

# Crockett Elementary School

## Campus Improvement Plan

### 2017/2018

*Focused Improvement for Every Student*



# Crockett Elementary School

## **Mission**

*The mission of Crockett Elementary is to provide a quality education through the combined efforts of staff, parents and students in order to develop academically productive, responsible citizens.*

## **Vision**

*Crockett Elementary will be a highly sought after school with a climate of high expectations that promotes achievement through the sustained efforts of all educational stakeholders. Those efforts include: highly qualified teachers with engaging classrooms, community support, parental involvement, professional administrative leadership and a student commitment to learning.*

### Nondiscrimination Notice

Crockett Elementary School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Site Based Committee

Name	Position
?, ?	Business Community Member
?, ?	Community Member
?, ?	Teacher
Birge, Melissa	Parent
Butler, Priscilla	Teacher
Calder, Rebecca	District Level Member
Hatfield, Randal	Principal
Kindy, Kristi	Teacher
Ortega, Keila	Teacher
Redd, Heather	Teacher
Segovia, Nicole	Teacher
Shackelford, Shea	Teacher
Torres, Jennifer	Teacher/Liaison
Willis, Tiffany	Teacher

# Crockett Elementary School

**Goal 1.** Because Davy Crockett Elementary School was named a 2017-18 Focus School based upon System Safeguard data for 2015-16, the campus will utilize the Texas Accountability Intervention System (TAIS) to identify needs and weaknesses, and to develop targeted improvement plans designed to provide all students with rigorous instruction emphasizing the deep alignment between the written, taught, and tested curriculum. Student achievement will meet all System Safeguards in 2017. Crockett missed System Safeguards for Reading in the following sub-populations: Hispanic, Special Education, Economically Disadvantaged, and English Language Learners. The campus missed System Safeguards in Writing in these sub-populations: Hispanic, Economically Disadvantaged, and English Language Learners. System Safeguards in Math were missed in the following sub-populations: Hispanic, Economically Disadvantaged, and Special Education.

**Objective 1.** A Focus Grant will be utilized to provide professional development to reading, writing, and math teachers with the specific purpose of improving student performance related to the System Safeguards which Davy Crockett Elementary School did not meet in 2015-2016 and 2016-2017.

**Objective 2.** Davy Crockett Elementary School will utilize the Campus RTI Committee process to strategically and purposefully identify and address the needs of 100% of Crockett students within the three-tier intervention system - Tier 1 (classroom), Tier 2 (intra-classroom) and Tier 3 (inter-classroom).

**Objective 3.** Davy Crockett Elementary School will provide for the deep alignment of the written, taught, and tested curriculum.

**Objective 4.** Davy Crockett Elementary School will provide a targeted program of professional development opportunities for teachers new to the campus, new to the profession, and new to the district.

**Objective 5.** Davy Crockett Elementary School will provide high quality coaching and mentoring for all core-subject teachers to increase student achievement in identified student sub-populations focusing on students identified as Economically Disadvantaged, ELL, Special Ed, and Hispanic.

**Objective 6.** Davy Crockett Elementary School will provide high quality professional development for all core teachers to increase student achievement by improving Teachers' and Instructional Assistants' pedagogy.

**Objective 7.** Davy Crockett Elementary School will improve Index 1 STAAR Math, Reading, and writing passing rates by 10% in grades 3 and 4 for all students and in the targeted sub-populations of Hispanic, English Language Learners, Special Education, and Economically Disadvantaged.

**Objective 8.** Common Formative Assessments (CFA) will be administered regularly to students to evaluate and monitor student progress toward STAAR accountability standards, and make data-driven decisions for adjustments in classroom instruction and targeted student interventions.

**Objective 9.** To improve their progress toward academic success and English language acquisition, Davy Crockett Elementary School will provide rigorous instruction and language supports for all students identified as English Language Learners.

**Objective 10.** Davy Crockett Elementary School will provide materials, supplies, and technology to support and enhance instructional programs, and campus/district initiatives.

**Goal 2.** Davy Crockett Elementary School will have procedures in place that provide employees with professional support which encourages personal growth opportunities directly related to individual job responsibilities with an emphasis on employee satisfaction, retention and advancement.

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- Goal 3.** Davy Crockett Elementary will utilize an effective communication structure to encourage campus involvement opportunities, ensuring that Parents/Families, Students, Teachers, and the community at large are invited, informed and involved in the campus activities which contribute to the improvement of the school.
- Objective 1.** Davy Crockett Elementary School Teachers will maintain continuous Communication with parents by posting grades on the Parent Portal each week, by daily having students take home Hero Binders containing student work samples, corrections to be made and returned, classroom newsletters, and teacher notes to parents. Teachers will also maintain school-home communication by using the ClassDojo teacher-student-parent communication app.
  - Objective 2.** Davy Crockett Elementary will utilize effective continuous communication methods within the campus so that 100% of the staff is informed of events, activities and expectations.
  - Objective 3.** Davy Crockett Elementary will actively enlist parental and community involvement in academic success and campus initiatives.
  - Objective 4.** The campus Parent Involvement Coordinator will facilitate parent involvement at the campus and district level.
- Goal 4.** Davy Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members.
- Objective 1.** Crockett Elementary will implement age appropriate instruction concerning bullying, drugs and alcohol, and violence prevention education.
  - Objective 2.** Crockett Staff members will implement established safety procedures 100% of the time.
  - Objective 3.** Davy Crockett Elementary School will meet the needs of foster students by cooperating with Child Protective Services personnel including counselors, case workers, foster parents, and CASA volunteers.
- Goal 5.** Davy Crockett Elementary will strive to maintain a 97% attendance rate.
- Objective 1.** Davy Crockett Elementary will utilize a continuous program of incentives and education to encourage students to learn the importance of consistent school attendance.
  - Objective 2.** The School Attendance Officer, other school administrators, the attendance committee, teachers, and office staff will effectively monitor and address individual student attendance on a daily basis. Measures including local initiatives and interventions, including those in compliance with state attendance laws will be utilized to correct attendance problems.
  - Objective 3.** Davy Crockett Elementary School administrators and its Attendance Committee will effectively communicate with parents and monitor state legal requirements and district policies regarding attendance.

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**Objective 1.** A Focus Grant will be utilized to provide professional development to reading, writing, and math teachers with the specific purpose of improving student performance related to the System Safeguards which Davy Crockett Elementary School did not meet in 2015-2016 and 2016-2017.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilizing a TEA Focus Grant, Region 16 ESC will be contracted to provide high quality professional development and coaching to 3rd and 4th grade ELAR teachers to increase student achievement in reading and writing. (Title I SW: 2,4) (Target Group: All, H, ECD, LEP, SPED, 504) (Strategic Priorities: 4) (CSFs: 1,7)	Assistant Superintendent(s), ESC Educational Consultant, Principal, Professional Educational Consultants	October thru March	(O)Staff Time, (S)State Grants	Summative - Calendar of PD provided by Region 16 ESC personnel Sign-in sheets
2. Through a TEA Focus Grant a contact with outside consultants for professional development and mentoring will provide high quality training to 3rd and 4th grade ELAR Teachers in the Units of Study to increase student achievement in reading and writing. (Title I SW: 1,3,4) (Target Group: All, H, ECD, LEP, SPED, 504) (Strategic Priorities: 4) (CSFs: 1,7)	Professional Educational Consultants	January	(F)Title III Bilingual / ESL, (S)State Grants	Summative - Calendar of PD provided by Region 16 ESC personnel Sign-in sheets
3. As a part of our Focus School Improvement Plan and our Equity Plan, Davy Crockett Elementary School will cooperate with the District's Math and Literacy Coordinators to provide ongoing support, guidance, coaching, and mentoring to teachers in the area of lesson planning and lesson delivery with the specific purpose of increasing student achievement for all students and specifically for Hispanic, ELL, Special ED, and Economically Disadvantaged students. (Title I SW: 1,2,3,4,10) (Target Group: All, H, ECD, LEP, SPED) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Superintendent(s), Core Subject Teachers, Literacy Coordinator, Math Coordinator, Principal	August thru May	(O)Personnel, (S)Local Funds	Summative - Professional Development records Accountability Data

