

# CRESTVIEW EL

## Campus Improvement Plan

### 2018/2019

*Every student can and will show growth.*



Melissa Reid  
604 N. McCoy Blvd  
9036286521  
[mreid@nbschools.net](mailto:mreid@nbschools.net)

# CRESTVIEW EL

## **Mission**

*Crestview Elementary School is a community of leaders who follow the seven habits. We recognize, honor, and celebrate the leaders within us while teaching and learning to the best of our ability. At Crestview, we lead with respect and encourage each other so that our school and community are safe places to learn and grow.*

## **Vision**

*Every student can and will show growth.*

### Nondiscrimination Notice

CRESTVIEW EL 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.

# CRESTVIEW EL Site Base

Name	Position
Atkinson, Jeff	Business Representative
Brown, Camille	Teacher
Cartwright, James	Assistant Principal
Doss, Lora	Teacher
Doyen, Nikki	Teacher
Greenlee, Darlene	Teacher/District Representative
Hardage, Sarah	Teacher
Harris, Mary	District Representative
Hensley, Laney	Parent Representative
Hobson, Shara	Parent Representative
Mcgregor, Kelly	Paraprofessional Campus/District Representative
Reid, Melissa	Principal
Smith, Carmine	Paraprofessional Representative

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Enrollment has fluctuated over the past several years, but is down 23 students from the previous year according to state records. Demographic percentages are the following: White - 59.6 %, African American - 19.9%, Hispanic - 8.4%, Two or More Races - 11.8%, and Asian - 0.3%. 75.3% of our students are economically disadvantaged and our mobility rate is 13.5%. Our At-Risk percentage is 51.9% and 17.4% of our students are in Special Education. 9.8% of our students qualify and participated in the Gifted and Talented Program and these students are served with a pull out program. Our class sizes are the following: 3rd grade - 14.6, 4th grade - 16.5, and 5th grade - 16.9. Our teachers are mostly white females with 33.8% of them with six to ten years of teaching experience. The average years of experience of teachers with the district is six. Attendance percentages of students has remained at about 96% for the last several years.

## Student Achievement

### Student Achievement Summary

Student achievement data comes from reports in Academic Performance Report, PEIMS, and State Accountability. We disaggregated our data using DMAC which provides timely reports by passing rates in subject and grade, by ethnicity, by cohort, by economically disadvantaged, at-risk, special education, and advanced rates. From 2016 to 2017, students decreased their Reading score on the STAAR Reading by an average of three points. Students decreased their Math score by one point. State average was not met in any grade in 2017. According to state data, the only sub population that showed growth was African American in 5th grade Reading and Math. Special Education students also showed great gains in Math. Students with two or more races in 3rd grade also showed progress. More one-on-one intervention and hands-on activity should be in place for these struggling learners. Extended year programs for our students failing state assessments are needed for acceleration. Intervention programs are in place, but continued research is needed to eliminate achievement gaps.

## School Culture and Climate

### School Culture and Climate Summary

According to surveys completed by staff members, teachers are overall happy at Crestview and feel supported. Most teachers feel that they can trust their administrators. Teachers indicated they feel the biggest issue at Crestview is the students inability to read on grade level, but also indicated that it is being addressed. Closely following was student discipline. Most teachers expressed that they think teacher morale is good on the Crestview campus.

The majority of students reported feeling safe at school and that their teachers cared about them. About half of the students reported getting recognized sometimes for their hard work and about half reported always being recognized.

