

2016-17 Texas Academic Performance Report

District Name: **CRANDALL ISD**

Campus Name: **NOLA KATHRYN WILSON EL**

Campus Number: **129901102**

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District Name: CRANDALL ISD
 Campus Name: NOLA KATHRYN WILSON EL
 Campus Number: 129901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 552
 Grade Span: KG - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 3														
Reading	2017	73%	70%	76%	*	68%	79%	*	-	-	*	*	62%	75%
	2016	73%	85%	87%	*	92%	87%	*	-	-	*	*	80%	86%
Mathematics	2017	78%	76%	80%	*	68%	86%	*	-	-	*	*	77%	69%
	2016	75%	86%	88%	*	75%	90%	*	-	-	*	*	80%	71%
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	80%	91%	*	84%	92%	*	-	-	*	71%	82%	63%
	2016	75%	84%	88%	*	67%	93%	*	*	-	*	*	80%	69%
Mathematics	2017	76%	82%	86%	*	89%	86%	*	-	-	*	64%	79%	88%
	2016	73%	74%	82%	*	73%	85%	*	*	-	*	*	73%	69%
Writing	2017	65%	68%	79%	*	68%	83%	*	-	-	*	50%	66%	75%
	2016	69%	82%	85%	*	67%	87%	*	*	-	*	*	78%	69%
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	85%	93%	*	87%	94%	*	-	-	*	86%	94%	86%
	2016	81%	86%	93%	-	87%	94%	*	*	-	*	*	84%	78%
Mathematics	2017	87%	84%	92%	*	80%	94%	*	-	-	*	71%	88%	79%
	2016	86%	89%	91%	-	93%	90%	*	*	-	*	*	90%	89%
Science	2017	74%	70%	74%	*	40%	81%	*	-	-	*	*	61%	36%
	2016	74%	84%	93%	-	87%	94%	*	*	-	*	*	87%	78%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	75%	84%	70%	73%	87%	80%	-	-	73%	57%	75%	70%
	2016	75%	79%	88%	*	80%	90%	88%	100%	-	91%	64%	81%	75%
Reading	2017	72%	74%	86%	*	79%	88%	*	-	-	*	63%	77%	76%
	2016	73%	78%	89%	*	81%	91%	*	*	-	*	80%	81%	76%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 552
 Grade Span: KG - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	77%	86%	*	79%	89%	*	-	-	*	59%	81%	76%
	2016	76%	79%	87%	*	81%	88%	*	*	-	*	50%	80%	76%
Writing	2017	67%	70%	79%	*	68%	83%	*	-	-	*	50%	66%	75%
	2016	69%	76%	85%	*	67%	87%	*	*	-	*	*	78%	69%
Science	2017	79%	78%	74%	*	40%	81%	*	-	-	*	*	61%	36%
	2016	79%	85%	93%	-	87%	94%	*	*	-	*	*	87%	78%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	44%	48%	*	36%	52%	*	-	-	*	27%	35%	25%
	2016	45%	44%	53%	*	30%	57%	*	*	-	*	*	39%	26%
Reading	2017	48%	48%	54%	*	38%	58%	*	-	-	*	36%	44%	25%
	2016	46%	49%	54%	*	27%	57%	*	*	-	*	*	39%	*
Mathematics	2017	48%	40%	54%	*	55%	55%	*	-	-	*	28%	42%	50%
	2016	43%	40%	54%	*	39%	57%	*	*	-	*	*	41%	37%
Writing	2017	38%	37%	45%	*	35%	48%	*	-	-	*	*	25%	*
	2016	41%	45%	64%	*	*	70%	*	*	-	*	*	44%	*
Science	2017	52%	46%	42%	*	*	47%	*	-	-	*	*	24%	*
	2016	47%	54%	56%	-	36%	59%	*	*	-	*	*	40%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	25%	*	18%	27%	*	-	-	*	11%	17%	15%
	2016	18%	15%	23%	*	14%	25%	*	67%	-	*	*	15%	13%
Reading	2017	19%	19%	30%	*	14%	34%	*	-	-	*	*	21%	*
	2016	17%	16%	27%	*	17%	28%	*	*	-	*	*	13%	*
Mathematics	2017	23%	17%	28%	*	27%	29%	*	-	-	*	19%	20%	24%
	2016	19%	14%	24%	*	17%	26%	*	*	-	*	*	19%	17%

