

BOARD MINUTES  
October 16, 2013  
Regular Meeting

- CALL TO ORDER: Be it remembered that on October 16, 2013 a Regular Meeting of the Crockett County Consolidated Common School District Board of Trustees was called to order at 6:34 PM by Board President Ray Don Myers with a quorum of the following members present: Ray Don Myers, Orlando DeHoyos, Grizz Medina, Amy Newton, Dwight Childress, Roland DeHoyos, and David McWilliams. Also attending were Raul Chavarria, Cynthia Hokit, Melissa Perner, Janina Savala, Dan Pullen, Mari Sanchez, Tamara McWilliams, Chanz Moellendorf, Kimberly Maldonado, Vicky Munoz, Ronny Clayton, and Doris Hood.
- INVOCATION/  
PLEDGES: The invocation was offered by David McWilliams. All in attendance joined in the pledges to the flags.
- DISTRICT  
SPOTLIGHT: The Ozona High School 2013-2014 Student Council officers and Representatives were recognized and awarded certificates of congratulations for their affiliation with the Student Council. Twenty-one students were recognized.  
**See Attachment #A.**
- OPEN FORUM: No one appeared to address the Board during the Open Forum segment of the October 16, 2013 Regular Board Meeting.
- PUBLIC MEETING  
and  
FIRST REPORT: The Public Meeting and the 2011-20112 FIRST Report were discussion only and did not require Board action.  
**See Attachment #B**
- APPROVAL OF  
AGENDA: A motion by Orlando DeHoyos and seconded by David McWilliams to approve the agenda with the addition of the Ozona Elementary Needs Assessment Summary and Improvement Plan passed 7-0.  
*Amended - OES  
Needs Assessment  
Summary and  
Improvement Plan:* A motion by Ray Don Myers to approve the Needs Assessment summary and Improvement Plan as presented by Mrs. Janina Savala was seconded by Orlando DeHoyos and passed 7-0.  
**See Attachment #C**
- DISTRICT TEXT-  
BOOK COMMITTEE: A motion by David McWilliams to approve the Textbook Committee for 2013-2014 was seconded by Roland DeHoyos and passed 7-0. **See Attachment #D**

- REPORTS:** The reports were information only and did not require Board action.
- CONSENT AGENDA:** A motion by Orlando DeHoyos to approve all items listed under the Consent Agenda was seconded by Roland DeHoyos and passed 7-0. Items approved were: monthly bills, Board Report, \$4,493.01 for 2012 Ad Valorem Taxes, Monthly Investment report, Budget Amendments were not presented, and Minutes from the Regular Board Meeting held on Wednesday, September 18, 2013.
- CLOSED SESSION:** Board President Ray Don Myers recessed the Regular Board Meeting at 8:25 P.M. for the purpose of entering into Closed Session as authorized by Texas Government Code 551.074. The Open Meeting of the October 16, 2013 Regular Meeting of the Board was resumed at 9:25 P.M.
- ACTION FROM CLOSED SESSION:** There was no action resulting from the Closed Session.
- NEW BUSINESS:** New business was not presented.
- FUTURE BUSINESS:** A motion by Orlando DeHoyos and seconded by Roland DeHoyos to schedule November 20, 2013 at 6:30 P.M. for the November monthly meeting. The motion passed 7-0.
- ADJOURNMENT:** A motion by Grizz Medina to adjourn the October 16, 2013 Regular Board Meeting was seconded by Dwight Childress and passed 7-0. With no further business pending before the Board, the October 16, 2013 Regular Meeting of the Board was adjourned at 9:30 P.M.

**SIGNED:**

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**President of the Board**

**ATTEST:**

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**Secretary of the Board**

2013-2014  
Student Council Officers and Representatives

President - Chris Cantu  
Vice President - Meagan Espinosa  
Secretary - Estefania Torralba  
Historian - Carissa Perez

Senior Representatives - Abby Newton, Jordyn Poindexter, Vivian Medina,  
Lorenzo Hernandez, and Sierra Stokes

Junior Representatives - Kristen Hernandez, Nydia Valdes, Jadie Marshall,  
and Katie Bricken

Sophomore Representatives - Madison Childress, Jeremy Munoz, Bryce  
Martin, and Alex Hopper

Freshman Representatives - Asia Lara, Garry Held, Julie Marshall, and  
Timothy Maldonado

We currently have three vacant positions that the council will look to fill,  
due to the officer elections.

