

# Goose Creek Consolidated Independent School District

## David Crockett Elementary

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

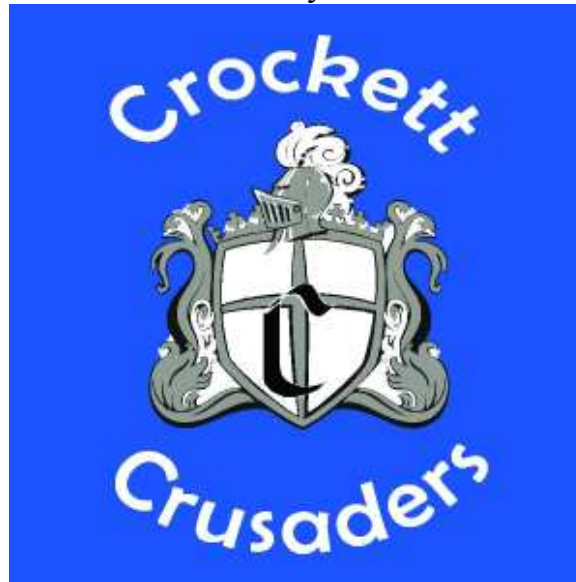
Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



# Mission Statement

Crockett Elementary promises to make each day count by educating the whole child academically, socially, and physically with one purpose in mind; to prepare each student for college and not waste a single day, for that day will come no more.

## Vision

Crockett Crusaders Can!!!

- Every student will have access to learning experiences that promote student success based on every name, every need - Whatever it takes!!
- Grade level/vertical subject teams will utilize PLCs in order to collaborate and promote achievement through common assessments, shared accountability, and professional development among colleagues (“Sphere of Influence”).
- Data will be analyzed to improve student and teacher performance as well as to develop RtI and enrichment opportunities.
- Crockett Elementary will be relentless in the pursuit of quality instruction driven by our two main initiatives - literacy and numeracy.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The following include the percentages of students broken down to ethnic, socioeconomic, gender and special populations group:

- African American= 12.01% students
- Hispanic= 64.8%
- White= 19.83%
- Asian= .70%
- Native Hawaiian= .28%
- Two or More= 2.37%

- Female students= 49.86%
- Male students= 50.14%
- At-Risk= 49.58%
- Economically Disadvantaged= 62.57%
- Immigrant= 2.79%
- LEP= 20.81%
- Migrant= 2.65%
- Military= 0.14%

### Demographics Strengths

Although there is a high percentage of students who are at risk there are several programs that have been established to help students be successful at Crockett Elementary.

ELL students receive the following support at Crockett Elementary:

- Taught by certified bilingual educators
  - Taught by certified ESL educators
  - K-2nd have access to Imagine Learning program
  - 3rd -5th have access to I-Station, which helps them develop their vocabulary, reading comprehension, etc.
- 100% of educators receive SIOP training

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Although many of the needs for students are met, ELL's and general education students could benefit from additional help in reading comprehension, vocabulary, etc. A computer program could be very beneficial to students in order for them to grow in the content area of reading. **Root**

**Cause:** The fact that ELLs are more fluent in Spanish hinders their comprehension in English

## Student Achievement

### Student Achievement Summary

Items used for analysis:

- TEA 14-15 Report Card
- TEA 15-16 Report Card
- 2015-2016 STAAR Results
- Campus Assessment Data
- 2015-2016 Texas Academic Performance Report

Student achievement is a priority on this campus. Crockett consistently scores higher on both state and district assessments than our counterparts. Vertical and team PLCs have allowed educators to plan and prepare, as well as make adjustments, for students to reach their full potential. Although, higher than state and district averages, Crockett students score slightly lower on ELA assessments, with African American students scoring significantly lower.

However, we have a small percentage of AA students, so even the smallest failure makes a huge difference. 80% of SpEd students show progress, but only 50% achieve standard satisfactory scores. Bilingual students at Crockett score notably higher in all academic areas than both state and district comparisons. Crockett earned distinctions in both Reading/ELA and Math. In addition, Crockett earned Top 25% Student Progress and Top 25% Closing Performance Gaps.

### Student Achievement Strengths

- Communication among teams and grade levels
- Bilingual achievement in core content
- SpEd progress/growth
- Higher in core content areas overall
- Closing performance gap
- Overall student progress/growth

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** African American students across all grade levels and content areas currently have a 67% passing rate. **Root Cause:** African American students make up about 10% of Crockett's total student population. Just one failure makes a huge difference in the overall scores.

## School Culture and Climate

### School Culture and Climate Summary

Overall our committee shared more positive aspects about our School Culture and Climate. The team feels Crockett is unified and proactive in doing what is best for students, faculty, and staff. As a team we set high expectations for both academics as well as behavior. Team members especially like that if a misbehavior occurs in special areas such as library, music, art, etc. teachers support them. One grade level in particular has the students bring their checkbook (classroom behavior system) to special areas and this was noted as appreciated to reduce behavior issues. Furthermore, members feel a strong pride in our school by showing respect in keeping it clean in all areas on campus and being accountable for what needs to be taken care of in the moment.