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 Grade Span: KG - 05
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Writing	2017	12%	11%	14%	*	*	16%	*	-	-	*	*	*	*
	2016	15%	12%	20%	*	*	21%	*	*	-	*	*	15%	*
Science	2017	19%	15%	11%	*	*	12%	*	-	-	*	*	*	*
	2016	16%	17%	15%	-	*	16%	*	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	57%	66%	*	66%	67%	*	-	-	*	71%	62%	61%
	2016	62%	56%	66%	*	68%	65%	*	*	-	*	*	65%	71%
Reading	2017	59%	57%	66%	*	56%	69%	*	-	-	*	*	57%	*
	2016	60%	58%	70%	*	68%	70%	*	*	-	*	*	62%	68%
Mathematics	2017	64%	57%	66%	*	76%	65%	*	-	-	*	*	67%	70%
	2016	63%	54%	63%	*	68%	59%	*	*	-	*	*	69%	75%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	16%	21%	*	22%	20%	*	-	-	*	21%	16%	18%
	2016	17%	13%	20%	*	19%	20%	*	*	-	*	*	18%	18%
Reading	2017	17%	19%	22%	*	16%	25%	*	-	-	*	*	13%	*
	2016	16%	15%	21%	*	18%	21%	*	*	-	*	*	15%	18%
Mathematics	2017	20%	14%	19%	*	29%	16%	*	-	-	*	*	20%	24%
	2016	17%	12%	19%	*	21%	18%	*	*	-	*	*	20%	18%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	44%	53%	-	*	50%	*	-	-	-	*	45%	*
	2016	35%	40%	56%	*	*	60%	-	-	-	*	*	46%	*
Mathematics	2017	43%	40%	52%	*	*	55%	-	-	-	-	*	38%	*

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 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	74%	81%	*	60%	85%	*	-	-	*	*	74%	57%
Students Requiring Accelerated Instruction														
	2017	28%	26%	19%	*	40%	15%	*	-	-	*	*	26%	43%
STAAR Cumulative Met Standard														
	2017	81%	85%	93%	*	87%	94%	*	-	-	*	86%	94%	86%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	77%	88%	*	73%	90%	*	-	-	*	*	82%	71%
Students Requiring Accelerated Instruction														
	2017	19%	23%	12%	*	*	10%	*	-	-	*	*	18%	*
STAAR Cumulative Met Standard														
	2017	87%	84%	92%	*	80%	94%	*	-	-	*	71%	88%	79%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 552
 Grade Span: KG - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	75%	84%	-	-	-	-	-	70%	64%	78%	-	70%	70%
	2016	75%	79%	88%	-	-	-	-	-	74%	69%	79%	*	74%	75%
Reading	2017	72%	74%	86%	-	-	-	-	-	76%	62%	94%	-	76%	76%
	2016	73%	78%	89%	-	-	-	-	-	75%	69%	80%	*	75%	76%
Mathematics	2017	79%	77%	86%	-	-	-	-	-	76%	67%	88%	-	76%	76%
	2016	76%	79%	87%	-	-	-	-	-	75%	69%	80%	*	75%	76%
Writing	2017	67%	70%	79%	-	-	-	-	-	75%	*	*	-	75%	75%
	2016	69%	76%	85%	-	-	-	-	-	69%	69%	-	-	69%	69%
Science	2017	79%	78%	74%	-	-	-	-	-	36%	*	*	-	36%	36%
	2016	79%	85%	93%	-	-	-	-	-	75%	-	75%	*	75%	78%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	44%	48%	-	-	-	-	-	25%	*	*	-	25%	25%
	2016	45%	44%	53%	-	-	-	-	-	28%	*	*	*	28%	26%
Reading	2017	48%	48%	54%	-	-	-	-	-	25%	*	*	-	25%	25%
	2016	46%	49%	54%	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	48%	40%	54%	-	-	-	-	-	50%	42%	58%	-	50%	50%
	2016	43%	40%	54%	-	-	-	-	-	39%	56%	*	*	39%	37%
Writing	2017	38%	37%	45%	-	-	-	-	-	*	*	*	-	*	*
	2016	41%	45%	64%	-	-	-	-	-	*	*	-	-	*	*
Science	2017	52%	46%	42%	-	-	-	-	-	*	*	*	-	*	*
	2016	47%	54%	56%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	25%	-	-	-	-	-	15%	17%	13%	-	15%	15%
	2016	18%	15%	23%	-	-	-	-	-	13%	*	18%	*	13%	13%

