curriculum specialists	Aug.-May	Lesson Plans Administrative Observations	Benchmark assessments Nine weeks assessments Report cards and progress reports
7. Teachers will participate in the PISD Spotlight Math Initiative workshops and share information with grade level	1 teachers from each grade level K-4 All grade level teachers	PISD math curriculum specialists	Sept. - March	Agendas of presentations of training to grade level Team meetings	Benchmark assessments Report cards and progress reports STAAR scores will show percent of students in each subgroup meeting minimum expectations

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
8. Students in grades 2-4 performing below grade level and or at risk will utilize the computer program, Fast Math, Think Through Math & Do the Math to improve their skills.	2-4 Classroom Teachers C&I Math Specialists Administration Staff	Campus Funds	Sept.-May	Progress Reports Report Cards Scores STAAR	Benchmark assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations.
9. Continue the MI program for grades 2-4.	2-4 Classroom Teachers C&I Math Specialists Administration Staff	Campus Funds	Sept.-May	CBA Progress Reports Report Cards Scores STAAR	Benchmark assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations.
10. Continue the math RTI district program for all students that are working below grade level.	Classroom Teachers C&I Math Specialists Administration Staff	Campus funds	Sept.-May	Progress Reports Report Cards Scores STAAR	Benchmark assessments STAAR scores will show percent of students in each subgroup meeting minimum expectations.
11. Continue the Effective Math Classroom: small group instruction, QDPAC, 5E Lessons	Campus Administrators Curriculum department Math vertical team cluster	C&I Staff Campus Funds	Sept.-May	CBA Progress Reports Report Cards STAAR Scores	Benchmark assessments STAAR Scores will show percent of students in each subgroup meeting minimum expectations.
12. Teacher will continue to attend front-loading session for creating math plans.	Campus Administrators Curriculum department Math Teachers	C&I Staff Campus Funds	Aug.-May	CBA Progress Reports Report Cards STAAR Scores	Progress reports Report Cards
13. Teachers will display "I will" statements in their classrooms.	Campus Admin. Classroom Teachers	C&I Staff	Aug. - June	"I will" statements.	Benchmark assessmentsts Increased STAAR scores Report Cards

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
15, Continue support for teachers with Small Group Initiative training to help teachers use anecdotal notes to create skill based small groups	Campus Administrators Curriculum department Math Teachers	C&I Staff Principal	Sept-May	Lesson Plans Group Notes Small	Benchmark assessments Increased STAAR scores Report Cards
Teachers will attend weekly Purposeful Planning meetings and use information from front-loading to make individual math plans	Campus Admin Teachers C&I Math Specialists	C&I Staff Principal	Sept-May	Lesson Plans	Lesson Plans Increased STAAR scores
14. Teachers will use common assessment data to drive instruction as implemented by the C&I department for this year .	Campus Administration C&I Math Specialists Teachers	TEKS C&I ELA Specialists	Sept-May	Lesson Plans Assessments	STAAR Scores, Small Group Data Assessment scores
15. Homework Help in the mornings for students that need additional support	Teachers, Communities in Schools	CIS, Teachers	Sept-May	Homework	Grades, Assessment Scores

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Year: 2018-2019 Campus: Barbara Cockrell Elementary III. WRITING

Campus Goal: 82% of all students taking the STAAR writing test will pass minimum basic requirements.	Rationale/Evidence of Need: During the last school year 78% of all taking the STAAR exam met the approaches grade level standard.
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Objective:
 82% of all students in all student subgroups will master all STAAR writing objectives. 100% of all students will master grade level writing TEKS.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Teach the District's writing process, strategies and writing portfolios to all teachers.	Administrators Teachers (ESL, Title, Dyslexia, Sp.Ed., GT, Bilingual, Regular),	Title, C&I Specialists	August - May	Writing process sessions, agendas, classroom observation, faculty meetings	STAAR Writing Test, Writing Release Test, Student Writing Portfolios, Release Test
2. Teachers and administrators will work collaboratiavely to analyze STAAR release tests and disaggregate data by mastery levels, readiness and supporting standards.	Administrators, 4th Grade Teachers (ESL, Dyslexia, Sp.Ed., Title, GT, Bilingual, Regular), C&I Specialist	STAAR release tests, AWARE data	After each administration, faculty meetings, grade level meetings, early release and staff	Classroom observations, release test results	STAAR EOY
3. Implement a common vocabulary to teach the writing process.	Teachers (ESL, Bilingual, Sp.E., GT & Reg) Administrators	Six Traits Writing; district workshops, District Writer's Workshop	August 2014 - May 2015	Walk-through observations, release tests	PDAS & STAAR
4. Continue campus wide writing programs to encourage writing in grades K-4.	Classroom teachers Campus Administrators Student Workers	Writing cluster presentations Parent volunteers	October-May	Lesson Plans	Report Cards Benchmark Assessments STAAR scores will show percent of students in each subgroup meeting
5 Continue use of portfolio plan to ensure adequate opportunities for variety of writing in each grade level.	Curriculum department Classroom teachers Campus administrators	Curriculum department Language Arts Committee Librarian	Sept.-May	Lesson Plans Student Portfolios Administrative observations Audience participation	Report Cards Student Portfolios STAAR scores will show percent of students in each subgroup meeting minimum expectations