### School Culture and Climate Strengths

OLWEUS data shows:

- from 2015-16 indicates that 83% of our students are NOT involved in bullying.
- campus above national average for stopping bullying with 98% of the students want to help
- campus above national average for teacher intervention with bullying at 55%
- campus responds to bullying with 77%
- Review 360 data showed our targeted bus misconduct has been improved from last school year
- Friendly, supportive, collaborative faculty and staff
- WatchDOG program helps campus feel safer
- Classroom/individual Crockett Cards help deflect bad behaviors
- Everyone knows the Crockett Expectations on campus: Be Safe, Be Respectful, Be Responsible, and Be Ready to Learn
- Consistency with discipline, consequences and communicating to teachers
- Plethora of after school activities for students such as book club, volleyball, band, choir, etc.
- Kelso's Choices - School-wide Problem Solving strategies
- Six week behavior assemblies to acknowledge students who following Crockett's Four Expectations
- Character traits taught and awards given for good character
- Class Dojo being utilized more for communicating grades, work habits or behaviors with parents
- Remind APP being utilized more to send out class information in a group text setting
- Mentor/mentee programs to assist students
- PTO/volunteering encouraged on campus

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Crockett does an effective job of recruiting and retaining highly qualified and highly effective teachers, paraprofessionals, and support staff. Data supports retention rates of 95-99% for school year 2015-2016 and 2016-2017. This percentage varies due to retirements, transfers, resignations, and student enrollment. Our five Campus Distinctions speak to the highly effective component of this area. Strengths of the most effective teachers are shared with peers through team, PLC, and vertical alignment planning. Implementation and support are provided by Administrators, Mentors, support personnel, and a variety of campus resources and programs. Professional Development provided at the district level aids in this process as well.

### Staff Quality, Recruitment, and Retention Strengths

From the summary findings, indicate the specific campus strengths that have been identified for 2016-2017 below:

Our **Highly qualified teachers** in addition to our **high retention rate**, cultivates an environment and campus culture of **cohesiveness** and **effectiveness** which attributes to **student achievement**.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Step One: Reflection Summary - Using campus reports and information regarding curriculum, instruction, and assessment - complete a review and summarize the findings for Crockett Elementary

- Every grade level has a student's personal goal plan from BOY to EOY: Kindergarten - sight words, 1st - GR levels and all CBA scores, 2nd - GR levels and all CBA scores, 3rd - 5th - CBA, Benchmarks (4th & 5th - previous STAAR results). This data is used to measure student achievement.
- 3rd - 5th uses class goals for assessments
- Types of data used - Guided Reading levels, Common Formative Assessments, CBA, Benchmarks
- Vertical alignment (subject areas) - discussions between grade levels about ways to help each other with student's weak areas of content
- Common Formative Assessments(CFA) - one assessment per six weeks (Math/Reading/5th gr. Science) created by teachers based on recently taught TEKS concentrating on using a variety of questions at different DOK levels. Following data reviews of CFAs, teachers used the information for planning of reteaching certain skills and increased their awareness of question stems/answer choices that were confusing to students.
- Inclusion(K - 5) - In regard to students who need inclusion help as the year progresses, be sure that SPED help is used in the best way to benefit the student's academic needs.

### **Curriculum, Instruction, and Assessment Strengths**

Step Two: Determine the Strengths - From the summary findings, indicate the specific campus strengths that have been identified for 2016-2017

- Changing to meet the needs of the students - not expecting them to change to meet us (ex. how the curriculum is taught, modifications, differentiated instruction, AI groups)
- Accountable Talk - Though Instructional Rounds training, teachers are aware of our "Problem of Practice" and work to incorporate accountable talk into discussions with their students.
- Professional Development - providing more purposeful professional development sessions on campus
- Accelerated Instruction (AI) - 1st - 5th grade - reevaluate small groups following data reviews of students assessments to meet the academic needs of students
- Kindergarten - Following data reviews of GR levels, students are moved to appropriate GR group, even if with another teacher.
- PLC - data collection is meaningful and drives instruction, administrators are supportive when teachers need to be creative with the Scope/Sequence to meet the academic needs of students

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** More accountable talk between teacher/students and student/student to help verify understanding of content objectives **Root Cause:** Teachers need more training and opportunities to observe other classrooms where accountable talk is taking place.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

As indicated by the information listed under the "Family and Community Involvement Strengths" section, David Crockett Elementary School continually focuses on family engagement and community connections in order to maintain an exemplary school environment.

### **Family and Community Involvement Strengths**

Crockett focuses on a home/school connection to educate and engage parents in understanding how to support their children through the following events/activities:

- Literacy Family Night
- Math/Science Family Night
- WatchDOGS Program
- PTO
- Volunteer Involvement
- Book Fairs
- Parent ESL Classes
- Parent Sessions (Behavior Training, Pre-K Smart Start & Circle E Wave Reports)
- STAAR Related Events (Informational Meeting, Pep Rally, Lock-In)
- Red Ribbon Week/Bully Prevention Rally
- Texas Public Schools Week – Folk Dance Night
- Student Led Conferences

Both parents/guardians and community members are involved with the school in meaningful ways that support student learning through the following events/activities:

- Literacy Family Night
- Math/Science Family Night
- Mentoring Program
- Junior Achievement
- WatchDOGS Program
- PTO
- Volunteer Involvement
- Crockett's Fine Arts Extravaganza

- Book Fairs
- Parent Classes (ESL, Behavior, etc.), sometimes in collaboration with other schools in the Sterling Feeder Pattern
- Bingo Night/PTO/Parent Portal
- DARE Program
- Lock-In/Pep Rally
- Red Ribbon Week/Bully Prevention Rally
- Goodies with Grandparents/Dining with Dad/A Meal with Mom
- Texas Public Schools Week
- HS Senior Celebration
- Choir to Veteran's Hospital, Nursing Home
- Career Portrait Night
- Clothing Swap
- Chili Cook Off

In addition to parents/guardians/family members, following is a list of Community Members Involved in the above events/activities:

- Chevron Phillips (Crockett's Partner in Education)
- Sterling High School Students (PALS, Ready Set Teach, Key Club, AVID)
- Beach Club
- Harris County Department of Education
- Trinity Episcopal Church
- DARE Officer
- Speakers for Career Day
- Sterling Municipal Library
- The Wetlands
- Lee College
- Sterling High School Students
- PTO
- Pennies for Justice
- St. John's Youth Group
- Business Leaders
- City Council Member
- NASA

Evidence of participation by the above individuals and organizations is documented in:

- Sign in sheets from events at Crockett/Sterling Feeder Pattern
- Volunteers on Raptor

- Volunteer Sign-In Sheets kept by the FIC for events/activities that take place outside of normal school hours
- Teacher's Parent Contact Logs
- Visitors on Raptor

Parents'/Guardians' perceptions of school's effectiveness is best shown by the high attendance rate to school events/activities.