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User: Larry Taylor  
User Role: District

SELECT AN OPTION FIRST RATING FOR FISCAL YEAR

2011-2012

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### Financial Integrity Rating System of Texas

## 2011-2012 DISTRICT STATUS DETAIL

<b>Name: CROCKETT CO CONS CSD(053001)</b>		<b>Publication Level 1:</b> 6/21/2013 3:05:18 PM	
<b>Status: Passed</b>		<b>Publication Level 2:</b> None	
<b>Rating:</b> Above Standard Achievement		<b>Last Updated:</b> 6/21/2013 3:05:18 PM	
<b>District Score:</b> 61		<b>Passing Score:</b> 52	
#	Indicator Description	Updated	Score
1	<u>Was The Total Fund Balance Less Nonspendable and Restricted Fund Balance Greater Than Zero In The General Fund?</u>	4/26/2013 4:44:45 PM	Yes
2	<u>Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) In the Governmental Activities Column in the Statement of Net Assets Greater than Zero? (If the District's 5 Year % Change in Students was 10% more)</u>	4/26/2013 4:44:45 PM	Yes
3	<u>Were There No Disclosures In The Annual Financial Report And/Or Other Sources Of Information Concerning Default On Bonded Indebtedness Obligations?</u>	4/26/2013 4:44:45 PM	Yes
4	<u>Was The Annual Financial Report Filed Within One Month After November 27th or January 28th Deadline Depending Upon The District's Fiscal Year End Date (June 30th or August 31st)?</u>	4/26/2013 4:44:46 PM	Yes

5	<u>Was There An Unqualified Opinion in Annual Financial Report?</u>	4/26/2013 4:44:46 PM	Yes
6	<u>Did The Annual Financial Report Not Disclose Any Instance(s) Of Material Weaknesses In Internal Controls?</u>	4/26/2013 4:44:46 PM	Yes
			1 Multiplier Sum
7	<u>Was The Three-Year Average Percent Of Total Tax Collections (Including Delinquent) Greater Than 98%?</u>	4/26/2013 4:44:46 PM	5
8	<u>Did The Comparison Of PEIMS Data To Like Information In Annual Financial Report Result In An Aggregate Variance Of Less Than 3 Percent Of Expenditures Per Fund Type (Data Quality Measure)?</u>	4/26/2013 4:44:47 PM	5
9	<u>Were Debt Related Expenditures (Net Of IFA And/Or EDA Allotment) &lt; \$350.00 Per Student? (If The District's Five-Year Percent Change In Students = Or &gt; 7%, Or If Property Taxes Collected Per Penny Of Tax Effort &gt; \$200,000 Per Student)</u>	4/26/2013 4:44:47 PM	4
10	<u>Was There No Disclosure In The Annual Audit Report Of Material Noncompliance?</u>	4/26/2013 4:44:47 PM	5
11	<u>Did The District Have Full Accreditation Status In Relation To Financial Management Practices? (e.g. No Conservator Or Monitor Assigned)</u>	4/26/2013 4:44:48 PM	5
12	<u>Was The Aggregate Of Budgeted Expenditures And Other Uses Less Than The Aggregate Of Total Revenues, Other Resources and Fund Balance In General Fund?</u>	4/26/2013 4:44:48 PM	5
13	<u>If The District's Aggregate Fund Balance In The General Fund And Capital Projects Fund Was Less Than Zero, Were Construction Projects Adequately Financed? (To Avoid Creating Or Adding To The Fund Balance Deficit Situation)</u>	4/26/2013 4:44:48 PM	5
14	<u>Was The Ratio Of Cash And Investments To Deferred Revenues (Excluding Amount Equal To Net Delinquent Taxes Receivable) In</u>	4/26/2013 4:44:49 PM	5