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
6. Display students writing products in the hallways out side of classroom.	Classroom teachers Campus administrators	Classroom supplies	Aug-May	Administrative observations Student products	Student products
7. Third and fourth grade spelling bee.	Teachers Campus Administrators	Spelling Bee Study Book	January	Spelling Bee Results	Spelling Bee Results
8. "I Will" statements	Classroom teachers Administrators	C&I Staff	Aug-May	Admin. Observations Lesson Plans	Report Cards Benchmark Assessments STAAR

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

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IV. SCIENCE

<p>Campus Goal: Science To provide academic challenge for all students through hands-on scientific activities.</p>	<p>Rationale/Evidence of Need: Exposure to process skills embedded in the TEKS and STAAR will help students develop thought processes necessary for critical thinking on the 5th grade science STAAR test.</p>
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Objective:
95% students will meet standards on Science benchmarks and show mastery of grade level Science TEKS

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Implement the district aligned scope and sequence curriculum	Classroom teachers Campus Administrators Curriculum department support staff	Environmental/ Science cluster vertical team Internet resources Curriculum department materials PTO Volunteers Garden Center Weekly meeting with principal	Aug.-June	Administrative observations Lesson Plans Minutes of Cluster meetings	Curriculum Based Assessments Report cards Student performance products Chronicles of events
2. Develop science vocabulary through literature and implement updated (WOWs) vocabulary.	Teachers, Administrators, District Specialist	TEKS, STAAR, District Science Curriculum, Vertical Team, Level Book Room, Forethought	August -May	Lesson plans, informal classroom observations	Vertical science meeting - formal classroom observation
3. Develop and maintain school outdoor habitat to reinforce science skills and instill responsibility.	Teachers, Science vertical team, volunteers	Teachers, PTO	August -May	classroom science experiments, rotation schedule within grade levels	observation

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
4. Implementation of 5E Lessons, TCM Kits and Picture Perfect Science Lessons, STEM Scopes	Teachers, Science vertical team, volunteers	Teachers, C&I Specialists	August -May	Lesson plans, informal classroom observations	observation
5. Create hands on labs for each grade level in the science lab	Science vertical team, C&I specialist	Teachers, C&I Specialists	August -May	Lesson plans, informal classroom observations	observation

**PEARLAND INDEPENDENT SCHOOL DISTRICT
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Year: 2018-2019

Campus: Barbara Cockrell Elementary

V. SOCIAL STUDIES

<p>Campus Goal: Social Studies To provide academic challenge for all students through social studies activities.</p>	<p>Rationale/Evidence of Need: Establish academic strength in social studies skills through processes necessary for critical thinking.</p>
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Objective:

Students will gain knowledge and skills in order that 95% of the students will meet the standard on state mandated social studies assessments

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Continue Implementation of the district aligned scope and sequence curriculum.	Teachers Campus Administrators Curriculum department/ support staff	Curriculum Plan Social Studies Cluster vertical team	Aug. – May	Administrative observations Lesson plans Progress Reports Weekly Team Meeting with Principal	Tests/Teacher Observations Report Cards Student passing rates for Social Studies at year end
2. Integrate social studies TEKS into campus activities celebrating events such as Pearland History Month, Black History Month, Women's History, Inventors, Hispanic Herritage, Lunar New Years, Veteran's Day.	Teachers Campus Administrators Social Studies Cluster vertical team PTO Music Teachers Librarian	Internet resources supporting national week celebrations Curriculum department materials Team Planning Library	Oct. – May	Minutes of Cluster meetings Lesson Plans during weeks of celebrations Administrative observations	Student Performance products Chronicles of Events
3. Incorporate social studies reading materials and Big Books from the Leveled Bookroom into Shared / Guided Reading.	Teachers, Administration	Campus Budget, Leveled Book Room, C&I	August -June	Inventory of Leveled Book room, Guided Reading Selections	Classroom observations