Faculty/Staff encourage parents to support their student in the following ways:

- Promote attendance and punctuality.
- Oversee completion of homework.
- Maintain regular communication with teachers.
- Support campus Discipline Plan.
- Have knowledge of campus Parental Involvement Policy.
- Help children to resolve conflicts in positive ways.
- Be involved in school activities.
- Spend time each day with their child reading, writing, listening, or just talking.
- Respect cultural differences of students, their families, and school staff.
- Attend school events/activities

Based on family/community participation, individuals seem to respond better to:

- Call messenger
- "Remind" App, Class Dojo
- GCCISD/Crockett website
- School Newsletter

Community partnerships are built on outreach efforts on behalf of the school staff.

- Chevron Phillips Lab Group
- Chevron Phillips Safety Department
- PALS
- Student's Parents and other family members
- Ready Set Teach
- Key Club
- Beach Club
- Harris County Department of Education
- Trinity Episcopal Church
- DARE Officer
- Speakers for Career Day

- Sterling Municipal Library
- Lee College
- Sterling High School Students
- PTO
- Pennies for Justice
- St. John's Youth Group
- Business Leaders
- City Council Member
- NASA
- Wetlands
- Houston Food Bank
- Shine Dental
- Anchor Printing
- Baytown Police Department
- Baytown Fire Department
- Baytown SWAT Team
- Animal Shelter
- Military – Help Our Heroes

Parents and community members are invited to participate on the following committees by staff members:

- LPAC
- ILT
- Title I Compact for Learning/Parental Involvement Policy Review Committee
- Campus Publicity Parent Representative

Our campus and/or district structure allow parents and the community to be heard and be part of decisions and solutions to identified problems through:

- Title I BOY/EOY surveys
- Parents welcome to attend/speak at public forum portion of School Board meetings
- Parents are encouraged to address concerns/suggestions with teachers/campus administrators
- Parent/Community Member serve on ILT
  
- PTO
- Committee of Parents/Faculty Reviews Compact & Parental Involvement Policy
- Parent serves on LPAC committee

Communications are translated into Spanish by Spanish speaking staff members, since this is the other language spoken by a majority of Crockett families.

Therefore, notes, flyers, newsletters, messenger call outs, etc. are sent to parents in English and Spanish.

## School Context and Organization

### School Context and Organization Summary

Our area of focus – **School Organization** – focuses on the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

We have campus goals, to increase numeracy and literacy, and we have district goals, to improve the graduation rate and increase the passing percentage on all state standardized tests. We measure these goals with data from STAAR, CBA's, CFA's, district benchmarks, and universal screeners, to name a few. We have professional learning communities to analyze data to improve our instruction so that our students improve academically!

There is a clear organizational structure with leaders in place to facilitate decision-making and to provide support to all staff. This occurs on the campus level, as well as the district level.

T-Tess is the educator evaluation system in place, along with support, ensuring that success is achieved by all teachers. This is evident by our campus data in student performance, with scores on district and state level tests being exceptional, compared to other schools with similar risk factors.

The school building and the master schedule accommodate instruction, to the best of their abilities, given the number of students being served. Decisions involving these aspects include the representatives of the instructional leadership team, the team leaders, and the administrative team, with input from all staff.

Lastly, our campus provides ample opportunities for extra-curricular activities for our Crockett community, such as band, choir, volleyball, beach club, character breakfasts, family nights, and many others. This is a quality that promotes positivity within our campus.

- Campus Goals – increase numeracy and literacy, as well as the promotion of accountable talk.
- District Goals – increase graduation rate and increase passing percentage on all state standardized tests.
- These goals/target areas will be measured through data collected from common formative assessments about once a 6-weeks, district curriculum-based assessments (2-3 a year, per subject), district benchmarks (1-2 per year, per STAAR subject area), DRA and ISIP levels for reading, Think Through Math benchmarks for BOY, MOY, and EOY, along with other universal screeners for BOY, MOY, and EOY, and through ARDs and IEPs every 6 weeks for special populations.
- For teachers, T-Tess is the evaluation system in place, where BOY, MOY, and EOY reflection/goal-setting/conferencing occurs between evaluator and educator, as well participation in faculty meetings, professional learning community meetings, and data analysis with grade level teams and subject teams, as well as vertical teams in the discussion of curriculum decisions.
- For students, school-wide communication is conveyed to parents/families through different mediums (newsletter, website, memos home, phone calls, face-to-face meetings, family events, etc.), as well as academic development through progress reports and report cards every 6 weeks.
- We identify needs by examining student data, identifying “hot” areas, individually by student and by grade level/department