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**Objective 2.** Davy Crockett Elementary School will utilize the Campus RTI Committee process to strategically and purposefully identify and address the needs of 100% of Crockett students within the three-tier intervention system - Tier 1 (classroom), Tier 2 (intra-classroom) and Tier 3 (inter-classroom).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Informed, instructional decisions for classroom instruction and student placements in tutorials and Rtl, will be made based on NWEA/MAP testing, CFA results and other student assessment data, formal and informal. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 2,8,9,10) (Target Group: All)	Designee(s), Instructional Liaison, Principal, Teacher(s)	August thru June	(L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Formative Appropriate placement in interventions as evidenced by increased CFA results and other data sources.  Summative STAAR results
2. Crockett Elementary will utilize an Rtl problem solving committee who will meet regularly to evaluate student data and progress and make strategic decisions for student intervention utilizing the district RTI procedures. (Title I SW: 8,9,10) (Target Group: All)	Assistant Principal(s), Dyslexia specialist, Principal, Teacher(s)	September thru May	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - RTI minutes Universal screening results Progress monitoring schedules Student achievement data
3. Davy Crockett Elementary School teachers will utilize Rtl Tier 2 interventions including after-school tutorials and the Academic Assistance Center's "AAC-After School" program as a means to provide timely and strategic academic assistance and intervention to identified students. (Title I SW: 9,10) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	September thru May	(O)Materials, (O)Personnel, (O)Staff Time	Summative - Extended day lesson plans, RTI minutes and progress monitoring, student attendance data from ZAP and tutorials
4. Students who fail reading and/or math for the year will be required to receive high quality, TEKS/SE based, accelerated instruction during summer school. Promotion decisions will be made with respect to successful completion of summer school. (Title I SW: 3,9) (Target Group: All)	Director of Curriculum and Instruction, Personnel Director, Principal, Superintendent(s), Teacher(s)	June	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - Lesson plans, attendance data, grade reports and STAAR data

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. A screening plan involving teachers, parents, and district dyslexia staff will be maintained for the identification and implementation of dyslexia interventions. Qualifying students will be provided Dyslexia support through daily dyslexia classes. (Title I SW: 9) (Target Group: All)	Counselor(s), Director of Curriculum and Instruction, Dyslexia specialist	August thru May	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - Dyslexia/504 data and reports. Dyslexia assessment data to track progress and growth in deficit skill sets
6. A campus based Rtl intervention teacher will provide interventions to students identified for Tier 3 interventions. This teacher will serve as the Rtl coordinator for Davy Crockett Elementary School, will chair the school's Rtl Committee, and will assist teachers in providing Tier 1 and Tier 2 interventions to identified students. (Title I SW: 1,2,3,9) (Target Group: AtRisk)	Core Subject Teachers, Teacher(s)	August - June	(F)Title I, (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Rtl Committee Minutes Intervention Records SLR, DMAC



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. In order to achieve district and campus goals related to PBMAS and SYSTEM SAFEGUARDS, the ELPS, Sheltered Instruction, and high yield teacher and student instructional strategies such as The Fundamental 5, McRel, Units of Study, Compass Learning, Imagine Learning, Guided Reading, Guided Math, and cooperative learning groups will be utilized to document and execute differentiated instruction, language development and interactive activities of all students at Crockett Elementary and especially students identified as Hispanic, Special Education, Economically Disadvantaged, and English Language Learners (ELL). FOCUS/TAIS (Title I SW: 1,2,3,8,9,10) (Title I TA: 1,2) (Target Group: All, H, ECD, ESL, LEP, SPED, 504) (Strategic Priorities: 4) (CSFs: 1,2)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Instructional Liaison, Literacy Coordinator, Math Coordinator, Principal, Professional Educational Consultants, Teacher(s)</p>	<p>August thru June</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative Lesson Plan Audit Sustainability Plan  Summative Success on STAAR</p>
<p>2. Davy Crockett Elementary School teachers will utilize small group instruction in math and reading (Guided Reading and Guided Math) to target the individual needs of their students. Teachers will receive ongoing professional development and coaching in small group instruction and the use of running records. (Title I SW: 1,2,3,4,9) (Target Group: All, H, ECD, LEP, SPED, 504) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Assistant Principal(s), Literacy Coordinator, Math Coordinator, Principal, Teacher(s)</p>	<p>August thru May</p>	<p>(F)Title 1 Part A Funds, (O)Teacher pedagogy</p>	<p>Summative - Common Assessments SLR/Tracking Forms 2018 STAAR Data</p>

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**Objective 3.** Davy Crockett Elementary School will provide for the deep alignment of the written, taught, and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Teachers and administrators will participate in lesson planning Treasure Hunt Days to align the written, taught and tested curriculum, calibrate resources and develop common formative assessments. Crockett will align instruction, curriculum, and resources to address the content, context, verb and academic vocabulary to the depth and complexity of the TEKS/SE utilizing the district created resource rubric and resource calibration instrument. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,8,9,10) (Target Group: All)	Assistant Principal(s), Director of Federal Programs and Instruction, Principal, Teacher(s)	August thru May	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time	Summative - agendas and minutes assessment data lesson plans
4. Davy Crockett Elementary School will utilize the KILGO method of TEKS/SE analysis to guide the development of higher cognitive levels of learning by raising the lesson's level of rigor and DOK. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,8,10) (Title I TA: 1,2,3) (Target Group: All)	Principal, Teacher(s)	August thru May	(O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time, (S)Local Funds	Summative - Formative Implementation of increased rigor observed through administrator and instructional liaison walk-throughs.  Lesson Plan Audits  Summative Success on STAAR

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**Objective 3.** Davy Crockett Elementary School will provide for the deep alignment of the written, taught, and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Borger ISD will provide reading supports for students transitioning from second grade balanced literacy to the third grade state assessment (STAAR). Aligned reading instruction will utilize a Balanced Literacy approach for students. Teachers will implement and monitor guided reading components in elementary bilingual classrooms through collaboration, planning, co-teaching and monitoring. This includes professional development and the purchase of materials to increase reading instruction. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,3,4,9,10) (Target Group: All)	Core Subject Teachers, Director of Federal Programs and Instruction, Literacy Coordinator, Principal	August 2014- July 2015	(O)Materials, (O)Teacher pedagogy	Summative - Summative-Increased reading proficiency as measured by second grade local assessments, third grade benchmarks and state assessments (Spring 2013). Formative-RTI records, running records, anecdotal records
6. Davy Crockett Elementary School teachers will provide reading instruction to all students utilizing elements of the Continuum of Literacy, including Guided Reading, and incorporating "The Daily Five" to manage student learning activities in the classroom. (Title I SW: 1,2,10) (Target Group: All, 3rd, 4th)	Assistant Principal(s), Literacy Coordinator, Math Coordinator, Principal, Teacher(s)	August thru June	(O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time, (O)Teacher pedagogy	Summative - Walkthrough data, PDAS evaluations, STAAR scores
7. Grade level scope and sequence will be reviewed regularly by PLC's and when appropriate, recommendations for amendments will be presented to the principal, superintendent, and assistant superintendent for approval. (Title I SW: 1,2,4,8,10) (Target Group: All)	Assistant Superintendent(s), Principal, Superintendent(s), Teacher(s)	August and January	(F)KILGO Training and Resources, (O)Staff Time	Summative - PLC minutes Superintendent responses

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**Objective 4.** Davy Crockett Elementary School will provide a targeted program of professional development opportunities for teachers new to the campus, new to the profession, and new to the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. First year teachers and teachers new to district will attend a new teacher academy training, new teacher field trips, and ongoing PLC meetings. These will provide ongoing instructional coaching, support and mentoring. EQUITY PLAN (Title I SW: 1,3,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2,6,7)	Assistant Superintendent(s), Literacy Coordinator, Math Coordinator, Principal	August thru May	(L)Local Taxes and State Per Capita Allotments	Summative - Sign-In Sheets Meeting Agendas Lesson plans Walk Through observations
2. In order to assist new employees in assimilating into their new school, a "New to Campus In-Service" will be provided to all Teachers and Instructional Assistants to inform them concerning campus specific expectations, procedures, practices, and traditions. EQUITY PLAN (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 6,7)	Assistant Principal(s), Counselor(s), Instructional Liaison, Principal, School Nurse	August	(O)No Associated Cost, (O)Staff Time	Summative - In-Service sign-in sheets and copy of agenda.
3. All new to campus Davy Crockett Elementary teachers will be paired with a guide teacher to assist them in learning the written and unwritten practices and procedures of the campus in order to successfully transition as new staff members. EQUITY PLAN (Title I SW: 1,4,9) (Target Group: All)	Instructional Liaison, Principal, Teacher(s)	August - May	(O)No Associated Cost, (O)Staff Time	Summative - PLC Minutes Staff Survey Liaison Reports