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Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 552
 Grade Span: KG - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	19%	30%	-	-	-	-	-	*	*	*	-	*	*
	2016	17%	16%	27%	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	23%	17%	28%	-	-	-	-	-	24%	29%	*	-	24%	24%
	2016	19%	14%	24%	-	-	-	-	-	18%	*	*	*	18%	17%
Writing	2017	12%	11%	14%	-	-	-	-	-	*	*	*	-	*	*
	2016	15%	12%	20%	-	-	-	-	-	*	*	-	-	*	*
Science	2017	19%	15%	11%	-	-	-	-	-	*	*	*	-	*	*
	2016	16%	17%	15%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	57%	66%	-	-	-	-	-	61%	61%	60%	-	61%	61%
	2016	62%	56%	66%	-	-	-	-	-	75%	73%	77%	*	75%	74%
Reading	2017	59%	57%	66%	-	-	-	-	-	*	*	*	-	*	*
	2016	60%	58%	70%	-	-	-	-	-	69%	*	*	*	69%	70%
Mathematics	2017	64%	57%	66%	-	-	-	-	-	70%	67%	*	-	70%	70%
	2016	63%	54%	63%	-	-	-	-	-	81%	*	*	*	81%	78%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	16%	21%	-	-	-	-	-	18%	19%	17%	-	18%	18%
	2016	17%	13%	20%	-	-	-	-	-	19%	19%	19%	*	19%	19%
Reading	2017	17%	19%	22%	-	-	-	-	-	*	*	*	-	*	*
	2016	16%	15%	21%	-	-	-	-	-	19%	*	*	*	19%	19%
Mathematics	2017	20%	14%	19%	-	-	-	-	-	24%	28%	*	-	24%	24%
	2016	17%	12%	19%	-	-	-	-	-	19%	*	*	*	19%	19%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	44%	53%	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	40%	56%	-	-	-	-	-	*	*	*	-	*	*

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 552
 Grade Span: KG - 05
 (Current Year ELL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL	
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	40%	52%	-	-	-	-	*	*	-	-	*	*	