	<u>The General Fund Greater Than Or Equal To 1:1? (If Deferred Revenues Are Less Than Net Delinquent Taxes Receivable)</u>		
15	<u>Was The Administrative Cost Ratio Less Than The Threshold Ratio?</u>	4/26/2013 4:44:49 PM	0
16	<u>Was The Ratio Of Students To Teachers Within the Ranges Shown Below According To District Size?</u>	4/26/2013 4:44:49 PM	5
17	<u>Was The Ratio Of Students To Total Staff Within the Ranges Shown Below According To District Size?</u>	4/26/2013 4:44:50 PM	2
18	<u>Was The Decrease In Undesignated Unreserved Fund Balance &lt; 20% Over Two Fiscal Years?(If Total Revenues &gt; Operating Expenditures In The General Fund,Then District Receives 5 Points)</u>	4/26/2013 4:44:50 PM	5
19	<u>Was The Aggregate Total Of Cash And Investments In The General Fund More Than \$0?</u>	4/26/2013 4:44:50 PM	5
20	<u>Were Investment Earnings In All Funds (Excluding Debt Service Fund and Capital Projects Fund) Meet or Exceed the 3-Month Treasury Bill Rate?</u>	4/26/2013 4:44:50 PM	5
			61 Weighted Sum
			1 Multiplier Sum
			61 Score

## DETERMINATION OF RATING

<b>A.</b>	Did The District Answer ' <b>No</b> ' To Indicators 1, 2, 3 Or 4? <b>OR</b> Did The District Answer ' <b>No</b> ' To Both 5 and 6? If So, The District's Rating Is <b>Substandard Achievement</b> .
<b>B.</b>	Determine Rating By Applicable Range For summation of the indicator scores



(Indicators 7-20)	
<b>Superior Achievement</b>	64-70
<b>Above Standard Achievement</b>	58-63
<b>Standard Achievement</b>	52-57
<b>Substandard Achievement</b>	<52

### INDICATOR 16 & 17 RATIOS

Indicator 16	Ranges for Ratios		Indicator 17	Ranges for Ratios	
	Low	High		Low	High
District Size - Number of Students Between			District Size - Number of Students Between		
< 500	7	22	< 500	5	14
500-999	10	22	500-999	5.8	14
1000-4999	11.5	22	1000-4999	6.3	14
5000-9999	13	22	5000-9999	6.8	14
=> 10000	13.5	22	=> 10000	7.0	14

**Audit Home Page:** [School Financial Audits](#) | Send comments or suggestions to [schoolaudits@tea.state.tx.us](mailto:schoolaudits@tea.state.tx.us)

**THE TEXAS EDUCATION AGENCY**

**1701 NORTH CONGRESS AVENUE • AUSTIN, TEXAS, 78701 • (512) 463-9734**

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User Role: District

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Financial Integrity Rating System of Texas

**2011-2012 INDICATOR TEST 15**

<b>Name:</b>	CROCKETT CO CONS CSD (053001)
<b>Indicator:</b>	Was The Administrative Cost Ratio Less Than The Threshold Ratio?
<b>Result/Points</b>	0
<b>Last Updated:</b>	4/26/2013 4:44:49 PM

**FORMULA**

Field	Value
Acceptable Administrative Cost Ratio	<input type="text" value="0.1561"/>
> District Administrative Cost Ratio	<input type="text" value="0.2033"/>

**RESULT DETERMINATION REFERENCE**  
**DETERMINATION OF POINTS**

ADA Group	Standard
10,000 and Above	0.1105
5,000 to 9,999	0.1250
1,000 to 4,999	0.1401



500 to 999	0.1561
Less than 500	0.2654
Sparse	0.3614
5	0
Cost Ratio < Threshold	Cost Ratio >= Threshold

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Financial Integrity Rating System of Texas

## 2011-2012 INDICATOR TEST 9

Name:	CROCKETT CO CONS CSD (053001)
Indicator:	Were Debt Related Expenditures (Net Of IFA And/Or EDA Allotment) < \$350.00 Per Student? (If The District's Five-Year Percent Change In Students = Or > 7%, Or If Property Taxes Collected Per Penny Of Tax Effort > \$200,000 Per Student)
Result/Points	4
Last Updated:	4/26/2013 4:44:47 PM