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

The community provides a clothes closet for students on our campus to make sure their clothing needs are met. Teachers help buy jackets and/or shoes for students who may not have those items.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

All paraprofessionals and teachers were certified for the 2016-2017 school year. There were 22 female teachers and 1 male teacher. All teachers held a bachelors degree while three held a masters degree. 3 of the teachers were beginning teachers while 3 had twenty years or more experience. All teachers were white. New teachers were assigned a mentor teacher and were instructed to spend two times a semester observing their mentor. Grade level teams met regularly to discuss testing data and student behavior. The number of students per teacher was 12. Teachers were evaluated using T-TESS. Most teachers scored high on their evaluations. The teachers who did not were put on a growth plan. Lesson plan analysis and walk throughs are done weekly to ensure instruction is a priority.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Our campus utilizes the TEKS Resource System which contains an Instructional Focus Document and Year-at-a-Glance. Vertical Alignment documents are reviewed each year. Study Island and Fay Whitlow are used to supplement the math curriculum. Throughout the year, benchmarks inform instruction and differentiation strategies as well as 21st century skills are included in the curriculum. The monitoring process for the curriculum includes vertical and grade level meetings locally. Assessments are reviewed, internally and externally, for relevancy and appropriateness and are clearly linked to in-depth understanding of the TEKS. They are developed by the teams of subject area teachers using STAAR released tests where available. Results are disaggregated and analyzed so as to inform instruction. Benchmark assessments have been good predictors in the past as to state testing performance. Student performance data is reviewed each year and critical areas of weakness are determined. State testing results and local benchmark scores show the need for additional instructional time and more individual intervention. The new schedule reflects moving instructional time to the morning and other classes in the afternoon in order to maximize student focus.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

# Comprehensive Needs Assessment

## Family and Community Involvement

### Family and Community Involvement Strengths

Parent involvement is good for the most part with parents of at-risk students being the least. Each teacher is required to conduct at least one face to face parent conference per year. In addition all teachers contact parents when students are at risk of failing, having disciplinary issues, or need extra help. Over 150 parents attended the Fall Festival and even more than that attended the Holiday Performances. The online gradebook keeps parents informed of their child's grades and attendance. Crestview Remind 101 as well as Skyward email informs parents of special events throughout the year. New Boston ISD Twitter, Facebook, and Instagram are all used to share information as well as promote positivity for each campus.

## School Context and Organization

### School Context and Organization Summary

Central office staff members accommodate the overall staffing and financial needs of the campus as funds are available. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need and include small class sizes. Intervention time is built in the schedule for students who need extra help in subjects. Teachers are surveyed throughout the year and encouraged to provide input on the schedule, processes, and programs. The Lighthouse team meets monthly to discuss the yearly schedule. This includes benchmark dates, parent involvement activities, meetings, and other important dates. A climate of high expectations including the belief that all students can learn is reinforced at all levels.

## Technology

### Technology Strengths

The campus technology resources include classroom desktop, laptop, television, ceiling mounted smart projector, class set of chromebooks, document camera, classroom wireless access, Teachers continue to request emerging technologies. They utilize current technology. Teachers are required to use Google Docs to submit lesson plans and DMAC to disaggregate data. GoGuardian is utilized to keep students safe from online predators as well as from sites they should not access.

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing Performance Gaps
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data (STAR)
- Local diagnostic math assessment data (STAR)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Unit Assessments

## **Student Data: Student Groups**

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



Dyslexia Data  
Response to Intervention (Rtl) student achievement data

**Student Data: Behavior and Other Indicators**

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

**Employee Data**

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

**Parent/Community Data**

Parent surveys and/or other feedback  
Community surveys and/or other feedback  
Parent and community attendance to school events  
Attendance and participation at Parent-Teacher Organization

**Support Systems and Other Data**

Organizational structure data  
Processes and procedures for teaching and learning, including program implementation  
Budgets/entitlements and expenditures data  
Study of best practices

# CRESTVIEW EL

**Goal 1.** All students will achieve their full educational potential.

**Objective 1.** All students will gain at least one year academic performance.

**Objective 2.** Crestview Elementary will continue to increase services for identified At-Risk students

**Objective 3.** Provide a safe and orderly environment in which students can achieve their full potential.

**Objective 4.** Students will be given opportunities to participate in different activities that will increase their enthusiasm for learning at Crestview Elementary.

**Goal 2.** The district technology program will provide students, teachers, and administrators with access to technological tools that enhance instruction and improve student achievement.

**Objective 1.** Consistently integrate technology, differentiation and enrichment through everyday instructional practices.