District Name: CRANDALL ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 552
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	100%	88%	97%	100%	-	-	79%	97%	93%	90%
Not Included in Accountability													
Mobile	4%	6%	5%	0%	12%	2%	0%	-	-	21%	3%	7%	10%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
Reading													
Test Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	93%	100%	84%	95%	100%	100%	-	100%	74%	89%	85%
Not Included in Accountability													
Mobile	4%	6%	6%	0%	14%	5%	0%	0%	-	0%	26%	10%	13%
Other Exclusions	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	0%	1%	2%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 552
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.3%	96.7%	96.4%	97.4%	96.5%	97.7%	*	-	*	96.0%	96.7%	98.2%
2014-15	95.7%	96.3%	96.4%	94.1%	97.5%	96.3%	97.1%	*	-	*	96.1%	96.0%	97.9%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 552
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	552	100.0%	3,750	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	3.3%	4.2%
Kindergarten	85	15.4%	7.3%	7.0%
Grade 1	86	15.6%	7.7%	7.4%
Grade 2	88	15.9%	7.7%	7.6%
Grade 3	101	18.3%	7.9%	7.7%
Grade 4	93	16.8%	7.3%	7.7%
Grade 5	99	17.9%	7.9%	7.5%
Grade 6	0	0.0%	8.1%	7.4%
Grade 7	0	0.0%	7.8%	7.4%
Grade 8	0	0.0%	7.4%	7.3%
Grade 9	0	0.0%	8.0%	8.1%
Grade 10	0	0.0%	7.1%	7.4%
Grade 11	0	0.0%	7.2%	6.8%
Grade 12	0	0.0%	5.3%	6.2%
Ethnic Distribution:				
African American	14	2.5%	13.0%	12.6%
Hispanic	112	20.3%	25.3%	52.4%
White	411	74.5%	58.5%	28.1%
American Indian	5	0.9%	0.4%	0.4%
Asian	4	0.7%	0.5%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	6	1.1%	2.1%	2.2%
Economically Disadvantaged	246	44.6%	47.0%	59.0%
Non-Educationally Disadvantaged	306	55.4%	53.0%	41.0%
English Language Learners (ELL)	71	12.9%	9.2%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	0.2%	1.6%	1.4%
At-Risk	205	37.1%	40.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	39			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	20.5%	42.8%	44.5%
Students with Physical Disabilities	17	43.6%	21.7%	21.9%
Students with Autism	0	0.0%	**	12.5%
Students with Behavioral Disabilities	14	35.9%	25.2%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.3%

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 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	54	11.2%	13.6%	16.2%
By Ethnicity:				
African American	2	0.4%		
Hispanic	25	5.2%		
White	27	5.6%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

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Total Students: 552
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Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	12.6%	7.6%	1.8%	25.0%	9.5%	7.7%
Grade 1	2.6%	2.4%	3.8%	0.0%	4.2%	6.8%
Grade 2	1.2%	0.8%	2.4%	0.0%	4.3%	3.1%
Grade 3	3.7%	1.7%	1.6%	0.0%	0.0%	1.2%
Grade 4	0.0%	0.4%	0.8%	16.7%	7.1%	0.7%
Grade 5	1.1%	0.8%	0.4%	0.0%	0.0%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.0	19.5	18.8
Grade 1	21.6	20.4	18.8
Grade 2	22.0	20.3	18.9
Grade 3	20.2	21.1	19.0
Grade 4	18.6	19.6	19.0
Grade 5	24.8	24.4	20.9
Grade 6	-	21.5	20.4
Secondary:			
English/Language Arts	-	17.6	16.8
Foreign Languages	-	20.9	18.7
Mathematics	-	18.3	18.0
Science	-	18.9	19.0
Social Studies	-	18.8	19.4

District Name: CRANDALL ISD
 Campus Name: NOLA KATHRYN WILSON EL
 Campus Number: 129901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 552
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	51.3	100.0%	100.0%	100.0%
Professional Staff:	42.3	82.4%	67.5%	64.0%
Teachers	36.4	70.9%	53.6%	50.0%
Professional Support	3.9	7.7%	8.9%	10.0%
Campus Administration (School Leadership)	2.0	3.9%	3.4%	2.9%
Educational Aides:	9.0	17.6%	11.0%	9.6%
Total Minority Staff:	7.2	14.1%	14.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	3.0	8.2%	4.5%	10.2%
Hispanic	2.0	5.5%	5.6%	26.6%
White	31.4	86.3%	88.1%	59.8%
American Indian	0.0	0.0%	0.4%	0.4%
Asian	0.0	0.0%	0.9%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.4%	1.1%
Males	1.0	2.7%	18.9%	23.7%
Females	35.4	97.3%	81.1%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	31.4	86.2%	78.1%	74.5%
Masters	5.0	13.8%	20.2%	23.6%
Doctorate	0.0	0.0%	1.3%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	7.8%	7.8%
1-5 Years Experience	10.0	27.5%	33.9%	28.0%
6-10 Years Experience	11.0	30.3%	26.4%	20.9%
11-20 Years Experience	8.4	23.0%	21.1%	27.8%
Over 20 Years Experience	7.0	19.2%	10.8%	15.5%
Number of Students per Teacher	15.2	n/a	16.2	15.1