1. Example: Attendance issue...make a phone call...send a letter
  2. Example: T-Tess Goals...observations are performed by evaluator
  3. Example: Examine upper grade level/lower grade level needs/expectations to meet curriculum goals
- Also, we identify needs by going through the PLC process with teams, and we self-reflect upon teaching methods and learn from others and implement new techniques/styles/approaches, as necessary.
  - The school is focused on improving student academic achievement, 100%!
  - The school climate is positive, full of personnel who self-actualize.
    1. It shows in the data, where we have high risk factors and excellent student performance
    2. The campus has school-wide expectations, procedures, daily routines, and everyone is adaptable and flexible in meeting student needs.
  - Each grade level/subject area has a scope and sequence, given by district personnel, who give superb support and training
  - The district creates curriculum-based assessments and benchmarks that align with the scope and sequence and schedules those assessments at the beginning of the school year.
  - The district provides support through 4-core sessions/meetings/trainings and allows for the curriculum-based assessments to be reviewed.
  - Each grade level has a common planning time, each day, with planned meeting times set up each week. A formal PLC, with administration, occurs every 3-4 weeks, and vertical teams meet every 6 weeks.
  - Agendas are documented, and notes are submitted by team leaders.
  - Team leaders serve as liaisons among their team members and administration.
  - An instructional leadership team also exists, which aids in the site-based decision-making process of the campus.
  - Formally, a principal and an assistant principal are the leaders on the campus.
  - Additionally, a counselor, family involvement coordinator, and campus instructional specialist serve as leaders as well.
  - Our campus has an instructional leadership team (ILT) that meets once a month to discuss operating procedures of the campus, with a team member representing each grade level and department on campus.
  - Each campus in the district, including ours, also has an instructional leadership committee (ILC) member, that meets with other district personnel once every few weeks and reports back to the campus.
  - The campus instructional specialist is also an excellent resource and liaison when seeking information about curriculum and pedagogy.
  - The district allows grade levels to also preview curriculum-based assessments before they are administered.
  - The assistant principal creates the duty schedule at the beginning of the school year and sends reminders when the weekly school faculty newsletter is sent out.
  - The principal, assistant principal, and secretary also send out outlook invites for tests and meetings.
  - The campus offers numerous extra-curricular activities for students and staff:
    1. CogMed (computer program), before and after school
    2. Detention, after school
    3. STAAR lock-in
    4. Family literacy and science/math nights
    - Volleyball club, after school

- 5.
6. UIL, before and after school
7. Beach Club, after school
8. Band, after school
9. Choir, after school
10. Talent Show, after school
11. Character breakfasts, before school
12. Faculty book club, after school

- The master schedule maximizes instruction time. As each year the leadership team asks for grade level input for schedules for the following school year, and assemblies and during-school programs are made known, in advance of when they occur.
- The building accommodates students and staff, to the best of its ability, given its age, layout, and the large number of students it serves.

### **School Context and Organization Strengths**

The campus has a positive climate, with clear expectations. Everyone is aware of the leaders on campus and who to seek for assistance. The teacher evaluation system is in place (T-Tess), with supports in place to ensure success in meeting goals. The campus focuses on instruction, with an emphasis, this year, on literacy and numeracy. The professional learning community structure allows staff to make data-driven decisions for improving instruction and promoting increased student performance. District personnel also provide curriculum support through trainings, campus visits, and reviews of curriculum-based assessments. Grade level teams and departments are represented by a team leader and an instructional leadership team representative, who serve as liaisons between the team and administration. Additionally, our campus offers excellent extra-curricular activities/opportunities to students and staff members throughout the school year.

# Technology

## Technology Summary

Technology is an integral part of our society and it allows for more differentiation in our instruction. Technology is used to teach the curriculum by teachers as well as interactively by the students.

## Technology Strengths

Technology is utilized on a daily basis by both teachers and students through the use of various ways such as:

- Flipcharts
- PowerPoints
- Clickers for assessing students
- iPads for reading and math stations
- iPads/computers/laptops for researching
- Waterford and iStation for reading
- ThinkThroughMath for math
- Edusmart or Science
- Students creating presentations

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

## **Support Systems and Other Data**

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

# Goals


**Goal 1: Crockett Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.**

**Performance Objective 1:** Achieve 90% or mastery on grade level assessments and meet or exceed the state average on STAAR by all students.

**Evaluation Data Source(s) 1:** End of year grade-level assessments for K-2 and STAAR scores for grades 3-5

## Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide coaching support for classroom teachers based on individual need.	4	Campus Administrators, Campus Instructional Specialists, Teachers	Increased student success as noted in Walk throughs completed by May 4th 2018.			
				Problem Statements: Student Achievement 1		
2) Disaggregate and analyze test data and grade distributions to target specific objectives and determine strengths from areas of concern, including achievement discrepancies among various student groups.	2	Campus Administrators, Campus Instructional Specialists, Teachers	Increased STAAR results - Spring/Summer 2018			
				Funding Sources: Local Funds - 1000.00		
3) Utilize Professional Learning Communities to facilitate data meetings in order to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.	2	Campus Administrators, Campus Instructional Specialists, Teachers	Increased student achievement through meeting agendas in grade level PLC binders submitted every Wednesday, and sign-in sheets.			
				Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Local Funds - 200.00		
4) Teachers track and discuss all K-2. and 3-5 at-risk students' DRAs, ISIP, and Guided Reading Levels at the beginning/end of each six weeks or after each assessment in order to make instructional adjustments based on each student's need.	2	Campus Administrators, Campus Instructional Specialists, Teachers	Increased student achievement as a result of data reviewed on "CRE Data Talks" form after each assessment every 6 weeks with the use of Eduphoria and Lead4Ward.			
5) Teachers monitor and discuss all K-5 students' CBAs and Benchmarks each six weeks in order to make the necessary instructional adjustments to meet the needs of all students.	9	Campus Administrators, Campus Instructional Specialists, Teachers	Increased student achievement as a result of PLC Agendas produced and reviewed each Wednesday.			

6) Provide specific resources, personnel, and extended instructional time to meet the needs of all students, including at-risk students, to improve their chance for success and close the achievement gap.	3	Campus Administrators, Campus Instructional Specialists	Increased student achievement as a result of weekly lesson plans, AI plans and schedules.			
Funding Sources: Coordination of Local and State Funds - 15000.00						
7) Provide effective STAAR preparation and materials for math, science, reading, and writing.	1	Campus Administrators, Campus Instructional Specialists	Increased student achievement as a result of weekly Lesson Plans, and PLC meeting agendas submitted each Wednesday.			
8) Use Professional Learning Communities to provide an opportunity for teachers to share instructional strategies and work together to meet the needs of all students in their grade levels.	2	Campus Administrators, Campus Instructional Specialists	Increased student achievement as a result of PLC products and agendas submitted each Wednesday.			
						