**Goal 3.** Recruit and retain highly-qualified administrators, teachers, and staff.

**Objective 1.** Participate in university and regional job fairs.

**Objective 2.** Provide mentors to first and second year teachers.

**Objective 3.** Offer high quality professional development.

**Objective 4.** Meet on a regular basis with new teachers to review needs/issues.

**Goal 4.** Crestview Elementary will increase positive parent-school relationships.

**Objective 1.** Crestview Elementary will strive to increase and improve parent/community involvement with the school.

# CRESTVIEW EL

**Goal 1.** All students will achieve their full educational potential.

**Objective 1.** All students will gain at least one year academic performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. (Title I SW: 2,8,10) (Target Group: 3rd, 4th, 5th)	Principal	Monthly		Summative - Comprehensive Needs Assessment Summary
2. Identify students in need of intervention through strategic regrouping and consistently implement instructional strategies to ensure each child achieves at least one years growth in reading and mathematics. Learning time will be extended by using strategies during class to serve the needs of students at risk of not meeting the challenging State academic standards. (Title I SW: 2,9,10) (Target Group: All, ESL, SPED, AtRisk, 3rd, 4th, 5th)	Interventionist, Principal, Special Ed Teachers	Monthly		Summative - Benchmarks, Star Reading, unit tests, Front Row Math, and teacher made assessments
3. Monitor the effectiveness of interventions on a consistent basis. (Title I SW: 9) (Target Group: AA, ECD, M, F, AtRisk, Dys, 3rd, 4th, 5th, 504)	Assistant Principal(s), Counselor(s), Interventionist, Principal, Special Ed Teachers, Teacher(s)	Monthly		Summative - Continuous progress monitoring, Intervention meetings, sign in sheets, intervention documentation
4. Plan for and conduct data meetings with grade levels to discuss student results and plan next steps and/or adjust suggested plans. (Title I SW: 2) (Target Group: All, SPED, AtRisk, 3rd, 4th, 5th)	Instructional Specialists, Interventionist, Teacher(s)	Monthly		Summative - Documentation of meetings and adjustments made, lesson plans
5. Use instructional enrichment materials (Khan Academy, Study Island, Renaissance,) to supplement instruction. (Title I SW: 1,2,3,9) (Target Group: 3rd, 4th, 5th)	Principal, Teacher(s)	Daily	(S)Comp Ed	Summative - Formative and summative evaluations, usage reports

# CRESTVIEW EL

**Goal 1.** All students will achieve their full educational potential.

**Objective 1.** All students will gain at least one year academic performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Library time will be offered to students every day to check out books and A.R. test over books read. Time in the library will be provided once a week for 45 minutes. (Title I SW: 1) (Target Group: 3rd, 4th, 5th)	Librarian	Weekly	(S)Comp Ed	Summative - Reading performance levels will increase, data notebooks
7. Meet monthly with instructional leadership team and resource staff to evaluate student performance ratings and redefine appropriate assessments for each student including instructional arrangements. (Title I SW: 8) (Target Group: All, SPED, 504)	Core Subject Teachers, Principal	Monthly		Summative - Documentation of successful accommodations and interventions.
8. Utilize results of STAR reading tests target skills for Tier instruction in the classroom and intervention/extension times. (Target Group: All)	Interventionist, Teacher(s)	Monthly		Summative - STAR tests and instructional reports through Renaissance.
9. Progress monitoring meeting will be held every four weeks to determine Tier placement of all students. (Title I SW: 1) (Target Group: All)	Interventionist, Principal, Teacher(s)	Every four weeks		Summative - Sign in sheets, documentation of Tier interventions
10. Based upon the latest state assessment scores, determine gaps in learning and the need for alignment. (Title I SW: 1) (Target Group: All)	Principal, Teacher(s)	Refer to weekly		Summative - DMAC data, intervention groups, small group classroom instruction
11. CVES will strive to attain and maintain a 98% attendance rate for the year by offering grade levels who meet the goal extra recess minutes. Letters will be sent to students who are absent three or more days in a four weeks time. Parents of students who are absent will be called. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Attendance Clerk, Counselor(s), Teacher(s)	Weekly	(S)Local Funds	Summative - Weekly attendance rate

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**Goal 1.** All students will achieve their full educational potential.