District Name: CRANDALL ISD
 Campus Name: NOLA KATHRYN WILSON EL
 Campus Number: 129901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 552
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	25.0	16.3	19.5
Average Years Experience of Principals with District	24.0	10.8	12.2
Average Years Experience of Assistant Principals	9.0	13.4	15.7
Average Years Experience of Assistant Principals with District	1.0	1.3	10.1
Average Years Experience of Teachers:	11.0	8.6	10.9
Average Years Experience of Teachers with District:	5.9	4.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,268	\$46,199
1-5 Years Experience	\$46,025	\$46,429	\$48,779
6-10 Years Experience	\$47,273	\$47,404	\$51,184
11-20 Years Experience	\$50,631	\$51,044	\$54,396
Over 20 Years Experience	\$58,107	\$60,438	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$49,787	\$49,396	\$52,525
Professional Support	\$61,596	\$61,250	\$61,728
Campus Administration (School Leadership)	\$70,892	\$71,189	\$76,471
Instructional Staff Percent:	n/a	68.6%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

District Name: CRANDALL ISD
 Campus Name: NOLA KATHRYN WILSON EL
 Campus Number: 129901102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 552
 Grade Span: KG - 05
 School Type: Elementary

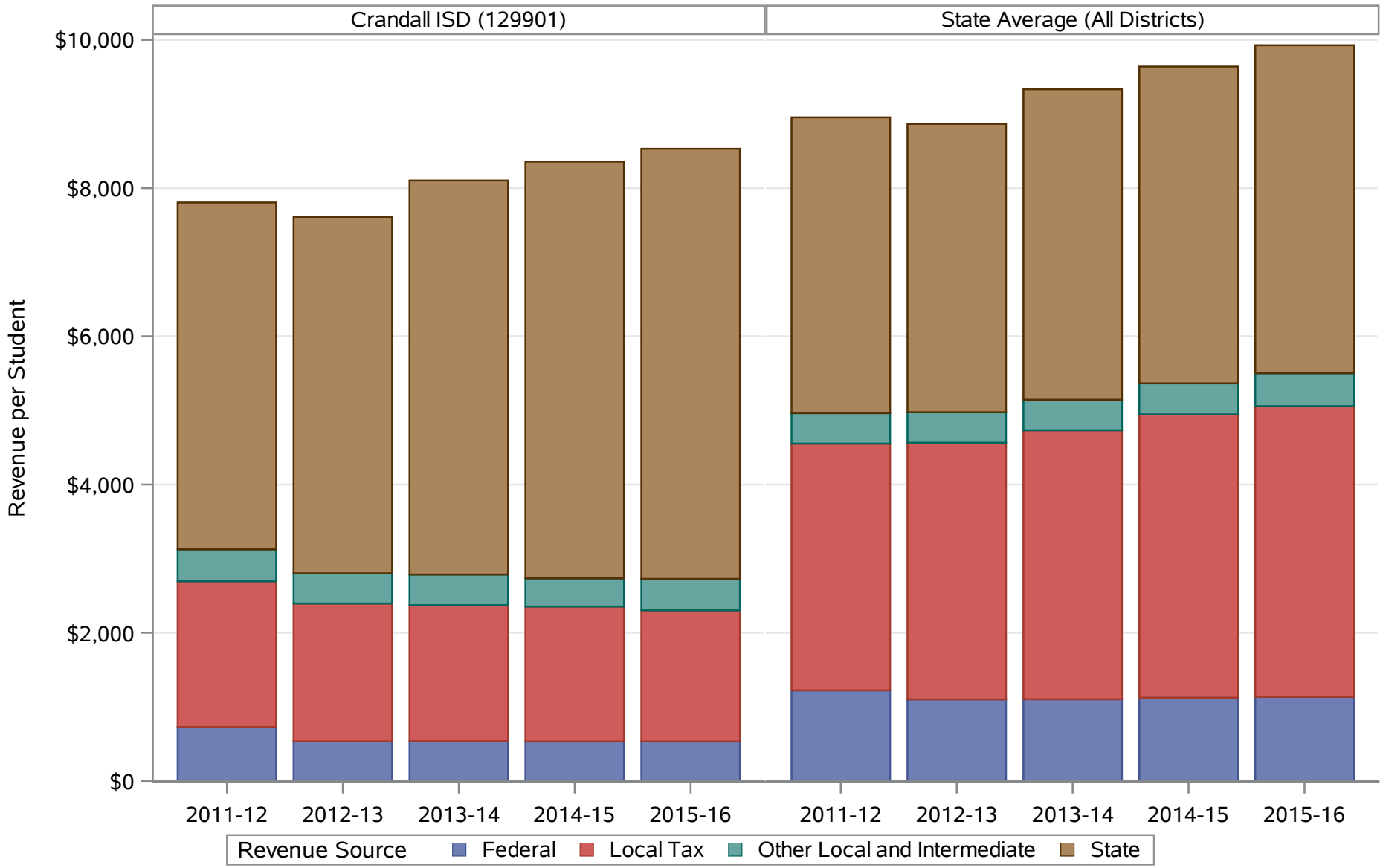
Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	71	12.9%	8.9%	18.8%
Career & Technical Education	0	0.0%	24.3%	25.0%
Gifted & Talented Education	36	6.5%	4.7%	7.8%
Special Education	39	7.1%	8.5%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	4.1%	1.8%	6.0%
Career & Technical Education	0.0	0.0%	6.2%	4.5%
Compensatory Education	1.0	2.8%	3.2%	2.8%
Gifted & Talented Education	1.0	2.8%	0.4%	1.9%
Regular Education	29.9	82.1%	77.1%	72.8%
Special Education	3.0	8.3%	8.8%	8.6%
Other	0.0	0.0%	2.5%	3.4%

Link to:
[PEIMS Financial Standard Reports/
 2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