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> African American students across all grade levels and content areas currently have a 67% passing rate. <b>Root Cause 1:</b> African American students make up about 10% of Crockett's total student population. Just one failure makes a huge difference in the overall scores.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> More accountable talk between teacher/students and student/student to help verify understanding of content objectives <b>Root Cause 1:</b> Teachers need more training and opportunities to observe other classrooms where accountable talk is taking place.




## Goal 2: Crockett Elementary will provide a well balanced and appropriate curriculum to all students.

**Performance Objective 1:** Provide staff members with information, materials, and training necessary to ensure student success both academically and behaviorally.

**Evaluation Data Source(s) 1:** Staff Development Reports, PLC Reports, Lesson Plan Review Reports, and Teacher Observation Data

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement the Bilingual/ESL program so that English Language Learner (ELLs) progress at least one language proficiency level yearly and reach English attainment within 3-5 years.	10	Campus Administrators, Teachers	Increased Spring TELPAS Scores 2018			
	Problem Statements: Demographics 1 Funding Sources: Coordination of Local and State Funds - 851.00					
2) Implement the GATE program so that all GATE students are taught at their highest potential through accelerated instruction and achieve Level III performance on the STAAR.	10	Campus Administrators, Teachers	Increased Level III as a result of lesson plans weekly, walk-throughs by May 4th 2018, and Texas Performance Standards Project completed Spring 2018.			
	Funding Sources: Coordination of Local and State Funds - 403.00					
3) Implement the Special Education program so that all Special Education students are taught in the least restrictive environment, as noted in IEP, to improve student achievement.	10	Campus Administrators, Teachers, SPED Staff	Increased SPED student achievement as a result of lesson plans weekly, Spring 2018 STAAR results, IEP schedules, SPED Progress Reports produced each six weeks.			
	Funding Sources: Coordination of Local and State Funds - 466.00					
4) Provide staff development to address needs in core content areas, technology, and with at-risk students within special groups.	10	Campus Administrators	Increased teacher participation as documented by Sign In sheets for each district PLC day and training schedules provided by C&I dept.			
	Funding Sources: Local Funds - 1751.00					
						

### Performance Objective 1 Problem Statements:


Demographics
<p><b>Problem Statement 1:</b> Although many of the needs for students are met, ELL's and general education students could benefit from additional help in reading comprehension, vocabulary, etc. A computer program could be very beneficial to students in order for them to grow in the content area of reading. <b>Root Cause 1:</b> The fact that ELLs are more fluent in Spanish hinders their comprehension in English</p>

**Goal 3: Crockett Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.**

**Performance Objective 1:** Ensure all Crockett students are enrolled in school and are coming to school on a daily basis.

**Evaluation Data Source(s) 1:** PEIMS Attendance Reports and Accountability Reports

**Summative Evaluation 1:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Promote high attendance (98%) or above school-wide and incorporate incentive programs for students and teachers.	1	Campus Administrators, Counselor, Campus Student Support Specialist, Teachers	Increased student attendance as documented in PEIMS report each six weeks.			
2) Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.	1	Campus Administrators, Counselor, Teachers	Increased opportunities as documented by list of activities completed and submitted in 2018 Accountability Scorecard.			
3) Continue to use mentors to make connections with at-risk students, and students with self-esteem concerns.	9	Campus Administrators, Counselor, Campus Student Support Specialist, Teachers	Decreased office referrals as noted in PBIS meetings each six weeks. 2018 STAAR results, Attendance Rate each six weeks.			
4) Request support from the counselor, Campus Student Support Specialist and SST to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.	1	Campus Administrators, Counselor	Decreased office referrals as noted in PBIS meeting agendas each six weeks, PBIS Matrix developed at the beginning of school year.			
						

**Goal 4: Crockett Elementary will provide and maintain a safe, positive learning environment.**

**Performance Objective 1:** Provide a safe learning environment by utilizing our PBIS and Olweus Bullying Program models.

**Evaluation Data Source(s) 1:** Discipline Reports, Olweus Implementation Reports, DARE Data

**Summative Evaluation 1:**

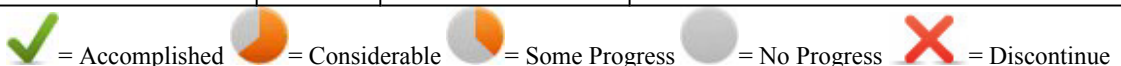
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement a school-wide reward and incentive program for positive student behavior.	1	Campus Administrators, Counselor, Campus Student Support Specialist, Teachers	Fewer number of discipline referrals as noted in PBIS meeting agendas each six weeks, signed C - Cards			
2) Continue school-wide conflict resolution and problem-solving program to reduce discipline referrals and bullying incidents.	1	Campus Administrators, Counselor	Fewer number of discipline referrals as noted in PBIS Meeting agendas each six weeks, Olweus Surveys in Spring 2018.			
3) Organize incentives to boost student citizenship and morale.	1	Campus Administrators, Counselor, Campus Student Support Specialist , Librarian	Increased number of incentives earned, PBIS Meeting Minutes each six weeks.			
4) Promote positive staff morale with a variety of incentives and opportunities to learn and grow together as a campus team.	1	Campus Administrators, Counselor, Campus Student Support Specialist , Teachers	Increased number of staff Recognized twice a month at faculty meetings, incentives, and PLC meetings every Wednesday.			
						