**Objective 1.** All students will gain at least one year academic performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Students will take Accelerated Reader test to monitor independent reading. Reward parties will be awarded for students who meet their goal each nine weeks. (Title I SW: 10) (Target Group: All)	Librarian, Teacher(s)	Daily	(O)Local Districts	Summative - Accelerated Reading point goals
13. Provide tutoring/homework help for students after school two days a week. (Title I SW: 9) (Target Group: All)	Core Subject Teachers, Principal	January-April	(S)Comp Ed	Summative - Yearly growth will be measured by STAAR results, STAR growth, and participation of tutoring will be shown with sign in sheets.
14. Students will self-monitor their progress utilizing data sheets where they set goals and chart progress / student directed learning / choose assignments based on their individual needs.	Teacher(s)	Weekly		Summative - Notebooks showing goals and growth
15. Implement The Leader In Me program campus wide (Title I SW: 1,2,10) (Target Group: All)	Principal, Teacher(s)	Daily		Summative - Decrease in office referrals resulting in increase in instruction. Surveys by students, parents & teacher.
16. Utilize TEKS Resource assessments to determine mastery of concepts. (Target Group: AtRisk, 3rd, 4th, 5th)	Principal	Weekly		Summative - Progress monitoring using benchmarks and teacher made assessments as well as unit tests made in DMAC, lesson plans

# CRESTVIEW EL

**Goal 1.** All students will achieve their full educational potential.

**Objective 2.** Crestview Elementary will continue to increase services for identified At-Risk students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Extended Year Services will continue to be offered for students who did not pass any portion of the STAAR test. (Title I SW: 9) (Target Group: All, AtRisk)	Principal, Teacher(s)	Summer	(F)Title I	Summative - Attendance sign in sheets, STAAR growth
2. Summer learning camp will be offered to at risk students to help close educational gaps. (Title I SW: 9) (Target Group: AtRisk)	Principal, Teacher(s)	Summer	(S)Comp Ed	Summative - Attendance sheets, pre and post student assessments
3. A Reading Interventionist will be put in place to increase At-Risk students' reading levels. (Target Group: AtRisk)	Interventionist	Monthly		Progress Monitoring
4. After school tutoring will be provided for students who are struggling with reading and math skills.	Principal, Teacher(s)	Weekly		STAAR Scores, Increase in reading level

# CRESTVIEW EL

**Goal 1.** All students will achieve their full educational potential.

**Objective 3.** Provide a safe and orderly environment in which students can achieve their full potential.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Basic Awareness Safety Education program will be offered to 5th grade students (Title I SW: 10) (Target Group: 5th)	SRO Officer	First Semester		Summative - B.A.S.E. schedule, B.A.S.E. graduation
2. Execute monthly fire evacuations as well as two shelter in place drills and two tornado drills. (Title I SW: 1) (Target Group: All)	Assistant Principal(s)	Monthly		Summative - Documentation of drills, efficiency of drills when practicing.
3. Character lessons will be taught each week on the campus news broadcast as well as behavior reminders (Title I SW: 1) (Target Group: All)	Principal	Weekly		Summative - Increase in positive student behavior
4. Red Ribbon Week will be held to promote character development and a drug free environment. (Target Group: All)	Counselor(s)	October		Summative - Dress up days, flyers, drug-free contract
5. Leader in Me lessons will be taught daily in homeroom classes. (Title I SW: 10) (Target Group: All)	Counselor(s), Instructional Facilitator	Daily		Summative - Leader in Me lesson plan notebook, student activity booklet
6. The Raptor System will be used to screen visitors. (Title I SW: 1) (Target Group: All)	Attendance Clerk	Daily	(O)Local Districts	Summative - The number of visitors on campus
7. Employ an additional teacher for each grade level in order to reduce class size. (Title I SW: 5) (Target Group: All)	Personnel Director	Daily	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Summative - Decrease in discipline referrals, increase in student growth
8. Behavior paraprofessional will be employed to assist with correcting discipline issues. (Target Group: 3rd, 4th, 5th)	Assistant Principal(s)	Daily		Summative - Reduction in discipline referrals
9. Employ an additional aide to assist at-risk students in the classrooms. (Title I SW: 9) (Target Group: AtRisk, 3rd, 4th, 5th)	Personnel Director	Daily	(S)Comp Ed	Summative - Decrease in discipline referrals, increase in student growth
10. Incorporate morning meetings at the beginning of each day to set a positive tone. (Title I SW: 2) (Target Group: All)	Teacher(s)	Daily		Summative - Positive teacher-peer relationships
11. Create a Responsive School by implementing service learning projects, ie campus clean-up and collection of cans.	Principal	Monthly		Summative - Positive campus culture