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**Objective 5.** Davy Crockett Elementary School will provide high quality coaching and mentoring for all core-subject teachers to increase student achievement in identified student sub-populations focusing on students identified as Economically Disadvantaged, ELL, Special Ed, and Hispanic.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District's Math and Literacy Coordinators will provide leadership to PLCs and instructional coaching to teachers in need of assistance as a strategy for improving the classroom instruction and achievement of Hispanic, Economically Disadvantaged, English Language Learners, and Special Education students. FOCUS/TAIS (Title I SW: 1,2,3,4,9) (Target Group: H, ECD, LEP, SPED) (Strategic Priorities: 1,4) (CSFs: 1,7)	Literacy Coordinator, Math Coordinator, Principal	August - May	(L)Local Taxes and State Per Capita Allotments, (O)District Aligned Professional Development	Summative - 2018 STAAR Data Coordinators' records

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**Objective 6.** Davy Crockett Elementary School will provide high quality professional development for all core teachers to increase student achievement by improving Teachers' and Instructional Assistants' pedagogy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. As an identified Focus School, Davy Crockett Elementary administrators and teachers, along with district leaders and Region 16 ESC personnel will collaborate to develop and implement a Texas Accountability Intervention System (TAIS) improvement plan which includes staff training strategies necessary to achieve the goals of the plan which includes improving the performance of Hispanic, ELL, Special Ed, and Economically Disadvantaged students on the 2018 STAAR. FOCUS/TAIS and PBMAS (Title I SW: 2,8,10) (Target Group: ECD, LEP, SPED, M, 3rd, 4th)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Director of Special Education , Instructional Liaison, Principal, Superintendent(s), Teacher(s)</p>	<p>September thru May</p>	<p>(O)Personnel, (O)Staff Time, (S)Local Funds</p>	<p>Summative - 2018 State Accountability Report for Davy Crockett Elementary sCHOOL</p>
<p>2. Davy Crockett Elementary will participate in professional development on topics including but not limited to: McRel, Lead4Ward, DMAC, Fundamental 5, Sheltered Instruction, English Language Proficiency Standards (ELPS), Units of Study and other curriculum implementation, the lesson cycle, lesson planning and instructional implementation, in order to increase rigor and align to the depth and complexity of the TEKS and to understand the depth of knowledge required to be successful. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,10) (Target Group: All, H, ECD, LEP, SPED, 3rd, 4th) (Strategic Priorities: 1,4) (CSFs: 1,7)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Core Subject Teachers, Literacy Coordinator, Math Coordinator, Principal, Superintendent(s)</p>	<p>August 2017-July 2018</p>	<p>(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Staff Time</p>	<p>Summative - Sign in sheets, agendas and meeting minutes. Evidence of learning as seen through walk through observations and PDAS as well as six weeks assessment data and data from the NWEA MAP tests.</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Crockett Elementary will have sustained training in the areas of Curriculum Scope and Sequence, Data Driven Decision Making, and Common Formative Assessments. (Title I SW: 1,2,3,4,8,10) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,6,7)	Assistant Principal(s), Assistant Superintendent(s), Core Subject Teachers, Principal, Teacher(s)	August 2017- July 2018	(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments	Summative - Training sign-in sheets, certificates of completion, lesson plan audits. Local assessments, STAAR results
4. Teachers will work with the District Literacy Coach to increase teacher pedagogy in providing literacy support through Guided Reading. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,5,8,10) (Target Group: All)	Director of Curriculum and Instruction, Literacy Coordinator, Principal	August thru July	(O)Materials, (O)Staff Time, (S)Local Funds	Summative - Summative-Increased literacy proficiency as evidenced by local and state assessment Teacher contact data, professional development sign-in sheet (every 6-9 weeks).
5. All instructional staff will seek out and participate in chosen professional development opportunities aligned to campus and districts needs and initiatives and will include but are not limited to topics such as: ELPS, Inclusion, Autism, Literacy, behavioral supports, Content area topics. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,10) (Target Group: All)	Assistant Principal(s), Director of Curriculum and Instruction, Director of Federal Programs and Instruction, Principal, Teacher(s)	August thru July	(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - professional development request forms, lesson plan audits, observation of implementation of new learning seen through walk-thoughts and PDAS
6. Davy Crockett Elementary will provide information and training to staff members concerning the seamless integration of the Fundamental 5, McRel strategies, Units of Study, the Continuum of Literacy (including Guided Reading), the ELPS, and Sheltered Instruction. FOCUS (Title I SW: 1,4) (Target Group: 3rd, 4th)	Assistant Principal(s), Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Professional Educational Consultants	August - May	(F)Title IIA Principal and Teacher Improvement, (O)Staff Time	Summative - Professional development agendas and sign-in sheets

# Crockett Elementary School

**Goal 1.** Because Davy Crockett Elementary School was named a 2017-18 Focus School based upon System Safeguard data for 2015-16, the campus will utilize the Texas Accountability Intervention System (TAIS) to identify needs and weaknesses, and to develop targeted improvement plans designed to provide all students with rigorous instruction emphasizing the deep alignment between the written, taught, and tested curriculum. Student achievement will meet all System Safeguards in 2017. Crockett missed System Safeguards for Reading in the following sub-populations: Hispanic, Special Education, Economically Disadvantaged, and English Language Learners. The campus missed System Safeguards in Writing in these sub-populations: Hispanic, Economically Disadvantaged, and English Language Learners. System Safeguards in Math were missed in the following sub-populations: Hispanic, Economically Disadvantaged, and Special Education.

**Objective 6.** Davy Crockett Elementary School will provide high quality professional development for all core teachers to increase student achievement by improving Teachers' and Instructional Assistants' pedagogy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Classroom observations will be conducted using the PowerWalk observation tool by administrators. Data from the observations will be used to discover campus trends and individual teacher implementation of the Fundamental 5 as well as other best practices. Information will be share dwith the faculty as a whole and with individual teachers to assist them in developing personal improvement goals. (Title I SW: 1,2,4,9)	Assistant Principal(s), Assistant Superintendent(s), Director of Federal Programs and Instruction, Instructional Liaison, Principal, Superintendent(s), Teacher(s)	August thru June	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Power Walks Reports
8. Teachers will receive ongoing training for the continued utilization of Guided Math in all math classrooms. (Title I SW: 1,2,3,4) (Target Group: All)	Assistant Superintendent(s), Principal, Teacher(s)	July 2016-May 2017	(F)Professional Development, (F)Title IIA Principal and Teacher Improvement, (O)Staff Time, (S)Local Funds	Summative - Six Weeks Tests DMAC Power Walks Observations 2018 STAAR results Student Level Review (SLR) ELL Tracking
9. Teachers and staff will receive training in McRel International's "Effort and Cooperative Learning, and Inferencing and Summarization" strategies. (Title I SW: 1,2,4) (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Principal	September thru May	(O)Staff Time, (S)Local Funds	Summative - Professional Development Records/sign-in sheets



# Crockett Elementary School

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**Objective 7.** Davy Crockett Elementary School will improve Index 1 STAAR Math, Reading, and writing passing rates by 10% in grades 3 and 4 for all students and in the targeted sub-populations of Hispanic, English Language Learners, Special Education, and Economically Disadvantaged.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# Crockett Elementary School

**Goal 1.** Because Davy Crockett Elementary School was named a 2017-18 Focus School based upon System Safeguard data for 2015-16, the campus will utilize the Texas Accountability Intervention System (TAIS) to identify needs and weaknesses, and to develop targeted improvement plans designed to provide all students with rigorous instruction emphasizing the deep alignment between the written, taught, and tested curriculum. Student achievement will meet all System Safeguards in 2017. Crockett missed System Safeguards for Reading in the following sub-populations: Hispanic, Special Education, Economically Disadvantaged, and English Language Learners. The campus missed System Safeguards in Writing in these sub-populations: Hispanic, Economically Disadvantaged, and English Language Learners. System Safeguards in Math were missed in the following sub-populations: Hispanic, Economically Disadvantaged, and Special Education.