## Goal 5: Crockett Elementary will recruit, develop, and retain highly effective personnel.

**Performance Objective 1:** Recruit and retain highly effective personnel.

**Evaluation Data Source(s) 1:** Staffing Reports and Professional Development Reports

### Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.	5	Campus Administrators	Increased number of highly effective teachers hired as noted on Job fair report - Spring 2018			
2) Assure all assignments and re-assignments are filled with highly effective staff.	3	Campus Administrators	All staff will be highly effective			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	4	Campus Administrators	Increased participation in mentorship program as documented by minutes and feedback from new teachers August 2017.			
4) Ensure low-income students and minority students are taught at higher rates than other student groups by highly effective teachers.	3	Campus Administrators	Increased amount of students taught by highly effective teachers as documented by master schedule created May 2017 and Teacher Service Record reviewed at the end of each year prior to staffing.			
5) Assess the staff development needs of those teachers not meeting highly effective standards.	4	Campus Administrators	Increased number of staff attending Staff Development based on needs assessment complete at end of year T-TESS review May 2018.			
6) Select only highly effective teachers from the applicant pool.	5	Campus Administrators	Increased highly effective teachers as documented on highly effective Audit Report - Spring 2018			
7) Encourage and solicit teachers to add subject area certifications.	3	Principal, Assistant Principal and Director of Personnel	Increase in subject area certifications by Spring 2018.			
8) Encourage all teachers to become ESL and GT certified.	4	Campus Administrators, Director of Bilingual/ESL	Decreased number of teachers without ESL and GT certification. Those still lacking will note plans for getting certified on Teacher Participation Page during 2018 T-TESS end of year conferences.			
9) Recruit actively to fill vacant positions with highly effective teachers.	3	Campus Administrators, Director of Personnel	Reduced number of vacant positions reviewed in Spring 2018.			
						

**Goal 6: Crockett Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.**

**Performance Objective 1:** Establish/Maintain Parent and Community Partnerships.

**Evaluation Data Source(s) 1:** Parent Engagement Reports, Volunteer Reports, and PIE EOY Report

**Summative Evaluation 1:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Collaborate with community members, organizations, teachers, parents and students to create and maintain partnerships to support students as life-long learners.	7	Campus Administrators, Counselor, Campus Student Support Specialist	Increased number of volunteers as documented on volunteer reports collected for 2018 Accountability Scorecard, Sign-in sheets for meetings monthly Partner in Education Meetings			
2) Continue recruiting active parent and teacher members for PTO as well as create and promote PTO Committees for parental involvement.	6	Campus Administrators, Counselor, Campus Student Support Specialist	Increased parent participation as documented by Spring 2018 Parent Surveys, PTO Meeting Sign-in sheets from September 2017, December 2017 and March 2018 meetings.			
3) Utilize a variety of methods to communicate between school and home to support ongoing student success * Campus Newsletters *Tuesday Folders *School Messenger *Grade Level Behavior Plans *Flyers in both English/Spanish	8	Campus Administrators, Counselor, Campus Student Support Specialist	Increased parent communication and parent participation as documented by 2018 Spring Parent/Teacher Surveys, Parent Contact Logs by teacher submitted in December 2017 and May 2018.			
4) Continue offering parent volunteer training as well as coordinate and schedule parent workshops as needed.	10	Campus Administrators, Counselor, Campus Student Support Specialist	Increased number of parent volunteers as documented by 2018 Spring Parent Surveys and Sign-in sheets from Volunteer Training September 2018.			
5) Coordinate and schedule family involvement nights each semester.	6	Campus Administrators, Campus Student Support Specialist	Increased family participation as noted on Fall 2017 and Spring 2018 Sign in sheets.			
6) Provide field trips, volunteer opportunities on campus, and classroom lessons inviting parent help and participation.	6	Campus Administrators, Evaluation, Teacher	Increased parent volunteer hours as noted on Volunteer Reports as submitted for 2018 Accountability Scorecard, Watch Dog Calendar developed monthly and sign in sheets submitted after each teacher's invitation.			
						

**Goal 7: Crockett Elementary will provide the technology infrastructure and tools to maximize student achievement.**

**Performance Objective 1:** Maximize student achievement by integrating technology in all content areas.

**Evaluation Data Source(s) 1:** Accountability Scorecard Data, Lab Schedules, and STAAR, CBAs, and Benchmark Reports

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Integrate technology into all content areas by using the Promethean Board and Active Inspire in order to enhance the curriculum and reduce the achievement gap for at-risk students (including M1 and M2 students) with assistance from campus and district technology specialist.	9	Technology specialists and Campus Administrators	Increased student achievement as documented by 2018 STAAR scores, CBAs each six weeks, and Benchmarks.			
2) Use laptops in the 5th grade classrooms and iPads in 4th to maximize learning.	1	Campus Administrators, Teachers	Increased use of laptops and iPads as noted in weekly lesson plans and weekly sign-out sheet in library.			
3) Utilize technology programs to support classroom instruction and improve student academic performance. (EduSmart, I-Station, Think Thru Math, ESL Reading Smart, Imagine Learning, CogMed, Fastforward, etc).	9	Campus Administrators, Teachers	Increased student technology usage as documented by weekly Computer Lab Schedules and improved student academic scores at the end of each six weeks.			
						