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
4. Utilize a variety of informational sources to present the social studies curriculum.	Teachers, Administration	Campus Budget, Leveled Book Room, C&I, field trips, technology, Weekly Readers	August-June	Field Trips, Lesson Plans	Classroom observations
5 Celebrate our many different cultures at our annual Mult-cultural Night	Teachers, Administration	Title 1 Funds	March	Sign in sheets, planning agendas	Event Attendance

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Year: 2018-2019

Campus: Barbara Cockrell Elementary

VI. ATTENDANCE

Campus Goal: Attendance 97% or above attendance rate for all students	Rationale/Evidence of Need: Continue to establish strength as an elementary school in attendance habits for all student groups.
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Objective:
To obtain a 97% or above attendance rate for **all** student groups.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Recognize good student attendance with individual and classroom level awards each 9 weeks.	Teachers (ESL, Sp. Ed., Title, GT, Bilingual, Regular), Attendance Clerk, Counselor, Administrators, Communities in Schools	Certificates and end of year awards ceremony	June	End of Year Award ceremony	AEIS Attendance Report
2. Recognize staff perfect attendance.	Administrators and Campus Attendance Committee	Social committee activity fund	Each six weeks August-June	Nine weeks teacher's perfect attendance list	End of Year Teacher Perfect Attendance List
3. Written notification of 5 or more absences or tardies to parents each nine weeks. C6	Attendance Clerk, Administrators	Attendance records, attendance letters	August-June	Nine weeks attendance records	AEIS Attendance Report
4. Maintain effective parent communication and encourage high attendance rates. C6	Attendance Clerk, Administrators, Teachers	Attendance records, attendance letters	August -June	Nine weeks attendance records, Teacher communication logs	AEIS Attendance Report
5. Administer first aid and encouragement to maintain good health and high attendance rates.	HCA , PE Teachers, Office Staff, All Teachers	Community Health Resources Nurse's Office, health presentations	August-June	Nine weeks attendance records, clinic records	End of year attendance; End of year clinic reports.

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Year: 2018-2019 Campus: Barbara Cockrell Elementary VII. SCHOOL CLIMATE

Campus Goal: School Climate		Rationale/Evidence of Need:			
To provide a positive school climate that will offer students a sense of security and support resulting in increased attendance, minimal discipline referrals and increased parent involvement.		Safe, orderly and parent supported schools are critical for learning environment in which students can achieve their highest potential. Positive school climates offer students physical, academic and emotional support needed for success.			
Objective: Students at Barbara Cockrell Elementary will exhibit positive behaviors and meet school expectations to provide a safe, productive, and orderly school climate resulting reduced number of discipline referrals. Reduce discipline referrals by 5%. Increase parent involvement in school activities.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Maintain and enforce standard set of expectations posted in the classrooms and cafeteria.	Teachers (all), Librarian, Counselor, Administrators	Cafeteria and classroom posters, Paw Prints	August -June	Cafeteria, classroom & playground observation	Exemplary behavior demonstrated in classrooms, hallways and cafeteria, assemblies
2. Identify campus crisis team and provide non-violent crisis intervention technique training for violence prevention.	Teachers (sp.Ed., ESL, GT & At-Risk), HCA, counselor	District Non-Violent Crisis Intervention Trainer	August	Debriefing session after the crisis intervention team is called into action.	Observations, Call out emergency list,
3. Special activity / programs for each grade level, music programs, PE, book fair, speakers, field trips, field day, curriculum nights, cub choir.	Music, counselor, PE, Teachers (all), Librarian, Parents, PTO, Administrators, Art Teacher	Parents, Scholastic books fair, PTO	August-May	Student, teacher, parent response	attendance and evaluate books and money raised.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
4. Create a campus culture that celebrates and honors students in order to promote positive behavior, good citizenship, environmental awareness and student achievement.	PTO, administrators, all teachers, students	Campus Budget, Project Wisdom	August -May	Paw prints, Student of the Week, Cockrell Cadets	Attendance, office referral records
5. Implement GRIT initiative	Counselor, Distict GRIT coordinator	Counselor	August -May	Student, teacher, parent response	Evaluation feedback from staff and students
6. 100% of teachers, paraprofessional candidates are highly qualified before interviewing.	Human Resources	Human Resources	August -May	Interviews and applicants	Faculty Roster
7. Maintain mentoring/coaching, new teacher orientation, staff development and training to retain highly qualified staff.	Human Resources, C& I, Administrators	District , Campus Budget, Title I	August -May	Training schedule, staff development sign in sheet,	Faculty Roster
8. Use of Skyward and Connect Ed. Communications programs	Campus Administration, Teachers	Campus	August -May	Feedback from students and staff, discipline records	Decrease referrals by 5%
9. Practice fire and lockdown drills	Teachers Campus Administrators Crisis Management Team SRO	Campus time	Aug.-May	Logs of fire drills and lock down drills	Logs of fire drills and lock down drills
10. Implement PBIS district plan	PBIS team, campus administration	Emergentry Training	Aug-June	Teacher Documentation	Discipline documentation