**Objective 8.** Common Formative Assessments (CFA) will be administered regularly to students to evaluate and monitor student progress toward STAAR accountability standards, and make data-driven decisions for adjustments in classroom instruction and targeted student interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Principal, teachers and Instructional Liaisons will build Common Formative Assessments using STAAR 1, STAAR Test Maker, DMAC and other resources. (Title I SW: 1,8) (Target Group: All)	Designee(s), Instructional Liaison, Principal	August thru May	(O)Materials, (O)Personnel, (O)Staff Time	Summative - Testing records Student achievement data STAAR data
2. Teachers, principal and assistant principal will participate in data disaggregation upon completion of Common Formative Assessments. Trends in student data, power TEKS, reteaching needs, etc. will be identified. Data will be used to determine accelerated instruction interventions on specific TEKS/SE to be provided in SOAR and after-school tutorials (Title I SW: 8) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August thru May	(O)Materials, (O)Personnel, (O)Staff Time	Summative - tracking of TEKS and performance data, lesson plans to show re-teaching opportunities, leadership review notes
3. Student academic progress will assessed in September and January using the Measures of Academic Progress (MAP) online tests from NWEA. Data will be used along with formative assessments to determine student needs and strengths and intervention strategies needed. (Title I SW: 8,9) (Target Group: All, 3rd, 4th)	Campus Instructional Technologist, Director of Technology, Principal, Teacher(s)	September and January	(O)Staff Time, (S)Local Funds	Summative - NWEA reports and intervention plans
4. DMAC Quintile Reports of three week chunk tests and six weeks tests will be used by teachers to identify students for Tier 3 interventions and STAAR tutorials. (Title I SW: 1,2,8) (Target Group: AtRisk)	Core Subject Teachers, Instructional Liaison, Principal, Teacher(s)	October - May	(O)Educator Lesson Plans, (O)Staff Time, (S)Local Funds	Summative - Teacher analyses of Six Weeks test scores Student Level Reviews Rtl Committee Meetings

# Crockett Elementary School

**Goal 1.** Because Davy Crockett Elementary School was named a 2017-18 Focus School based upon System Safeguard data for 2015-16, the campus will utilize the Texas Accountability Intervention System (TAIS) to identify needs and weaknesses, and to develop targeted improvement plans designed to provide all students with rigorous instruction emphasizing the deep alignment between the written, taught, and tested curriculum. Student achievement will meet all System Safeguards in 2017. Crockett missed System Safeguards for Reading in the following sub-populations: Hispanic, Special Education, Economically Disadvantaged, and English Language Learners. The campus missed System Safeguards in Writing in these sub-populations: Hispanic, Economically Disadvantaged, and English Language Learners. System Safeguards in Math were missed in the following sub-populations: Hispanic, Economically Disadvantaged, and Special Education.

**Objective 8.** Common Formative Assessments (CFA) will be administered regularly to students to evaluate and monitor student progress toward STAAR accountability standards, and make data-driven decisions for adjustments in classroom instruction and targeted student interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. All core subject teachers will utilize Student Level Reviews (SLR) to track student growth throughout the year and identify students and groups in need of targeted interventions. (Title I SW: 1,2,4,8,9) (Target Group: All, H, ECD, LEP, GT, AtRisk)	Core Subject Teachers, Instructional Liaison	October - June	(O)Access to Student Performance Data, (O)Campus Based Professional Development, (O)Educator Lesson Plans, (O)No Associated Cost, (O)Staff Time, (S)Local Funds	Summative - Teacher SLRs Intervention plans STAAR Data

# Crockett Elementary School

**Goal 1.** Because Davy Crockett Elementary School was named a 2017-18 Focus School based upon System Safeguard data for 2015-16, the campus will utilize the Texas Accountability Intervention System (TAIS) to identify needs and weaknesses, and to develop targeted improvement plans designed to provide all students with rigorous instruction emphasizing the deep alignment between the written, taught, and tested curriculum. Student achievement will meet all System Safeguards in 2017. Crockett missed System Safeguards for Reading in the following sub-populations: Hispanic, Special Education, Economically Disadvantaged, and English Language Learners. The campus missed System Safeguards in Writing in these sub-populations: Hispanic, Economically Disadvantaged, and English Language Learners. System Safeguards in Math were missed in the following sub-populations: Hispanic, Economically Disadvantaged, and Special Education.

**Objective 9.** To improve their progress toward academic success and English language acquisition, Davy Crockett Elementary School will provide rigorous instruction and language supports for all students identified as English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Qualifying students will be provided strategic instruction using best practices for second language acquisition. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,3,10) (Target Group: LEP)	Director of Curriculum and Instruction, Principal, Teacher(s)	August thru May	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - Lesson plan audits Observations TELPAS and STAAR data
2. Staff will participate in targeted trainings and other professional development activities to improve instructional strategies specifically targeted toward language learners, including by not limited to: Sheltered Instruction, ELPS, and TELPAS monitoring. Focus will be made on rigor, relevance and alignment. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,3,10) (Target Group: LEP)	Director of Curriculum and Instruction, Principal	August thru May	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Sign in sheets, agendas, minutes, lesson plan audits
3. Crockett Elementary will provide appropriate supplies, materials and supplemental curriculum to support instructional needs of ELLs in ESL/Bilingual programs. (Title I SW: 1,10) (Target Group: LEP)	Director of Curriculum and Instruction, Principal	August thru May	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - surveys, needs assessment, purchase orders and expenditure reports
4. All LPAC procedures and legal requirements will be followed to identify, make placement and programming decisions and monitor student progress. (Title I SW: 1,10) (Target Group: LEP)	Assistant Principal(s), Counselor(s), Director of Federal Programs and Instruction, Principal	August thru July	(O)No Associated Cost	Summative - LPAC minutes and agendas, training documentation, PEIMS reporting

# Crockett Elementary School

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**Objective 9.** To improve their progress toward academic success and English language acquisition, Davy Crockett Elementary School will provide rigorous instruction and language supports for all students identified as English Language Learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. The academic progress of each ELL student will be closely monitored using a Student Level Review (SLR) document which tracks performance on two/three week chunk formative assessments, six weeks assessments. This data will provide information for planning and delivering immediate interventions which target specific TEKS for instruction in whole group instruction, SOAR and after-school tutorials (Title I SW: 1,8,9) (Target Group: LEP, 3rd, 4th)	Instructional Liaison, Principal, Teacher(s)	September thru May	(O)Staff Time, (S)Local Funds	Summative - SLR document, records of interventions, RTI committee minutes
6. Through Peer Pairing, Bilingual students will build relationships with non-bilingual students in order to enhance English language development. (Title I SW: 1,9) (Target Group: LEP)	Assistant Principal(s), Counselor(s), Instructional Liaison, Principal, Teacher(s)	October - May	(O)No Associated Cost	Student Surveys LEP STAAR and TELPAS student Progress Measures

# Crockett Elementary School

**Goal 1.** Because Davy Crockett Elementary School was named a 2017-18 Focus School based upon System Safeguard data for 2015-16, the campus will utilize the Texas Accountability Intervention System (TAIS) to identify needs and weaknesses, and to develop targeted improvement plans designed to provide all students with rigorous instruction emphasizing the deep alignment between the written, taught, and tested curriculum. Student achievement will meet all System Safeguards in 2017. Crockett missed System Safeguards for Reading in the following sub-populations: Hispanic, Special Education, Economically Disadvantaged, and English Language Learners. The campus missed System Safeguards in Writing in these sub-populations: Hispanic, Economically Disadvantaged, and English Language Learners. System Safeguards in Math were missed in the following sub-populations: Hispanic, Economically Disadvantaged, and Special Education.