## FORMULA

	Field	Value	
If			
(			
(			
(	2012 Total Students	768	?
-	2008 Total Students	770	?
)			
/	2008 Total Students	770	?
)			
)			
<	Threshold for 5 Year Student Population Growth	0.07	?
And			
(			
(	Total Tax Collection	20,590,804	?
/			
(	Total Tax Rate	1.04	?
*	100		
)			
)			
<	Threshold for Revenue Collection Efficiency	200,000	?
)			
Then			
(			
(	Function 71 Expenditures	414,817	?
-	IFA and EDA Allotments	0	?
)			
/	2012 Total Students	768	?
)			

Mathematical Breakdown: If  $-0.0026 < 0.07$  And  $197,988.5 < 200,000$  Then  
540.1263

## RESULT DETERMINATION REFERENCE DETERMINATION OF POINTS

5	4	3	2	1	0
< \$350	>= \$350 < \$600	>= \$600 < \$850	>= \$850 < \$1,100	>= \$1,100 < \$1,350	>= \$1,350

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Financial Integrity Rating System of Texas

### 2011-2012 INDICATOR TEST 17

Name:	CROCKETT CO CONS CSD (053001)
Indicator:	Was The Ratio Of Students To Total Staff Within the Ranges Shown Below According To District Size?
Result/Points	2
Last Updated:	4/26/2013 4:44:50 PM

### FORMULA



Field	Value
( Number of Students	768
/ Number of FTE Staff	151.3063
)	

Mathematical Breakdown: 5.0758

## RESULT DETERMINATION REFERENCE DETERMINATION OF POINTS

Students	Low	High				
< 500	5.0	14				
500 - 999	5.8	14				
1000 - 4999	6.3	14				
5000 - 9999	6.8	14				
=> 10,000	7.0	14				
5	4	3	2	1	0	
UL <= 100%	> 100% =< 105%	> 105% =< 110%	> 110% =< 115%	> 115% =< 120%	> 120%	
LL => 100%	=> 95% < 100%	=> 90% < 95%	=> 85% < 90%	=> 80% < 85%	< 80%	

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THE TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

June 24, 2013

Michael L. Williams  
Commissioner

**IMPORTANT**  
**ACCREDITATION**

**Subject: Official Notification of 2013 Preliminary School FIRST Rating**

**To the Administrator Addressed:**

Your school district's preliminary 2013 School Financial Integrity Rating System of Texas (FIRST) rating is now available in the online School FIRST system, which can be accessed through the Texas Education Agency Secure Environment (TEASE) at <https://seguin.tea.state.tx.us/apps/logon.asp>.

***Basis for School FIRST Rating***

Your district's rating is based on an analysis of the district's financial data for fiscal year 2012 (the fiscal period ended June 30, 2012, or August 31, 2012, depending on the ending date of your district's fiscal year). We determined your district's rating using the financial indicators specified in 19 Texas Administrative Code (TAC) §109.1002(f).

Please carefully review your district's preliminary School FIRST rating and the data associated with each of the 20 indicators.

***Opportunity for Appeal***

If your district believes that its rating was based on a data error solely attributable to our review of the data for any of the 20 indicators, your district may submit a written appeal with supporting evidence to the Financial Accountability Division. For the appeal to be considered, we must receive it **by July 25, 2013**. Send any appeal to the following address:

Texas Education Agency  
Financial Accountability Division  
1701 N. Congress Ave.  
Austin, TX 78701

Errors made by your district in recording data or submitting data through the Public Education Information Management System (PEIMS) do **not** constitute a valid basis for appeal.

**Please see 19 TAC §109.1002(i) for the rules regarding the filing of an appeal.** Per that section, we will consider only an appeal that would result in a change to your district's rating.

**Final School FIRST Rating and Required Reporting**

We will issue final ratings to school districts after we have reviewed any submitted appeals. The anticipated release date for final 2013 School FIRST ratings is **September 9, 2013**.

Within two months of the release of its final School FIRST rating, your school district must announce and hold a public meeting to distribute a financial management report that explains the district's rating and its performance under each of the 20 indicators for the current and prior fiscal years. The report also must provide the financial information described in 19 TAC §109.1005(b)(2). We encourage your district to include in the report additional information that will be beneficial to taxpayers, especially information explaining any special circumstances that may have affected the district's performance under one or more of the indicators.

The first of two required newspaper notices to inform taxpayers of the meeting must be published no more than 30 days and no fewer than 14 days before the public meeting. Your district may combine the meeting with a scheduled regular meeting of the board of trustees.