## 17-18 Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Orlando Arellano	5th - teacher
Classroom Teacher	Wendy Hamilton	4th - teacher
Non-classroom Professional	Julie Dasilva	Counselor
Classroom Teacher	Tracy Haywood	3rd - teacher
Non-classroom Professional	Christine Miller	Instr. Specialist
Non-classroom Professional	Veronica Nieto	CSSS
Classroom Teacher	Julie wylie	5th - teacher
Classroom Teacher	Juan Raymundo	3rd - teacher

## Campus Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Donna Pendleton	KG - teacher
Classroom Teacher	Melissa Fitz	1st - teacher
Classroom Teacher	Melaine Washington	2nd - teacher
Classroom Teacher	Ginger Mashburn	3rd - teacher
Classroom Teacher	Vanessa Reitmeyer	4th - teacher
Classroom Teacher	Kathy Nelson	5th - teacher
Classroom Teacher	Albert Bear	music teacher
Classroom Teacher	Charol Malak	SPED teacher
District-level Professional	Vicky Blalock	lit coach
Parent	Kristi Sifuentes	parent/community rep
Non-classroom Professional	Veronica Nieto	CSSS
Non-classroom Professional	Julie Dasilva	counselor
Administrator	Stephanie Sanchez	assistant principal
Administrator	Michelle James	principal



## Campus Funding Summary

<b>Local Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2	PLC Training for staff		\$1,000.00
1	1	3	Resources from published texts - book studies		\$200.00
2	1	4	Language development computer based programs for all learners		\$1,751.00
<b>Sub-Total</b>					\$2,951.00
<b>Coordination of Local and State Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	Payroll costs for tutorials	SCE Funds	\$15,000.00
2	1	1	Computer based language programs, instructional materials for vocabulary development	Bilingual/ESL Funds	\$851.00
2	1	2	Supplemental instructional materials	GT Funds	\$403.00
2	1	3	Supplemental instructional materials	Special Education Funds	\$466.00
<b>Sub-Total</b>					\$16,720.00
<b>Grand Total</b>					\$19,671.00

# Addendums

## Crockett

### NCLB Comprehensive Needs Assessment

Demographics	Student Achievement	School Culture and Climate	Staff Quality, Recruitment and Retention	Curriculum, Instruction, and Assessment	Family and Community Involvement	School Organization	Technology
Orlando Arellano ✓	Wendy Thompson ✓	Julie DaSilva ✓	Tracy Haywood ✓	Christine Miller ✓	Veronica Nieto ✓	Julie Wylie ✓	Juan Raymundo ✓
Esmeralda Cantu Melanie Washington Kathy Nelson Heidi Damon Anitria Collette	Amy Moser Diane Shultz Cathy Leija Rosemary Olsen Janie Hook	Laura Dudley Brooke Raney Al Bear Vanessa Reitmeyer	Julie Belt Ginger Mashburn Charol Malak Karen Espitia	Gigi Brooks Pam Raymundo Sonia Ojeda Carla Johnson	Eli Cortez Melissa Fitz JoAnn Fenley Jennifer Simmons	Donna Pendleton Carmen Torres Randi Brack Lindsay Thompson	Juan Lopez Katrina Schubert Patricia Camacho Cathy Leija

### Procedure and Timeline for Completing the CNA

Monday, April 17<sup>th</sup> - Meet briefly with faculty to introduce committees and CNA process. Committees have 4 weeks to complete the required documentation.

Wednesday, May 10<sup>th</sup> - Committees present findings to faculty.

Wednesday, May 17<sup>th</sup> - Information must be entered into Plan4Learning at <https://www.806technologies.com/plan4learning>

crazy hat!

# Campus Needs Assessment

## May 17, 2017

Arellano, Orlando

*O. Arellano*

Baily, Tim

*[Signature]*

Bear, Albert

*Julie Belt*

Belt, Julie

*Randi Brack*

Brack, Randi

*Gigi Brooks*

Brooks, Gigi

*Workshop*

Camacho, Patricia

*Esmeralda Cantu*

Cantu, Esmeralda

*Anitria Collette*

Collette, Anitria

*Eli Cortez*

Cortez, Eli

*Heidi Dama*

Dama, Heidi

*Julie DaSilva*

DaSilva, Julie

*Laura Dudley*

Dudley, Laura

Espitia, Karen

*Workshop*

Fenley, JoAnn

*Melissa Fitz*

Fitz, Melissa

*[Signature]*

Gonzales, Kristen

*[Signature]*

Hamilton, Wendy

*[Signature]*

Haywood, Tracy

*[Signature]*

Hook, Janie

*[Signature]*

Johnson, Carla

*[Signature]*

Leija, Cathy

*[Signature]*

Lopez, Juan

*[Signature]*

Malak, Charol

*[Signature]*

Mashburn, Ginger

*[Signature]*

Miller, Christine

*[Signature]*

Moser, Amy

Nelson, Kathy

Nieto, Veronica

Ojeda, Sonia

Olsen, Rosemary

Pendleton, Donna

Raney, Brooke

Raymundo, Juan

Raymundo, Pam

Reitmeyer, Vanessa

Sanchez, Stephanie

Schubert, Katrina

Shultz, Diane

Simmons, Jennifer

Thompson, Lindsay

Torres, Carmen

Washington, Melanie

Wylie, Julie

Hernandez N.

Rosa Estrada-R.

~~Hernandez~~

Sonia Ojeda

Rosemary Olsen

Donna Pendleton

Juan Raymundo

Pam Raymundo

Vanessa Reitmeyer

Stephanie Sanchez

Katrina Schubert

Diane Shultz

Jennifer Simmons

Lindsay Thompson

Carmen Torres

Melanie Washington

Julie Wylie

Nicole Hernandez

Rosa Estrada-R.



## Faculty Meeting Agenda



May 17, 2017

- Good Things!
- Paper
- Portable
- “Back to School Academies” – Eduphoria (due w/ check out)
- Campus Needs Assessment Committees

### *End of Year Countdown*

- May 18<sup>th</sup> - Olweus Survey 3<sup>rd</sup> – 5<sup>th</sup>  
Teacher of the Year Gala
- May 19<sup>th</sup> - Last day for RST  
GT Showcase  
3<sup>rd</sup> Student Led Conferences
- May 22<sup>nd</sup> - AR Celebration @ 8:30 am
- May 23<sup>rd</sup> - 4<sup>th</sup> History Fair & Living Museum
- May 24<sup>th</sup> - Awards Assemblies  
8:30 am – 3<sup>rd</sup>  
9:30 am – 4<sup>th</sup>  
1:30 pm – 1<sup>st</sup>  
2:30 pm – 2<sup>nd</sup>
- May 25<sup>th</sup> - 5<sup>th</sup> Awards Assembly  
Early Release
- May 26<sup>th</sup> - Teacher Workday!