**Objective 10.** Davy Crockett Elementary School will provide materials, supplies, and technology to support and enhance instructional programs, and campus/district initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett Elementary will utilize instructional technology and programs to supplement classroom instruction. These will include but are not limited to: IStation, Compass Math, Compass Reading, Dyned. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,9,10) (Target Group: All)	Director of Curriculum and Instruction, Director of Technology, Principal	August thru June	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Resource Calibration Instrument	Summative - Summative-Increased student performance on state and local assessments
2. IPAD labs and IPAD Apps will be utilized to supplement and enhance classroom instruction. (Title I SW: 1,9,10) (Target Group: All)	Director of Curriculum and Instruction, Director of Technology, Principal, Teacher(s)	August thru June	(L)Local Taxes and State Per Capita Allotments	Summative - Lesson plan audits Student achievement data
3. Technology hardware and software will be maintained and upgraded as needed and appropriate. (Title I SW: 1) (Target Group: All)	Director of Technology, Principal	August thru June	(L)Local Taxes and State Per Capita Allotments	Summative - Campus Needs Assessment will assess effectiveness of current programs and needs for changes/additions. STAR Chart data will help determine strength and needs, technology notebook records
4. Davy Crockett Elementary will continue to utilize a teacher IPAD program in tested subjects to support and enhance district instructional delivery initiatives designed to increase student achievement and deepen the depth of knowledge and rigor in the classroom. (Title I SW: 1,10) (Target Group: All)	Director of Federal Programs and Instruction, Director of Technology, Principal	August thru June	(F)Federal Grants	Summative - Walk through observation data showing use of technology by teacher increase, district initiatives for instructional delivery observed
5. Davy Crockett Bilingual classrooms will be provided with iPads to supplement instruction and provide support for bilingual students. (Target Group: LEP)	Assistant Superintendent(s), Campus Instructional Technologist, Director of Technology	August - May	(F)Title III Bilingual / ESL	Summative - District Title III Federal Funds Budget expenditures

# Crockett Elementary School

**Goal 2.** Davy Crockett Elementary School will have procedures in place that provide employees with professional support which encourages personal growth opportunities directly related to individual job responsibilities with an emphasis on employee satisfaction, retention and advancement.

**Objective #.** No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# Crockett Elementary School

**Goal 3.** Davy Crockett Elementary will utilize an effective communication structure to encourage campus involvement opportunities, ensuring that Parents/Families, Students, Teachers, and the community at large are invited, informed and involved in the campus activities which contribute to the improvement of the school.

**Objective 1.** Davy Crockett Elementary School Teachers will maintain continuous Communication with parents by posting grades on the Parent Portal each week, by daily having students take home Hero Binders containing student work samples, corrections to be made and returned, classroom newsletters, and teacher notes to parents. Teachers will also maintain school-home communication by using the ClassDojo teacher-student-parent communication app.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will keep a log containing a record of each parent contact made throughout the year which includes the date, time, purpose, and results of the contact. (Title I SW: 1,6) (Target Group: All, H, ECD, LEP, SPED) (Strategic Priorities: 4) (CSFs: 1,5,6)	Teacher(s)	August thru May	(O)No Associated Cost, (O)Staff Time	Summative - Teachers' contact logs



# Crockett Elementary School

**Goal 3.** Davy Crockett Elementary will utilize an effective communication structure to encourage campus involvement opportunities, ensuring that Parents/Families, Students, Teachers, and the community at large are invited, informed and involved in the campus activities which contribute to the improvement of the school.

**Objective 2.** Davy Crockett Elementary will utilize effective continuous communication methods within the campus so that 100% of the staff is informed of events, activities and expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will communicate campus initiatives and news to the staff through weekly calendar information, emails and staff meetings. (Title I SW: 1,6,10) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, School Nurse	August thru May	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Copies of communications End of Year Summative Conferences with Teachers
2. Administration will maintain open communications will all stakeholders and will effectively communicate with the group when needed. (Title I SW: 1,2,10) (Target Group: All)	Principal	August 2014- July 2015	(O)No Associated Cost, (O)Staff Time	Formative - Conference notes, surveys
3. The principal and staff members will communicate with faculty, parents and other district stakeholders. The communication process at Crockett Elementary will include: faculty to faculty - Meeting agendas and minutes, emails, faculty to parents - parent teacher conferences, parent phone calls and written communication to parents, newsletters; (Title I SW: 1,2,6,10) (Target Group: All)	Designee(s), Principal, Teacher(s)	August thru June	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Meeting Agendas and Minutes, surveys
4. Instructional Liaison Teachers will meet regularly with teachers and administrators in order to promote open communication, problem solving, improve educational programming, enhance school climate, and encourage staff input and participation. (Title I SW: 1,2,8,9,10) (Target Group: All)	Assistant Principal(s), Instructional Liaison, Principal, Teacher(s)	August - May	(O)No Associated Cost, (O)Staff Time	Summative - PLC Minutes Faculty Meeting Agendas
5. A Davy Crockett Elementary School newsletter will be created and distributed each six weeks. The newsletter will be compiled by teachers and distributed to school staff and parents. Information about school events and initiatives will be included. (Title I SW: 1,2,6,10) (Target Group: All)	Assistant Principal(s), Instructional Liaison, Principal, Teacher(s)	September through May	(O)Staff Time, (S)Local Funds	File of newsletters

# Crockett Elementary School

**Goal 3.** Davy Crockett Elementary will utilize an effective communication structure to encourage campus involvement opportunities, ensuring that Parents/Families, Students, Teachers, and the community at large are invited, informed and involved in the campus activities which contribute to the improvement of the school.

**Objective 3.** Davy Crockett Elementary will actively enlist parental and community involvement in academic success and campus initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Davy Crockett Elementary School will host informational parent meetings once each semester and at other times as needed. Activities will include but are not limited to: Title One information distribution, Value and Utility of Parents, Bilingual/ESL information, STAAR information and preparation, "Open House" activities. (Title I SW: 1,2,6,10) (Target Group: All)</p>	<p>Assistant Principal(s), Counselor(s), Designee(s), Dyslexia specialist, Literacy Coordinator, Parent Involvement Coordinators, Principal, School Nurse, Special Education Teachers, SRO Officer, Teacher(s)</p>	<p>August thru April</p>	<p>(F)Title 1 Part A Funds, (L)Agency Funds (ie: Student Activity Funds), (O)Access to facilities, (O)Access to Student Performance Data, (O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds</p>	<p>Summative - sign in sheets, agendas, meeting minutes, surveys-formal and informal</p>
<p>2. Davy Crockett Elementary will provide many opportunities for the interaction of staff, students, parents and community members. Activities will include but are not limited to: New Year's Party, Parent Teacher Conference Day, Book Fair, PTO meetings, Parent Volunteer program. (Title I SW: 1,2,6,10) (Target Group: All)</p>	<p>Assistant Principal(s), Counselor(s), Dyslexia specialist, G/T Lead Teacher, Literacy Coordinator, Principal, School Nurse, SRO Officer, Teacher(s)</p>	<p>August thru May</p>	<p>(L)Agency Funds (ie: Student Activity Funds), (O)Materials, (O)Personnel, (S)Local Funds</p>	<p>Summative - sign in sheets and agendas, meeting minutes, surveys, Raptor reports</p>
<p>3. Communication with parents and community members will be enhanced through a series of evening Town Hall Meetings at which administrators will provide updates on school activities and report progress on the School Improvement Plan. Attendees will be able to ask questions concerning all aspects of the school during a question and answer time. (Title I SW: 6) (Target Group: All)</p>	<p>Instructional Liaison, Parent Involvement Coordinators, Principal</p>	<p>October thru April</p>	<p>(S)Local Funds</p>	<p>Summative - Agendas and sign-in sheets</p>
<p>4. Davy Crockett Elementary School will utilize a Parent Advisory Committee and enlist parents from all demographic groups to participate. This committee will provide advice and ideas to school administrators for the purpose of improving all facets of the school. (Title I SW: 6) (Target Group: H, W, AA, ECD, LEP, SPED, 3rd, 4th)</p>	<p>Parent Involvement Coordinators, Principal</p>	<p>November thru May</p>	<p>(O)No Associated Cost</p>	<p>Summative - Committee minutes and sign-in sheets</p>

# Crockett Elementary School

**Goal 3.** Davy Crockett Elementary will utilize an effective communication structure to encourage campus involvement opportunities, ensuring that Parents/Families, Students, Teachers, and the community at large are invited, informed and involved in the campus activities which contribute to the improvement of the school.