# CRESTVIEW EL

**Goal 1.** All students will achieve their full educational potential.

**Objective 4.** Students will be given opportunities to participate in different activities that will increase their enthusiasm for learning at Crestview Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Academic UIL tryouts and participation, Jazzy Jumpers, Book Club, Newscast, National Elementary Honor Society, Service Projects, Holiday Performances, Destination Imagination, daily gifted and talented enrichment (Title I SW: 3) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Daily		Summative - Sign up sheets for events, scores at UIL competition, master schedule,
2. Implementation of daily intervention time	Dyslexia specialist, Interventionist, Principal, Teacher(s)	Daily		Summative - Master schedule
3. All teachers will participate in providing students with 135 minutes of recess minutes of physical activity weekly including physical education during rotations, organized recess activities, and free play recess time.	Assistant Principal(s), Principal, Teacher(s)	Daily		Summative - Master schedule



# CRESTVIEW EL

**Goal 2.** The district technology program will provide students, teachers, and administrators with access to technological tools that enhance instruction and improve student achievement.

**Objective 1.** Consistently integrate technology, differentiation and enrichment through everyday instructional practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Google Classroom with the classroom sets of Chromebooks, monitor student use with Go Guardian, and incorporate research based activities and assignments on Chromebooks. (Title I SW: 10) (Target Group: All, 4th, 5th)	Assistant Principal(s), Director of Technology, Interventionist, Principal, Teacher(s)	Daily	(S)Comp Ed	Summative - Instructional planning, student products, formal/informal walkthroughs and teacher feedback.
2. Students will attend a technology class twice a week. (Title I SW: 10) (Target Group: All)	Principal, Teacher(s)	Weekly		Summative - Master schedule
3. The Crestview news will be shown weekly. It will be created primarily by students. Pictures and information will be displayed on multimedia in the hallway and library.	Club Sponsors, Instructional Technologist	Weekly		Summative - Newscast

# CRESTVIEW EL

**Goal 3.** Recruit and retain highly-qualified administrators, teachers, and staff.

**Objective 1.** Participate in university and regional job fairs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Discuss the possibility of teachers from other districts moving to New Boston. (Title I SW: 5) (Target Group: All)	Principal	Spring		Summative - Job Fairs

# CRESTVIEW EL

**Goal 3.** Recruit and retain highly-qualified administrators, teachers, and staff.

**Objective 2.** Provide mentors to first and second year teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pair beginning teacher with an experienced teacher to serve as a mentor. (Title I SW: 3) (Target Group: All)	Principal	Monthly		Summative - Meeting sign in sheets
2. Mentor program meetings once a month provided by the Instructional Specialist	Instructional Specialists, Teacher(s)	Monthly		Summative - Meeting notes, discipline referrals decrease for new teachers, new teacher retention
3. Schedule Region 8 Service Center content specialists to meet with new teachers.	Principal, Teacher(s)	Semester trainings		Summative - Lesson plans, TEKS Resource Planning and breakdown of IFD

# CRESTVIEW EL

**Goal 3.** Recruit and retain highly-qualified administrators, teachers, and staff.

**Objective 3.** Offer high quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will attend professional development training at Region 8.	Principal, Teacher(s)	Monthly		Summative - Implementation of professional development