**PEARLAND INDEPENDENT SCHOOL DISTRICT
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Year: 2018-2019

Campus: Barbara Cockrell Elementary

VIII. TECHNOLOGY

<p>Campus Goal: Technology Utilize technology to improve communications and disseminate information to school personnel and community.</p>	<p>Rationale/Evidence of Need: The communication of campus activities, accomplishments and information is important for community support and staff awareness. The use of technology should increase individual student performance in all academic areas.</p>
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Objective:
Improve instruction and support through the integration of technology.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Incorporate technology tools into lessons to enhance learning experiences	Teachers, ETS	Hardware, software, training materials, Forethought	August-May	CEIC technology meetings, Forethought Lessons	Formal observations, lesson plan review
2. Weekly communication to parents using campus website (upcoming events, Peek of the Week, etc.)	Teachers, ETS	Campus and Teacher Web Pages	August-May	Monthly web page checks	Parent feedback
3. Ensure that teachers have adequate training to use technology	ETS, District Training	Hardware, software, training materials	August-May	Training calendars, agenda	Teacher feedback, formal observations
4. Forethought, Teacher Webpage and Skyward training and implementation	Administrators, ETS, all teachers	Forethought, Skyward, ETS, technology dept. support, computers	Beginning of school year	Lesson plans	Lesson plans
5. Implement Technology Coaching Initiative	Technology department, ETS C&I specialists, teachers, administrators	C&I Lessons, Forethought, Technology Guidelines, ETS	August-May	Lesson plans	Lesson plans

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Year: 2018-2019

Campus: Barbara Cockrell Elementary

IX. SPECIAL EDUCATION

<p>Campus Goal: 95% of all Grade 3 and 4 students will pass the STAAR Reading, Math and Writing exams or achieve the ARD specified goals.</p>	<p>Rationale/Evidence of Need: Last year, 51% of all special education students met the approaches grade level for all subjects, reading, writing, and math.</p>
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Objective:
95% of all special education students taking the STAAR or STAAR-ALT test will meet passing standards.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1. Utilize campus and District staff during faculty meetings and in-service days to train campus staff in modifying for special needs of special education students and differentiation for gifted students.	Campus Administrators District Special Education Staff District Gifted Specialist Best Practice Cluster vertical team	District staff and materials Special education staff Gifted Specialist Campus administration	September-May	Attendance logs of training Evidence of differentiation and modifications in lesson plans Administrative Observations Content Mastery Logs of contact hours	Performance of special education, gifted and dyslexic students on year end evaluations, Individual Education Plans and STAAR testing/ state alternative assessments Products, schedules of gifted students
2. Differentiate instruction for identified gifted students and high achieving students in addition to special education and ESL students	Classroom teachers Campus Administrators District Gifted coordinator	Classroom teachers Campus Administrators District Gifted coordinator	Aug.-May	Attendance at training Evidence of differentiation in lesson plans Administrative observations	Advanced performance on STAAR test Student products at years end
3. Develop content vocabulary for ESL students to ensure success in academic subjects.	ESL Teacher Campus Administrators	Training Opportunities offered by district, Region IV and other agencies	Aug.-May	Lesson Plans	Lesson Plans, OLPT, DRA, STAAR

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
4. Encourage all teachers to obtain 30 hours of gifted training for certification	Campus Administrators District Gifted Coordinator	Training opportunities offered by district, Region IV and other agencies	August	Certificates of attendance Attendance at training	Certificates of attendance
5.If needed, will hire a tutor to assist these classes during the school year.	Campus Administrators Special Education Teachers	Special Programs Funds	Sept.-May	Lesson Plans Campus Admin. Observations	Increased scores on STAAR test for 3rd and 4th grade students.
6. Provide Inclusion support for students in the Special Education Program whenever possible to ensure mastery of grade level TEKS and to receive the anchor lessons in the content general education classroom.	Campus Administrators Special Education Teachers ARD Committee	Special Programs Campus Funds	August.-May	Lesson Plans Campus Admin. Observations	Increased scores on STAAR test for 3rd and 4th grade students.
7.Train all Special Education teachers in district curriculum strategies in Reading, Writing and Math	Curriculum specialists, resource teachers	District's Curriculum specialists	August.-May	Workshop evaluations and informal observations. Special Ed Teacher input.	Walk throughs and formal PDAS evaluations.