**Objective 3.** Davy Crockett Elementary will actively enlist parental and community involvement in academic success and campus initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. The Campus Improvement Committee of Davy Crockett Elementary School will discuss and schedule when appropriate, special events that bring teachers, parents, and students together for informal interactions such as game nights, movie nights, cook outs, etc. (Title I SW: 1,2,6) (Target Group: All)	Assistant Principal(s), Counselor(s), Parent Involvement Coordinators, Principal, Teacher(s)	August - May	(L)Agency Funds (ie: Student Activity Funds), (O)Staff Time, (S)Local Funds	School Calendar Sign-in sheets
6. Family nights for different purposes (outside speakers, fun nights, programs, etc.) would be helpful to encourage parents to come to the school and get more involved. Crockett Elementary will conduct family nights and invite parent participation. (Title I SW: 1,6) (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Parent Involvement Coordinators, Principal, Teacher(s)	August through May	(F)Title I, (L)Local Projects, (O)Staff Time, (S)Local Funds	Campus Calendar Sign-in sheets publicity materials

# Crockett Elementary School

**Goal 3.** Davy Crockett Elementary will utilize an effective communication structure to encourage campus involvement opportunities, ensuring that Parents/Families, Students, Teachers, and the community at large are invited, informed and involved in the campus activities which contribute to the improvement of the school.

**Objective 4.** The campus Parent Involvement Coordinator will facilitate parent involvement at the campus and district level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Parent Involvement Coordinator will support parent involvement initiatives at Crockett Elementary and at the District Parent Involvement Center. (Title I SW: 1,2,4,6,9,10) (Target Group: All)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August thru May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL	Summative - sign in sheets, agendas, meeting minutes, surveys
2. The Parent Involvement Coordinator will assist Borger ISD in offering ESL classes and GED classes for parents and community members through the Borger ISD Parental Involvement Center. (Title I SW: 1,4,6,10) (Target Group: All)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August thru May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL	Summative - sign in sheets, agendas, meeting minutes, surveys
3. The Parent Involvement Coordinator will ensure that all district Parent Involvement Policies and Compacts are reflective of district, state and federal requirements and are distributed according to requirements. (Title I SW: 1,2,6,10) (Target Group: All)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	August thru May	(F)Title 1 Part A Funds	Summative - All compliance pieces will be validated by the Federal Programs Director

# Crockett Elementary School

**Goal 4.** Davy Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members.

**Objective 1.** Crockett Elementary will implement age appropriate instruction concerning bullying, drugs and alcohol, and violence prevention education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Davy Crockett Elementary School students will participate in character education activities which emphasize the "Six Pillars" of the Character Counts program (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship). (Title I SW: 1,3,9) (Target Group: All)	Counselor(s), Principal, SRO Officer, Teacher(s)	August thru June	(O)Materials, (O)Personnel, (S)Local Funds	Summative - Counselor plans, class rolls, student attendance during lessons.
2. Davy Crockett Elementary will actively work to eliminate bullying and to increase awareness of bullying. Victims and witnesses of bullying will be encouraged to report bullying to teachers and administrators. (Title I SW: 1,2,3) (Target Group: All)	Counselor(s), Principal, Teacher(s)	August thru June	(L)Agency Funds (ie: Student Activity Funds), (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - incident reports, lesson plans, meeting agendas and minutes, surveys, student conferences
3. Davy Crockett Elementary will participate in district sponsored activities including but not limited to Red Ribbon Week. (Title I SW: 10) (Target Group: All)	Assistant Principal(s), Counselor(s), Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal, SRO Officer, Teacher(s)	October and August thru May	(F)Title 1 Part A Funds, (O)Access to facilities, (O)Personnel	Summative - weekly agenda of activities, participation rates
4. Davy Crockett Elementary students will have the opportunity to interact with positive role models through Red Ribbon visits by Borger High School students, by participation in a weekly mentoring program bringing at-risk students and high school and community mentors together, and through special programs which utilize outside providers of events in which they present positive messages for specific challenges students face at school and in life outside school. (Title I SW: 1,2,9) (Target Group: All, AtRisk)	Assistant Principal(s), Counselor(s), Parent Involvement Coordinators, Principal, Teacher(s)	October - May	(L)Agency Funds (ie: Student Activity Funds), (O)Staff Time	Mentoring sign-in sheets School Calendar Weekly Events Calendar

# Crockett Elementary School

- Goal 4.** Davy Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members.
- Objective 2.** Crockett Staff members will implement established safety procedures 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett staff will follow procedures for all drills/actual incidences as outlined in the established campus Emergency Operations Plan. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal	September thru June	(O)No Associated Cost, (O)Staff Time	Summative - Documentaiton of safety drills, incident reports.
2. Identified members of Crockett Elementary will be certified in CPI to ensure the safety, security and welfare of all students. (Target Group: All)	Assistant Principal(s), Director of Special Education , Principal, School Nurse, Special Education Teachers, SRO Officer, Teacher(s)	August thru May	(O)Campus Based Professional Development, (O)No Associated Cost, (O)Staff Time	Summative - Certificate of completion and attendance records.
3. Crockett will utilize the RAPTOR visitor management system to track student leaving patterns, parent and volunteer numbers, and substitute teachers. (Title I SW: 6) (Target Group: All)	Principal	August thru June	(O)Materials, (O)Personnel, (S)Local Funds	Summative - Campus visitor data records
4. Crockett Elemtnary will utilize the Student Resource Officer to maintain a safe school environment. (Title I SW: 1) (Target Group: All)	Assistant Superintendent(s), Personnel Director, Principal, SRO Officer	August thru May	(S)Local Funds	Summative -
5. Crockett Elementary will utilize and maintain surveillance cameras and monitors to monitor facilities. (Target Group: All)	Director of Environmental Services, Principal, SRO Officer	August thru July	(S)Local Funds	Summative - Surveillance records Decrease in vandalism, loitering, facility safety. Timely intervention
6. An entrance "buzz in" security system at the front entrance of Davy Crockett Elementary School will be utilized in order to provide a primary level of protection for our students, teachers, and visitors. (Title I SW: 1) (Target Group: All)	Assistant Superintendent(s), Director of Environmental Services, Principal	August thru June	(O)No Associated Cost	Summative - Documentation of installation and media coverage

# Crockett Elementary School

- Goal 4.** Davy Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members.
- Objective 3.** Davy Crockett Elementary School will meet the needs of foster students by cooperating with Child Protective Services personnel including counselors, case workers, foster parents, and CASA volunteers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will collaborate with Texas Department of Family and Protective Services to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged and funded. (Title I SW: 10) (Target Group: All)	Instructional Services Coordinator, Superintendent(s)	December 2016- May 2017	(F)Title I, (S)Local Funds	Formative -

# Crockett Elementary School

**Goal 5.** Davy Crockett Elementary will strive to maintain a 97% attendance rate.

**Objective 1.** Davy Crockett Elementary will utilize a continuous program of incentives and education to encourage students to learn the importance of consistent school attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. To achieve a daily and annual attendance goal of 97%, students will participate in an attendance contest between grade levels each day and week. The grade level with the highest average daily attendance each week will receive an extra five minutes for recess during Dog Time on Fridays. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>August thru May</p>	<p>(O)No Associated Cost</p>	<p>Summative - PIEMS Data</p>
<p>2. Davy Crockett Elementary School, along with Gateway elementary School, will continue to cooperate with the local Rotary Club and WalMart to encourage parents and students to make school attendance a priority. Each six weeks, all students with perfect attendance will be entered into a drawing for a new bicycle. One student each in first, second, third and fourth grades will be chosen to receive a new bicycle and accessories. A joint Attendance Assembly will be held in cooperation with Gateway Elementary School at the end of six weeks where the names of the winning students will be selected. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 4,5,6)</p>	<p>Assistant Principal(s), Parent Involvement Coordinators, Principal</p>	<p>August thru May</p>	<p>(L)Local Projects, (O)No Associated Cost</p>	<p>Summative - Records of Bike assemblies and bike giveaways</p>
<p>3. Classroom incentives for perfect attendance will be developed, planned and implemented. (Title I SW: 1) (Target Group: All)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>August thru May</p>	<p>(L)Agency Funds (ie: Student Activity Funds), (O)Materials, (O)Personnel, (S)Local Funds</p>	<p>Summative - Attendance will be monitored for increased percentages overall.</p>