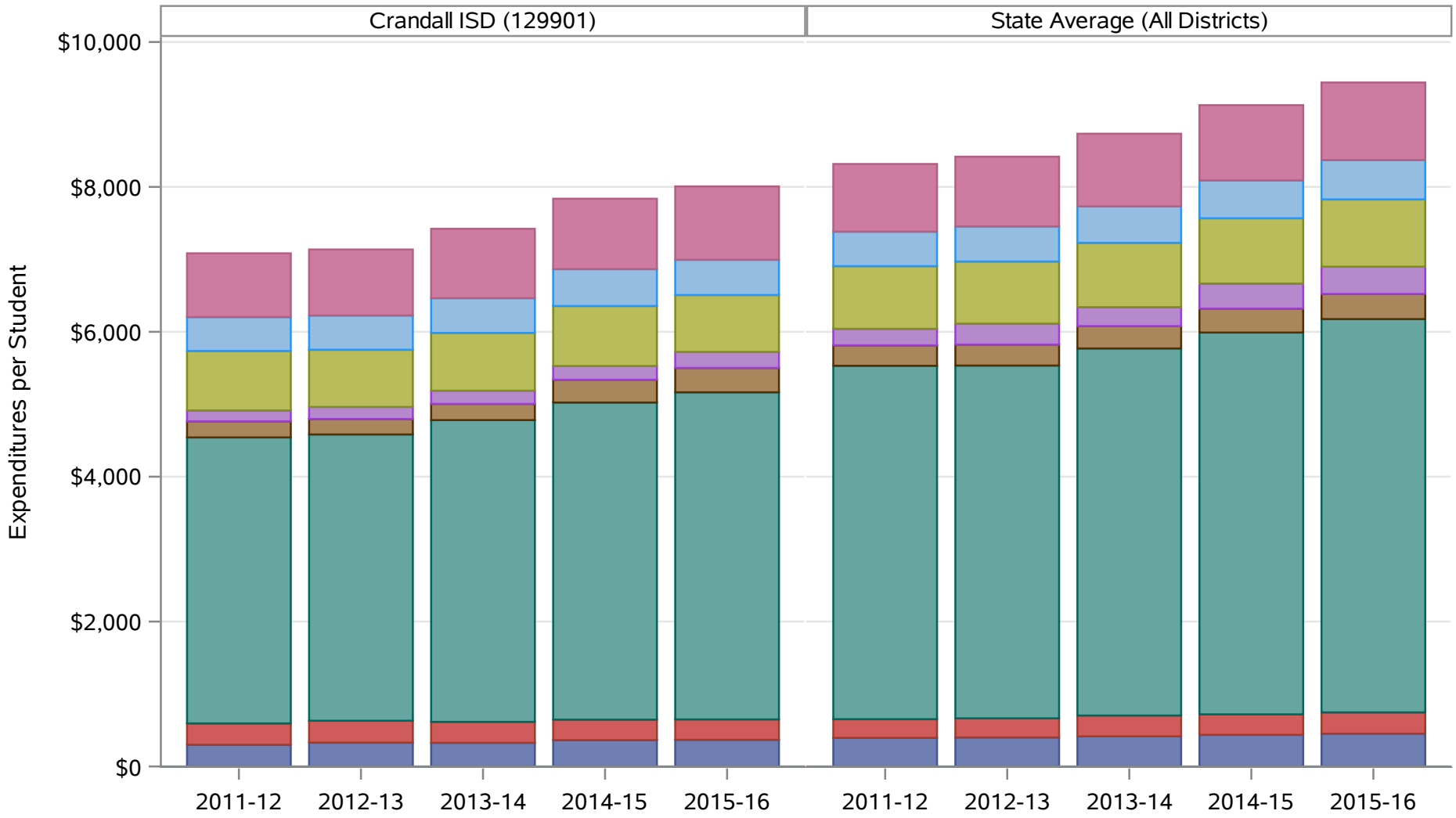
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Comparison of 2011-12 through 2015-16 Operational Revenue Sources



State Average (All Districts) Total Enrolled Students in Membership = 5,281,243
 Crandall ISD (129901) Total Enrolled Students in Membership = 3,443
 Excludes Debt Service & Recapture

Comparison of 2011-12 through 2015-16 Operational Total Expenditures



Expenditure Category (Function)

- Counseling & Health Services
- General Administration
- Instruction
- Instruction Leadership & Staff Development
- Other Expenditures
- Plant Maint/Operation
- School Leadership
- Transportation, Food, & Extracurricular

State Average (All Districts) Total Enrolled Students in Membership = 5,281,243
 Crandall ISD (129901) Total Enrolled Students in Membership = 3,443
 Excludes Capital Outlay & Debt Service

2016-2017 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2016-2017 are listed below:

Show/Hide columns:

[CDN](#) | [Name](#) | [ESC](#) | [District Type](#) | [2012 FIRST Rating](#) | [2012 Accountability Rating](#) | [2013 FIRST Rating](#) | [2013 Accountability Rating](#) | [2014 FIRST Rating](#) | [2014 Accountability Rating](#) | [2015 FIRST Rating](#) | [2015 Accountability Rating](#) | [2016 FIRST Rating](#) | [2016 Accountability Rating](#) | [2016-2017 Accreditation Status](#) | [Reason For Status](#) | [Notes](#)