For full requirements related to the report and meeting, see 19 TAC §109.1005. For a template that your district can use in developing its financial management report, see the TEA FIRST web page at <http://www.tea.state.tx.us/index4.aspx?id=3864>.

#### ***Accreditation and Special Education Determination Statuses***

Please note that the TEA considers a school district's School FIRST rating when assigning an accreditation status, per the accreditation status rules in 19 TAC §97.1055.

Additionally, your district's final School FIRST rating may impact its special education determination status as issued by the TEA under the requirements of the Individuals with Disabilities Education Act and Title 34 of the Code of Federal Regulations, §300.608(a).

#### ***Contact for Further Information***

If you have questions about your district's School FIRST rating, please contact me by telephone at (512) 475-3451 or by email at [Belinda.Dyer@tea.state.tx.us](mailto:Belinda.Dyer@tea.state.tx.us).

Sincerely,  
Belinda Dyer  
Director of Financial Accountability  
Office of School Finance

cc: Education Service Center Executive Directors  
Lisa Dawn-Fisher, Ph.D., Associate Commissioner, School Finance/  
Chief School Finance Officer, TEA  
Nora Ibáñez Hancock, Ed.D., Associate Commissioner,  
Office for Grants and Fiscal Compliance, TEA  
Sally Partridge, Associate Commissioner,  
Department of Accreditation and School Improvement, TEA



LEA Name:	Crockett County CCD
Campus Name:	Crockett Elementary

## Needs Assessment Summary and Improvement Plan

### Definition/Purpose:

*After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.*

**Identified and Prioritized Needs:** It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.

Need 1:	The ability of our students to read at grade level.
Need 2:	Our students will improve school attendance.
Need 3:	Our leadership team will provide additional support to our teachers in order to address the identified campus needs.
Need 4:	
Need 5:	

**\*\*\*Important Noticel Upon completion of the Improvement Plan, please complete Attestation Statement at the bottom of this tab!\*\*\***

Need:	The ability of our students to read at grade level.
Index:	3
Critical Success Factor:	Improve Academic Performance
Annual Goal:	All students will read at or above grade level by the end of the year
Strategy:	45 minutes to begin each day using accelerated reading instruction.

LEA Name:	Crockett County CCD
Campus Name:	Crockett Elementary

## Needs Assessment Summary and Improvement Plan

How will addressing this need impact the index/CSF or major system identified?	Students with the ability to read at or above grade level will be successful in all academic areas.
--	---

**Cell applies only to district submissions**

Cell applies only to district submissions

Cell applies only to district submissions

LEA Name: Crockett County CCD  
 Campus Name: Crockett Elementary

## Needs Assessment Summary and Improvement Plan

### Need 1

#### Interventions by Quarter

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
<p><b>To date, what actions have been taken to address Need 1?</b></p> <p>We have established a 45 minute time slot at the beginning of each day for accelerated reading instruction.</p>	<p><b>Q2 Goal:</b> Providing teachers with a deep understanding of accelerated reading instruction and giving them the tools and resources to maximize instruction.</p> <p><b>Interventions:</b>            1) Providing support through the use of team/level meetings.            2) Teachers attended station training in order to learn the program in order to implement it for the grades 3rd thru 5th.            3) During Parent Preview night, teachers will convey reading expectations for reading with their children.            4) Teachers planning every six weeks with an instructional focus planner.</p>	<p><b>Q3 Goal:</b> Every student will read to an adult or a teacher 20 minutes a day. Teachers will utilize systematic and expressive best practices in reading.</p> <p><b>Interventions:</b>            1) Encourage parents and students to participate in Pizza Hut's BOOK IT.            2) Pair Reading during the day in addition to the accelerated reading instruction.            3) Provide support of differentiation strategies during the accelerated reading time including fluency assessments.            4)</p>	<p><b>Q4 Goal:</b> Evaluate student progress. Students reading below grade level will receive additional hour of reading interventions.</p> <p><b>Interventions:</b>            1) Oral recording of student reading at the highest level attained.            2) Adjust schedule to allow for an extra hour of reading intervention.            3) Regroup students according to tier leveled needs.            4) Increase students time allotment with Read Naturally.</p>
<b>End of Quarter Reporting</b>			
<p><b>What data will be collected to monitor interventions?</b></p> <ol style="list-style-type: none"> <li>1) Agendas</li> <li>2) Roster of teachers trained in station</li> <li>3) Documentation of training in the use of fluency assessments.</li> <li>4) Documentation</li> </ol>	<p><b>What data will be collected to monitor interventions?</b></p> <ol style="list-style-type: none"> <li>1) Parent/ Student Reading Log</li> <li>2) Documentation in Reading Log</li> <li>3) BOOK IT Reading Log</li> <li>4) Fluency Assessment Chart</li> </ol>	<p><b>What data will be collected to monitor interventions?</b></p> <ol style="list-style-type: none"> <li>1) AR Star Reading Levels</li> <li>2) Revised schedules.</li> <li>3) Revised rosters</li> <li>4) Read Naturally Reports</li> </ol>	
<p><b>Are you on track to meet the annual goal?</b></p> <p>data or evidence used to determine if the goal will or won't be met.</p>	<p><b>Are you on track to meet the annual goal?</b></p> <p>data or evidence used to determine if the goal will or won't be met.</p>	<p><b>Are you on track to meet the annual goal?</b></p> <p>data or evidence used to determine if the goal will or won't be met.</p>	<p><b>Describe the data or evidence used to determine if the goal will or won't be met.</b></p>
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>			