Crockett

School Year: 2016-2017

Date Completed: 7/27/2017

Campus Program Evaluation  
for  
NCLB-Title I, Part A-Improving Basic Programs

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"><li>• Programs (Bil/B3A, SUB, SPBD, 504, etc) were supported through PLCs, RAI, and data disaggregation</li><li>• Index 2 - Student growth - received a distinction.</li></ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"><li>• Passing rate must increase for <u>all</u> students</li><li>• Passing percentage must be 90% for all students on state &amp; district assessments.</li><li>• Need more time for teacher collaboration.</li></ul>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"><li>• Only 1 - Campus Instructional Specialist for B3A. Could be one each one for Math/Sci.</li><li>• Lack of follow-through with teams and data analysis.</li></ul>

Crockett

School Year: 2016-2017

Date Completed: 7/27/2017

### Campus Program Evaluation for Gifted and Talented-Program Intent "21"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>• Challenging lessons were created and students utilized purchased materials to create TPSP showcase displays. Lessons were written using higher order thinking skills based on DOK. CFAs written at level higher.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>• To increase the number of GT students performing at level III on STARR. GT teachers will continue to focus on enrichment during AT &amp; utilize the support of the tech dept for TPSP</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>• Focus has been heavy on <del>enrich</del> remediation and not so much on enrichment.</p>



Crockett

School Year

2017-2018

Date Completed:

7/27/2017

## Campus Program Evaluation for Parent Involvement Opportunities

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	<ul style="list-style-type: none"><li>• Parents involved at Crockett with over 57000 volunteer hours.</li><li>• Excellent use of campus newsletters, parent resources and training.</li><li>• Home visits, ESL Parent Classes, Info in Eng/Span.</li></ul>
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	<ul style="list-style-type: none"><li>• To continue providing opportunities for our parents for greater parent participation &amp; student success.</li></ul>
Indicate the Root Cause for each identified need:	<ul style="list-style-type: none"><li>• Offer parent opportunities at many <del>more</del> times both during school and evening hours.</li><li>• Could be we are not facilitating the working parent well.</li></ul>

Crockett

School Year: 2016-2017

Date Completed: 7/27/2017

### Campus Program Evaluation for Pre-Kindergarten-Program Intents "32-35"

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

- Balanced literacy strategies and  
Neuhaus techniques used along with iPad,  
and hands on materials.
- Students attending PK ~~with~~ are entering KG  
with a successful start and less likely to be  
labeled at-risk.

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

- Continued Neuhaus training and more  
focus on direct-teach phonics
- Train teachers and paras.

Indicate the Root Cause for  
each identified need:

- ~~We~~ district has focused more  
on a "program" than teaching instructional  
strategies.

Crockett

2016-2017

School Year:

2017-2018

Date Completed:

7/27/2017

### Campus Program Evaluation for Special Education-Program Intent "23"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year

- The SPED program is implemented so that all SPED students receive FAPE & are taught in the least restrictive environment in accordance w/ IEPs.

Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year

- Focus on the development of IEPs. So learning is enhanced and growth occurs in the LRE.

Indicate the Root Cause for each identified need:

- New teachers to SPED, or new to teaching.
- Needed collaboration between Res /inc teacher and classroom teacher during PLAs.

Crockett

School Year: 2016-2017

Date Completed: 7/27/2017

Campus Program Evaluation  
for  
Career and Technology-Program Intent "22"

Comprehensive Needs  
Assessment Reflection:  
Specific Program  
"Strengths" for the School  
Year

Crockett has increased technology in all content areas and classrooms. It is used on a daily basis - flip charts, power points, clickers, upads, laptops, etc...

Comprehensive Needs  
Assessment Reflection:  
Specific Program "Needs  
(Priorities)" for the  
Upcoming Year

To maximize student achievement through the use of technology, Crockett will continue with current infrastructure regarding lab schedules, classroom usage, & district tech support.  
New devices are needed

Indicate the Root Cause for  
each identified need:

funds from 2013 are depleting  
laptops & desktops are breaking down.

Crockett

School Year: 2016 - 2017

Date Completed: 7/27/2017

### Campus Program Evaluation for Bilingual/ESL-Program Intent "25"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"> <li>Received a distinction in student growth index</li> <li>Bilingual students score notably higher in all academic areas. They both district and state comparisons</li> </ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"> <li>Crockett ELLs score lower on ELA assessment types</li> <li>ELLs could benefit from additional help in Rdg, comprehension, voc, etc...</li> <li>Training for all in appropriate ELL strategies</li> </ul>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"> <li>The fact that ELLs are more fluent in their native language hinders comprehension in English.</li> </ul>

Crockett

School Year: 2016-2017

Date Completed: 7/27/2017

Campus Program Evaluation  
for  
State Compensatory Education-Program Intent "24, 26, 28, and 30"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<ul style="list-style-type: none"><li>• SCB funds supported retire/rehire and additional paras.</li><li>• Crockett was successful above district and state averages.</li><li>• 90% passing in 5<sup>th</sup> M+L and 4<sup>th</sup> M.</li></ul>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<ul style="list-style-type: none"><li>• continued enrichment and remediation during AT. In order to close the achievement gap for at risk students and increase percentage in Index 2.</li></ul>
<p>Indicate the Root Cause for each identified need:</p>	<ul style="list-style-type: none"><li>• African American students have a 67% passing rate. These students make up 10% of Crockett's population. On failure makes a huge difference.</li></ul>