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Year: 2017-2018 Campus: Barbara Cockrell Elementary X. Dual Language/ESL/ Dual Language

<p>Campus Goal: Dual Language 95% of all students taking the STAAR reading, writing and math tests will pass minimum basic requirements.</p>	<p>Rationale/Evidence of Need: Continue to establish strength in academic excellence in reading, writing, and math skills for all Dual Language/ESL students.</p>
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Objective:
95% of all Dual Language/ESL students will master all STAAR reading, writing, and math objectives.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1) Provide opportunity for new Dual Language teachers to receive IDEA training, LPAC and TELPAS training as needed, Dual Language Training	District Dual Language Specialist, administrators, Dual Language and ESL teachers	District Dual Language/Dual Language Specialist	August-May	Confirmation of TELPAS, LPAC and IDEA Training	End of Year LPAC, TELPAS results and OLPT results
2) Increase proper use of Spanish and English vocabulary in conversation and academic areas to improve student performance.	Dual Language and ESL Teachers, administrators, District coordinator	District Dual Language Specialist, Dual Language Teachers, Rosetta Stone, State Adoption Materials, Reading Vocabulary Elements, Campus Budget, Title Funds, Brain Pop Jr. in Spanish	August-May	Rosetta Stone Assessment Reports, writing samples, guided reading log, Report Card grades	STAAR EOY, TELPAS, OLPT

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
3) Provide opportunity for Dual Language and ESL teachers to verify student documents for TELPAS, beginning and end of year LPAC.	Dual Language and ESL Teachers, administrators	District Dual Language Specialist, Dual Language Teachers, Aware Budget, Title Funds, 11 Dual Language teachers X 3 days X \$95 = \$3,135	August-May	LPAC minutes, Dual Language / ESL folder checks, agendas	STAAR EOY, TELPAS, LPAC folders
4) Translate written documents in a format and in a language parents can understand.	Dual Language Teachers	Dual Language teachers, classroom computers	August-May	Log of parent communication	Log of parent communication
5) Continue Implementation of Dual Language Pilot Program	Dual Language teachers, District Biligual Specialist, C & I	District Budget	August-May	Training Agendas, DRA Assessment, Surveys, Lesson Plans, Walk Throughs	DRA, Parent Survey

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN**

Year: 2017-2018

Campus: Barbara Cockrell Elementary

XI. Parental Involvement

<p>Campus Goal: To ensure 100% effective involvement of parents and to support a partnership among the school, parents and community to improve student academic achievement.</p>	<p>Rationale/Evidence of Need: Continue to establish strength as an elementary school in parental involvement for all student groups.</p>
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Objective:
Improve parental involvement and support through training, communication and school event nights. Increase parent involvement by 5%.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
<p>1) Parent Conferences will be conducted within the first 12 weeks of school to review beginning of the year student assessments, school parent compact. Meeting times will be offered before, during and after school to encourage parent attendance.</p>	Teachers, Administrators	Campus Budget	August-October	Attendance, Sign-in Sheet	Teacher and parent feedback, student response
<p>2) Parent Information Night will be held in September (MTTN) to inform parents of curriculum, behavior expectations and school procedures.</p>	Teachers, Administrators	Campus Budget	Sept	Attendance, Sign-in Sheet	Teacher and parent feedback, student response

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
3) Kinder Orientation / PreK transition will be held prior to the first day of school to inform parents of kindergarten expectations, routines, and school procedures. C7	Teachers, Administrators	Campus Budget	August	Attendance, Sign-in Sheet	Teacher and parent feedback, student response
5) Evaluate and Develop parent / student compact to create a joint partnership between teachers, students and parents and gain input on improvement of Title I program.	Teachers, Administrators, Title	Title I	Sept	Attendance, Sign-in Sheets, Progress Reports, Newsletters, Parent Compact Agreement	Attendance, Sign-in Sheets, Progress Reports, Newsletters, Parent Compact Agreement
7) Host campus events nights: Adventure in Learning, Family Game Night, Multi-cultural Night	Teachers, Administrators, Title, Specials	Title I parent involvement funds	August-May	Sign-in sheets	Survey results and comments