**Q1 Report**

**Q2 Report**

**Q3 Report**

**Q4 Report**



LEA Name:	Crockett County CCD
Campus Name:	Crockett Elementary

## Needs Assessment Summary and Improvement Plan

Need:	Our students will improve school attendance.
Index:	2
Critical Success Factor:	Improve Academic Performance
Annual Goal:	Our campus goal will have a 97.50% attendance rate by the end of the school year.
Strategy:	Monitor attendance on a weekly basis.
How will addressing this need impact the index and CSF identified?	Students who attend school on a regular basis will optimally benefit from the interventions and accelerated instruction.

**Cell applies only to district submissions**

Cell applies only to district submissions

Cell applies only to district submissions

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
<p>To date, what actions have been taken to address Need 2?</p> <p>We have a established a procedure for monitoring attendance.</p>	<p>Monitor and emphasize the importance of attending school everyday.</p> <p><b>Interventions:</b></p> <ol style="list-style-type: none"> <li>Mailing attendance letters to students who have 5 or more absences.</li> <li>Teachers and parent liaison are contacting parents when students are absent.</li> <li>Perfect Attendance Incentives for every six weeks.</li> <li></li> </ol>	<p>Continue to closely monitor and communicate with parents about the importance of attending school everyday.</p> <p><b>Interventions:</b></p> <ol style="list-style-type: none"> <li>Administrators holding parent conferences for students who have 8 days of absences.</li> <li>Mailing a certified attendance warning letter for students with 8 absences if parent fails attend conference.</li> <li>Students 10 unexcused absences will be taken to court to visit with our Justice of the Peace.</li> <li>Perfect Attendance Incentives for every six weeks.</li> </ol>	<p>Communication with the parents in regards to the students excessive absences and the outcome of missing too many instructional days.</p> <p><b>Interventions:</b></p> <ol style="list-style-type: none"> <li>Students 10 or more unexcused absences will be taken to court to visit with our Justice of the Peace.</li> <li>Students will need to attend Saturday School in order to receive credit.</li> <li>Students will be recommended to attend summer school.</li> <li>Discuss the possibility of retention due to grades or excessive unexcused absences.</li> </ol>
	<p><b>Q2 Goal:</b></p> <p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> <li>Documentation.</li> <li>Teachers and parent liaison have documentation.</li> <li>Perfect Attendance Flyers</li> </ol>	<p><b>Q3 Goal:</b></p> <p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> <li>Documentation.</li> <li>Documentation.</li> <li>Documentation.</li> </ol>	<p><b>Q4 Goal:</b></p> <p>What data will be collected to monitor interventions?</p> <ol style="list-style-type: none"> <li>Documentation.</li> <li>Hold Saturday School with a certified teacher.</li> <li>Summer School letters mailed to these students.</li> </ol>

**Need 2**

LEA Name:	Crockett County CCD
Campus Name:	Crockett Elementary

## Needs Assessment Summary and Improvement Plan

		4)		4) Perfect Attendance Flyers		4) Parent Conferences and documentation of retention recommendation.
--	--	----	--	------------------------------	--	--