# CRESTVIEW EL

**Goal 3.** Recruit and retain highly-qualified administrators, teachers, and staff.

**Objective 4.** Meet on a regular basis with new teachers to review needs/issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide planning and ongoing support to teachers by scheduling substitutes for 1/2 day periods so that they can work together and with subject specialists. (Title I SW: 3) (Target Group: All)	Principal, Teacher(s)	Daily	(O)Local Districts	Summative - Yearly schedule, Lesson plans
2. Visit Texarkana and Dallas area schools to learn effective teaching and leadership methods.	Interventionist, Principal, Teacher(s)	Once a year		Summative -
3. Form a campus climate committee to plan after school get-togethers to promote fellowship.	Assistant Principal(s), Teacher(s)	Monthly		Summative - Monthly staff celebrations

# CRESTVIEW EL

**Goal 4.** Crestview Elementary will increase positive parent-school relationships.

**Objective 1.** Crestview Elementary will strive to increase and improve parent/community involvement with the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Family nights will be conducted in the fall and spring. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Counselor(s), Librarian, Principal	Fall and Spring	(O)Local Districts, (S)Local Funds	Summative - Sign in sheets, Parent surveys
2. Brochures developed and distributed to parents about the campus and various programs. (Title I SW: 6,10) (Target Group: All)	Assistant Principal(s)	August		Summative - Brochure
3. A campus Remind 101 will be used to communicate with parents regarding important information and to let parents know campus information and updates. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal	Weekly		Summative - Parent surveys, Campus Remind 101
4. Grade level teachers are using a Remind 101 and/or Class Dojo account to communicate with parents regarding grade-level happenings. (Title I SW: 6) (Target Group: All)	Core Subject Teachers	Daily		Summative - Parent surveys, parent participation in events and activities, Class Dojo parent sign ups,
5. Teachers will send home 3 week reports with students reflecting classroom performance. (Title I SW: 6) (Target Group: All)	Attendance Clerk, Core Subject Teachers, Principal	Every three weeks		Summative - Progress Reports
6. Report cards will be sent home every nine weeks. (Title I SW: 6) (Target Group: All)	Principal	Term	(O)Local Districts	Summative - Report Cards
7. Benchmark letters and report summaries will be sent home after testing date. (Title I SW: 9) (Target Group: All)	Principal, Teacher(s)	One week following benchmark test	(S)Local Funds	Summative - Letters and reports
8. Parent Portal will be utilized, with parents being registered within a week of turning in request form, to keep parents up to date on grades and attendance. (Title I SW: 6) (Target Group: All)	Attendance Clerk	Daily		Summative - Parent portal usage report
9. Meet with families of students who have chronic absence/tardy issues. (Title I SW: 6,10) (Target Group: All)	Assistant Principal(s)	Daily		Summative - Meeting sign in sheets, improvement of student attendance
10. Invite parents to attend special events, student performances, and award ceremonies.	Teacher(s)	Daily		Summative - Parent surveys, parent attendance

# Summary

A review of Adequate Yearly Progress, AEIS, Parent involvement, and campus collected data for Crestview Elementary School reveals the campus will continue to work to develop grade level skills and promote growth in literacy, math, writing, and Science. Specific opportunities for parents to become involved with Crestview activities will continue to be a goal to gain additional support for our academic efforts. Literacy will be promoted by using research based programs such as Renaissance to support reading gains.

## Areas to be Adressed

1. Reading in all populations
2. Math in the sub pops of African American, Special Education, and Economically disadvantaged.
3. Continued opportunities for parents to become involved.
4. Teacher retention.

## Solutions to Areas to be Addressed

1. Response to Intervention data tracking sheet for each student below grade level will be kept to track specific academic needs.
2. Progress monitoring will occur every four weeks.
3. Data meetings will be held every six weeks to discuss progress monitoring and develop intervention and enrichment plans.
4. New teachers will receive support from Principal, Instructional Specialist, and Region 8 to help implement instructional strategies.