# Crockett Elementary School

**Goal 5.** Davy Crockett Elementary will strive to maintain a 97% attendance rate.

**Objective 2.** The School Attendance Officer, other school administrators, the attendance committee, teachers, and office staff will effectively monitor and address individual student attendance on a daily basis. Measures including local initiatives and interventions, including those in compliance with state attendance laws will be utilized to correct attendance problems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily attendance phone calls will be made to check on absent students who have not called in the absence. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Designee(s), Principal	August thru May	(O)Personnel, (O)Staff Time	Summative - overall attendance rate increase
2. The district Truancy Officer will be utilized to check on children who are experiencing an attendance problem. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal, SRO Officer	September thru May	(O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Truancy procedures will reflect need and us of truancy officer for intervention
3. Letters, parent phone conferences, In-Office parent conferences and other interventions as directed by the Texas Education Code and District policy and procedures will be executed for students who have excessive absences. Plans and resources developed collaboratively by the School Districts Superintendents of Hutchinson County will be utilized to improve school attendance. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Superintendent(s)	September thru May	(O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Documentation paired with trends in attendance will be reviewed and monitored for effectiveness
4. The attendance committee will meet when necessary and appropriate to address specific attendance issues with parents of students with excessive absences. This committee will also determine methods for students to recover credit when absences exceed 10% for the year. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	September thru May	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Truancy Procedure records will be evaluated. Individual attendance records, student performance data, teacher/parent conference data will be considered.
5. In compliance with the requirements of the Texas Education Code, Davy Crockett Elementary School will file misdemeanor charges against parents of students who accumulate 10 or more unexcused absences during a six month period. Also in compliance with the Texas Education Code, prior to that, specific methods and efforts will be attempted by the school to assist parents in improving their student's attendance. (Title I SW: 1,6,9,10) (Target Group: AtRisk)	Assistant Principal(s), Counselor(s), Parent Involvement Coordinators, Principal, School Nurse, Teacher(s)	Agust - May	(S)Local Funds	Attendance Records Attendance Committee Minutes Public Court Records

# Crockett Elementary School

**Goal 5.** Davy Crockett Elementary will strive to maintain a 97% attendance rate.

**Objective 3.** Davy Crockett Elementary School administrators and its Attendance Committee will effectively communicate with parents and monitor state legal requirements and district policies regarding attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance information, laws and polices will be given to parents at enrollment, the New Year Party, and through the Student Handbook. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Principal	August thru May	(O)Materials, (O)Personnel, (S)Local Funds	Summative - Attendance data will be used to determine effectiveness on communication. Focus will be the number/frequency of Truancy Procedure implementation.

# 2017-18 Campus Needs Assessment

Comprehensive Needs Assessment

Crockett Elementary School—Borger ISD

Comprehensive Needs Assessment Summary

May 2017 for 2017-2018 School Year Planning  
Compiled from CNA Sub-Committee Reports - May 2017

Area Reviewed Data Review

Summary of Strengths

Summary of Needs

## **Demographics**

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.

Sources: 2016-2017 AEIS

Review of the 16-17 Texas Academic Performance Report for Crockett Elementary shows the largest subpopulations of students is 41% Hispanic, 50% White, and 56% Economically Disadvantaged. The Teacher distribution shows 9% were new teachers, 21% had 1-5 years of experience and 21% had 6-10 years, 39% had 11-20 years of experience, and 10% had over 20 years of experience.

Personnel records and master schedules for the 14-15 school year show that there was a significant turnover of teachers for the 6th consecutive year. Currently among classroom teachers 35% have been at Crockett Elementary greater than 5 years, and 21% greater than 10 years.

In 2016-17, seven new teachers joined the staff. For 2017 – 2018 there will be six new teachers replacing three that were moved to other campuses in the district, one that is leaving teaching, and two that are leaving the district. Approximately 14% of the Crockett teaching staff is first year teachers. 21% have 1-5 years of experience and 64% have 6 or more years of experience. Crockett has a pool of talent to pull from to support newer teachers.

The student population in percentage of White and Hispanic ethnicities has remained stable over the years. This allows us to know our students strengths and weaknesses and allow us to focus on training and resources that are necessary to help us maximize learning outcomes and learning potential.

Crockett along with Gateway elementary hosted three parent nights specifically designed to provide information about academic success.

All teachers included ELPS within their lesson plans and grade levels had representatives attend ELPS training.

More thorough support and communication for our new teachers should be implemented.

Appropriate pairing of mentors and new teachers with consideration to similar grade level and subject area job descriptions should be deliberate.

Continue the use of teacher mentoring from the beginning of school. Begin prior to teacher in-services to assist with a smoother transition and lessen frustration.

As a campus with 56% Economically Disadvantaged students that are not performing well on the STAAR test, we need to increase their knowledge base. The lack of exposure to life experiences as well as vocabulary and academic skills are hindering their abilities to be successful.

It is vital that we increase parent and community involvement within our school to help expose them to a variety of experiences not otherwise easily accessible.

Continuing to utilize the Fundamental 5 with fidelity in all core classrooms will help Economically Disadvantaged students access the curriculum more fully

Bringing guest speakers in, having parent nights, building positive community relationships, and participating in programs such as WOWW would benefit this population of students.

Another large subgroup that is not showing consistent success on STAAR tests is our LEP population which is 12% of our population. We need to help these students be more successful. One area of concern is for the isolation of our bilingual students. A Peer Paring system would greatly help our Bilingual students. This Peer Pairing system would help students build relationships with non-bilingual students which in turn can help them build their vocabulary, expose them to other classroom environments as well as help build confidence.

## **Student Achievement**

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

## DMAC Data

Sources: DMAC; Six Weeks Benchmark Tests, Power Walk Data, ELPS Data, PLC records

Cumulative assessment data for the year shows that third grade reading and math assessment scores improved throughout the year but were still below expectations in most classrooms. We believe the new scope & sequences will show more growth next year. Fourth grade reading has improved, although math still needs improvement. Fourth grade writing is inconsistent.

### Six Weeks Data:

Subject	1	2	3	4	5
3 Math	55	70	62		
3 Read	48	66	56	55	60
4 Math	52	36	77	41	50
4 Read	64	54	58	56	52
4 Write	74	27	82	33	n/a

\*5th 6 Weeks=Benchmark Test

## Power Walk Data

Power Walk data shows improvement in all areas except Power Zone.

## 2016-17 Fundamental 5 Report

### Fundamental Target Campus

Lesson Frame	95%	91%
Power Zone	75%	59%
Purpose Talk	40%	54%
Recognize	40%	28%
Critical Write	25%	35%

## 2016-17 ELPS Report

Prep & Communication	57%
ELPS Conducive Rigor	54%
ELPS Conducive Relevance	21%
Speaking	54%

Writing

35%

1. Fundamental 5 Training and implementation in classrooms
2. Treasure Hunts involving all core teachers for three days at the beginning of the year to calibrate resources.
3. Modified Scope and Sequence for Math; Units of Study curriculum in Reading
4. Compass Math & Reading software and training and Think Through Math
5. Grade Level PLCs meet each week to plan.
6. The use of DMAC to manage student assessment data and make instructional decisions
7. Use of the Power Walk software to track and report daily walk-throughs in classrooms throughout the year
8. Teachers use the Sheltered Instruction Model to meet the needs of ELL students

Continue purchasing  
Compass Math and  
Reading and also  
purchase Imagine Math software

licenses.

Continue to employ an  
RTI Intervention  
Teacher to work with  
struggling students  
in reading and math.



Adjust schedule to provide more academic time to teachers.

Continued emphasis on curriculum alignment is needed for all teachers.

It is evident that all teachers will benefit from opportunities to continue learning, assessment and curriculum alignment, lesson cycle implementation, data disaggregation, fundamental five strategies, etc.

A closer look at the fundamentals of teaching, lesson planning is needed for first-year teachers.

Continued training and support in rigor and relevance across all groups.

Writing scope and sequence and implementation training.

Continue and expand the program of providing student mentors

Continue Literacy Initiative implementation, including guided reading for all students.

More consistent Guided Math implementation throughout all math classrooms

Strategic RtI problem solving with consistent implementation

Six-weeks pep rallies to recognize A & A/B Honor Roll and Bulldog of the Six Weeks

Recognition for those who passed STAAR by way of party at the beginning of the school year

Before the first treasure hunt of the year, data analysis needs to be done using STAAR data from previous year (10 lowest TEKS identified)

## **School Culture & Climate**

School Culture and Climate refers to the organizations values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system.