LEA Name: Crockett County CCD  
 Campus Name: Crockett Elementary

## Needs Assessment Summary and Improvement Plan

End of Quarter Reporting					
Q1 Report	Q2 Report	Q3 Report	Q4 Report		
<p>Are you on track to meet the annual goal?</p>	<p>Are you on track to meet the annual goal?</p>	<p>Are you on track to meet the annual goal?</p>	<p>Are you on track to meet the annual goal?</p>	<p>Are you on track to meet the annual goal?</p>	
<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p>	
<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p>	

<p><b>Need:</b></p>	<p>provide additional support to our teachers in order to address the identified</p>
<p><b>Index:</b></p>	<p>1</p>
<p><b>Critical Success Factor:</b></p>	<p>Quality Data to Drive Instruction</p>
<p><b>Annual Goal:</b></p>	<p>Provide the structure and consistency in leading and ensuring that our teachers use data to drive their instruction.</p>
<p><b>Strategy:</b></p>	<p>Scheduled meetings and random walkthroughs.</p>
<p><b>How will addressing this need impact the index and CSF identified?</b></p>	<p>Reading and Attendance goals will be met through teacher accountability, collaboration through PLC's, and analyzing our data.</p>

**Cell applies only to district submissions**



LEA Name:	Crockett County CCD
Campus Name:	Crockett Elementary

## Needs Assessment Summary and Improvement Plan

Cell applies only to district submissions
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## Needs Assessment Summary and Improvement Plan

Interventions by Quarter			
Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
<p><b>To date, what actions have been taken to address Need 3?</b>            Facilitate Gradelevel and Vertical Team Meetings.</p>	<p><b>Q2 Goal:</b> Create a structure for schedule meetings, provide teachers with opportunity to share effective strategies and use the Curriculum Based Results reports to guide instruction.</p> <p><b>Interventions:</b></p> <ol style="list-style-type: none"> <li>1) Facilitate Gradelevel Team Meetings to discuss reading interventions and student progress.</li> <li>2) Analyze student Curriculum Based Assessments (CBA).</li> <li>3) Teachers share differentiation and ELL strategies and collaborate with campus teachers.</li> <li>4) _____</li> </ol>	<p><b>Q3 Goal:</b> Continue schedule meetings, teacher collaboration, and data driven decisions to guide instruction.</p> <p><b>Interventions:</b></p> <ol style="list-style-type: none"> <li>1) Facilitate Gradelevel Team Meetings to discuss reading interventions and student progress.</li> <li>2) Facilitate Vertical Team Meetings to discuss content across curriculum in all subjects.</li> <li>3) Teachers share differentiation and ELL strategies and collaborate with campus teachers.</li> <li>4) Teachers share student progress folders.</li> </ol>	<p><b>Q4 Goal:</b> Maintain a positive and enthusiastic school climate as we continue to hold schedule meetings, teacher collaboration and data driven decisions.</p> <p><b>Interventions:</b></p> <ol style="list-style-type: none"> <li>1) Facilitate Gradelevel Team and Vertical Meetings to discuss reading interventions and student progress.</li> <li>2) Teachers share differentiation and ELL strategies and collaborate with campus teachers.</li> <li>3) Teachers share student progress folders.</li> <li>4) Team building activities built in within the school day.</li> </ol>
<b>End of Quarter Reporting</b>			
<p><b>Q1 Report</b></p> <p>Are you on track to meet the annual goal?</p> <p>Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments must be made in order to meet the annual goal?</p>	<p><b>Q2 Report</b></p> <p>Are you on track to meet the annual goal?</p> <p>Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments must be made in order to meet the annual goal?</p>	<p><b>Q3 Report</b></p> <p>Are you on track to meet the annual goal?</p> <p>Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments must be made in order to meet the annual goal?</p>	<p><b>Q4 Report</b></p> <p>Are you on track to meet the annual goal?</p> <p>Describe the data or evidence used to determine if the goal will or won't be met. What, if any, adjustments must be made in order to meet the annual goal?</p>

Need 3

## **Textbook Committee 2013-2014**

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Vicki Davis

Christie Pena

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