

LEA Name:	Crockett County Consolidated CSD		CDN:	53001		Date:	1/31/2012		
Performance Area Targeted	Indicator Description	Major Systems Targeted	Components	Strategies, Initiatives, and Activities	Start Date	Projected Completion Date	Resources Required and Person(s) Responsible	Evidence of Implementation	Evidence of Impact
Assessment_Performance	TAKS Passing Rate	Other	Effectiveness of Programs for At-Risk Students / Students with Special Needs	Professional Development and Technical Assistance in writing Standards-Based Goals and Functional Goals with the four required components	2/1/2012	2/1/2013	Professional Development provided by ESC-Region XV & Special Education	Random Folder review by Special Programs Director using an Audit checklist	Appropriately aligned IEPs will be evidenced by increased passing rate on district Benchmarks and State Assessments
Assessment_Performance	TAKS Passing Rate	Other	Effectiveness of Programs for At-Risk Students / Students with Special Needs	Staff Development and Technical Assistance in writing appropriate PLAAFP statements	2/1/2012	2/1/2013	Professional Development provided by ESC-Region XV & Special Education	Random Folder review by Special Programs Director using an Audit checklist	Appropriately developed PLAAFP statements will result in IEP Goals and Objectives that will drive instructional implementation that results in increased passing rate on district Benchmarks and State Assessments
Assessment_Performance	TAKS Passing Rate	Rigorous_Instruction	Access to Rigorous Curriculum, Effective Instruction, and Timely Formative Assessment	Documentation of targeted access to rigorous, accelerated and intervention instruction	2/1/2012	2/1/2013	Campus Administrators, Program Enrollment information, and Special Education folders	Random Folder review by Special Programs Director using an Audit checklist	Increased access and documentation for students participating in Accelerated and Intensive Instructional Programs
Assessment_Performance	TAKS Passing Rate	Instruction	Differentiation to Meet Needs	Continue utilizing a designated time for Response to Intervention (RTI) at the Elementary Campus	Started 10/1/10	Continue through 5/24/2012	OES Staff	Progress Reports, Progress Monitoring	Progress Monitoring - Every 2 weeks, Progress Reports - Every 6 weeks
Assessment_Performance	TAKS Passing Rate	Instruction	Differentiation to Meet Needs	Continue utilizing Grand Central Station (GCS) at the Middle School Campus for students with disabilities needing assistance with Vocabulary discrepancies.	Started 9/1/2010	Continue through 5/24/2012	GCS staff, Houston Hendryx	Student Participation	Improve Progress on Benchmarks
Assessment_Performance	TAKS Passing Rate	Instruction	Data Driven Instructional Decisions	Continue to utilize DMAC (District-wide) to target instruction	Started 9/1/2010	Continue through 5/24/2012	DMAC, Curriculum Director, Principals, Teachers	Team Meetings, Data Meetings	Ongoing progress monitoring through grading periods/semester
Assessment_Performance	TAKS Passing Rate	Curriculum_Assessme	Assessment Development	Continue to utilize TAG and TEKscore from DMAC	Started 9/1/2010	Continue through	DMAC, Curriculum Director, Teachers	Ongoing training, webinars	Instructional planning is guided by
Assessment_Performance	TAKS Passing Rate	Academic_Support	Specialized Reading and Mathematics Programs	Continue to utilize Read Right (District-Wide)	Started 9/1/2010	Continue through 5/24/2012	Read Right Library and supplemental materials	Student logs in Read Right, Read Right Staff	Students are entered, monitored, and exited
Assessment_Performance	TAKS Passing Rate	Student_Support	Effective Intervention Strategies	Continue the utilization of AVID at the High School Campus	Started 9/1/2010	Continue through 5/24/2012	Campus Administrator, AVID Director, AVID instructor, teaching staff	Student Selection and Participation	Student are monitored and held accountable
Assessment_Performance	TAKS Passing Rate	Academic_Support	Tutorials	Continue the utilization of TIER 2 Vocabulary at the High School campus for capacity building to create a stronger foundation in vocabulary skills	Started 9/1/2010	Continue through 5/24/2012	Principal and Instructional Staff	Student participation and weekly generated vocabulary lists.	Weekly vocabulary monitoring and assessment.
Assessment_Performance	TAKS Passing Rate	Instruction	Rigorous and Relevant	The implementation of Power Hour at the High School Campus to address intensive/accelerated instruction for students not meeting the passing standard on TAKS	9/1/2011	9/1/2012	Principal, Counselor, and Staff	Power Hour schedules	Improvement on Benchmark assessments
Assessment_Performance	TAKS Passing Rate	Student_Support	Extended Learning Opportunities	Develop data-gathering tools and documentation for regression/recoupment to consider ESY services	2/1/2012	2/1/2013	Director of Special Programs, Special Education Staff	Regression/Recoupment data	Data Collection and Observations of teachers at the Beginning of 12-13 school year
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