Sources:

Informal discussions conference notes Strengths:

- There are 18 PEAK students across 3rd & 4th grades.
- There were 37 UIL participants this year across 3rd & 4th grades.
- Enrollment for the year was 405 students across 3rd & 4th grades. Data was not processed before Campus Needs Assessment due to not receiving surveys back from parents. (1) parent returned the survey.

Parent Survey Suggestion: Putting parent survey in 5th six weeks report card to ensure parents see the survey, as well as sending out a reminder about the survey at progress report time during the 6th six weeks.

Student Survey Suggestion: Setting up a Google Doc survey for students to complete in each class on student computers like it was done in 2015-2016.

LockDown Drill/Tornado Drill was not performed 2016-2017, and it was concerning to teachers and students alike. Suggestion: possibility of these two drills at beginning of the year, and a “mock” lockdown/tornado drill 2nd semester to test effectiveness.

iPads It was brought up that teachers are having difficulty accessing iPads because availability. It was suggested that when we are at inservice in the fall, that we sign up for iPad times just like we sign up for library & computer times.

Teacher/Office Communication Expressed that improved communication needs to be developed between the office and the teacher, as well as the office and the parent.

Bullying Initiative Continue to education students and parents about Bullying and the definition of Bullying.

### **Staff Quality, Recruitment and Retention**

Data Reviewed:

CNA-2016-17

Teacher interviews

Strengths:

School theme/unity in regards to nautical theme

Special Forces has a strong sense of community

Prayer Ladies For Christ-bonding/unity

Classroom budgets are adequate for purchasing needed classroom materials

Ipads are available for classroom use

Weekly agenda from principal

Needs:

Teacher input in decision making needs to be strengthened.

Mentor/new teacher relationships need to be improved.

Mentors should be given a stipend to help the new teacher, and should meet regularly. Mentor should report concerns to the principal. Guidebook should be made and implemented.

Designate a head IA to meet regularly with the principal. Hold regular IA meetings, and designate roles and responsibilities.

Discipline-Teachers, IAs and “Others” need authority back. Teachers want to be able to assign lunch detention. Think Time takes time out of instruction.

Punishments are inconsistent in the office, some being rewarded for bad behavior by getting to play with ipads, games, etc....

New teacher allowance to help get teachers set up before first paycheck

Incentives for longevity—maybe your names go into drawings for different things according to how long you’ve been on the campus: gift cards, prizes, etc. Prizes get better with passing years. Do a 3 year, 5 year, 10 year...

Try to hire people who have roots in our community who will stay. Example: Give the Borger resident who has never taught a shot even over someone who lives in Dumas who taught for 2 years

## **Curriculum, Instruction and Assessment**

Curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for any given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Data Reviewed

Sources: Agendas of Faculty Meetings, professional development records, In-Service Schedules, PLC sign-in sheets, records of Region 16 personnel providing trainings in curriculum and instruction for teachers on campus

## Summary of Strengths

Teachers collaborate in lesson planning on a weekly basis. (Reference #1 – Summary of Needs below.)

The Fundamental 5 is incorporated into all classroom instruction on a daily basis.

Technology – Each classroom have five computers, access to portable iPad labs, and access to two computer labs.

Teachers use differentiated instruction in their classrooms on a daily basis.

Common assessments are conducted every three weeks. Data is used to plan instruction and interventions with students. (Reference #1 – Summary of Needs below.)

Teachers were trained on analyzing assessment information and how to apply Lead4forward review strategies to the data.

Teachers are participating in an on-going book study using A Handbook for Classroom Instruction that Works by McRel.

## Summary of Needs –

To better meet the needs of our students, it is proposed that we re-implement a once a six weeks planning day. Teachers will work together and analyze assessment data across the grade level and use the data to drive instruction. Teachers will implement best practices in each classroom based on individual data compared to the grade level.

Proposed hiring of a RTI math interventionist who focuses on math interventions for both grade levels.

Proposed change of Learning Lab to meet the needs of students who are in the RTI process as well as to serve the needs of students with accommodations.

Proposed dedicated RTI time and scheduling to better meet the needs of struggling students. RTI needs to start within the first 4 weeks of school based on prior year RTI information.

Proposed dedicated RTI pull-out time pod specific as to not interrupt instruction time.

Proposed same personnel conduct oral administration of assessments for each student with the accommodation.

Proposed tutoring starts after the first six weeks.

Support and challenge our higher students, which would result in more level 3 student scores on STAAR.

Continue addressing test anxiety and how to help our students.

## **Family and Community Involvement**

Family and Community Involvement refers to how family and community stakeholders are informed, invested and involved as partners in supporting the school community with high expectations and high achievement for all students.

Sources:

Raptor reports

Calendar Events

Sign-In-Sheets

Strengths:

Zacho Adventures, McTeacher night

New Years Party

Back to School Fair

Music Programs

Veteran's Day Program

Town Hall Meetings

Title I Parent Meetings

Meet the teacher night- had tables set up for information such as: volunteer background checks, volunteer signup sheets, PTO, bus information

Needs:

Parent Advisory Committee (PAC)- have a table or signup sheets in classrooms to tell parents about joining the committee.

Math and Reading night- hold yearly, add a prize (with attendance, students' names go in a drawing) and serve food to get attendance

Meet the teacher night- have table set up for information such as: background checks, parent volunteer signup sheets, PTO, bus information; also suggested was having a punch card so that parents were sure to visit each of the stations to get information and then they would turn in the card before leaving for a student drawing

## **School Context and Organization**

School Context and Organization refers to the processes, structures, decision making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning

Sources:

Attendance Reports

Review of Awards

Teacher PLC's Summary of Strengths:

Sticker chart rewards for good behavior

\*Wrist bands/Dog tags

\*Think time discipline procedures

\*Ribbons for field trip/fun day

\*Goal wall for students

\*Bike assemblies/ drawings for perfect attendance

\*Teacher Treasure Hunts

\*Professional Learning Communities; grade levels and PODS

\*AttenDANCE for weekly perfect attendance each Friday at 3:30

\*Dictionary giveaway

\*Pizza with Principal

\*Book Munchers

\*Writer's Club

\*Tinker Tuesday

\*Lunch Bunch

\*Great

Crockett Games Summary of Needs:

Ribbons for field trip/fun day for 3rd and 4th grade

\* Goal Wall for 3rd and 4th grade

\* Teacher Treasure

Hunts moved back to every 6 weeks to allow teachers to review assessment data.

\* Vertical aligned PLC in content areas; 2nd, 3rd, 4th

\* Norms for PLCs set by chairperson at the beginning of the year and repeated as necessary

\* Honor students on

the A/B Honor Roll by placing a group picture with the Bulldog Mascot in the foyer under a banner of "Catching Excellence"

\* Work with area businesses to give students rewards for different accomplishments such as;

1. A honor roll

students; trip to the Morley

2. A/B honor roll students; coupons from McDonalds

\* Good Citizenship group pictures

posted outside each classroom every 6 weeks

## Technology

Technology refers to modeling and applying digital tools and resources with students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Sources:

District Technology Plan

Teacher surveys



## MAP Reports

### Summary of Strengths:

Compass Math Tier 1 Intervention Program

Compass Reading Tier 1 Intervention Program

Two rolling iPad Labs

Teacher iPads

SmartBoards in every classroom

Two computer labs – Computer Lab and Library

Four computers in every classroom

High-tech document cameras in every classroom

SchoolWay App to contact all stakeholders

### Summary of Needs:

Professional development needed to help with implementing instructional technology in the classroom daily. Currently we are not meeting the technology TEKS at Crockett and we need to work on this.

Become a one-to-one campus (and district) – Technology is our future and is the future of our students. We need to embrace technology and not fear technology in this district. Every student should have their own device.

Implement student e-mail accounts – E-mail is used to communicate with teachers and peers. Students can use e-mail to communicate for educational purposes with both their teachers and peers.

Implement the use of Google Classrooms – Google Classroom is easy to use, allows for effective communication between teacher and student,

gives the teacher opportunity for effective feedback, reduced the need for paper (creates a paperless classroom), allows the teacher to post assignments and organize classroom content.

Use Lecture Capturing Software so that students can review lessons at a later date or absent students can easily see content and lesson that they missed when absent.

Use a school-wide announcement calling program to notify parents of activities, etc.