Show entries

Search:

CDN	Name	ESC	2016 FIRST Rating	2016 Accountability Rating	2016-2017 Accreditation Status	Reason For Status	Notes
129901	CRANDALL ISD	10	A - Superior	Met Standard	ACCREDITED		

2017-18 Campus Improvement Plan

Nola Kathryn Wilson Elementary School

School Name

Crandall Independent School District

District Name

Board Approval Date

Goals and Strategies

Campus Performance Objective: All students will reach high standards, at a minimum attaining proficiency or better in Reading.

Subject Area: Reading/ELA

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Teachers and Support Staff will engage in district staff development to increase student performance in Reading and ELA	Asst. Supt. of C&I Principal Asst. Princ. Directors	August	sign in sheets Eduphoria records classroom walkthroughs	implementatio n of learned skills increased test scores	Summative	MAP MAP SD	Local Categorical Local Categorical	8505.00 900.00	1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4	
2 Student teams will be used to place a focus on individual student achievement and college readiness	Campus Administrators	August Each Six Weeks Staff Development Day	sign in sheets Eduphoria records classroom walkthroughs	implementatio n of learned skills increased test scores	Formative				1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4	
3 Students will participate in MAP assessments three times per year in order to evaluate progress towards mastering curriculum and increased student growth	DTC, CTC, I-Coach, Counselor, Principal Asst. Prin.	September January May	MAP Data Meeting	all students growing	Formative	Istation	Local Categorical	834.00	1,2,3,8,9,10	2,3,4	
4 Teachers reference the TEKS objective for each day at the beginning, during and at the closing of the lesson.	Teachers, Instructional Coaches, Campus Administrators	Weekly	Walk-throughs, lesson plans	increase in student achievement; increase in student knowledge of TEKS	lesson plan meetings; grade level planning				1, 2, 3, 8, 9	1, 2, 3, 4	
5 Focusing on implementing the ELPS student expectations	Classroom Teachers, ESL Teachers, Instructional Coaches and Campus Administrators	Weekly	Walk-throughs, lesson plans, Compare beginning of the year to end of the year data, Report Cards, STAAR results	Increased academic vocabulary daily assignments; increase in the TELPAS proficiency levels	TELPAS and ELPS training				1, 2, 3, 4, 8, 9, 10	1, 2, 3, 4	
6 Use campus staff development to help teachers grow and improve	Campus Administrators and ESL Director	Fall and Spring meetings with ESL teachers	Lesson plans, Benchmark data, TELPAS proficiency levels, STAAR	increase in academic vocabulary; lesson plans	lesson plans; sign in sheets for ELPS and TELPAS training; minutes				1, 2, 4, 8, 9	1, 2, 3, 4	

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
the delivery of the ELPS instruction.			results, DRA results	with detailed ELPS instruction							
7 Utilize hands-on experiences to transition from classroom to real world vocabulary	Classroom Teachers, Instructional Coach, Campus Administration	Each six weeks	Benchmark data, DRA results and STAAR results	increased academic vocabulary in daily assignments; increase in TELPAS proficiency levels	lesson plans; utilization of science lab and computer lab					1, 2, 3, 4, 8, 9	1, 2, 3, 4
8 Guided reading lesson plan model	Campus Administration , Instructional Coach, teachers	Daily	walk-throughs; lesson planning; observations; EIT meetings; staff development; early release curriculum planning meetings; Jan Richardson model	improved DRA and STAAR scores; KILGO method of TEK deconstruction ; more consistency observed horizontally and vertically	DRA results, CBA results, Istation reports, STAAR scores; observations	Anchor comprehension workshop Teacher comprehension pack	Title I Part A: Allocation Local Categorical	12535.99 1144.50		1, 2, 3, 4, 5, 7, 8, 9, 10	1, 2, 3, 4

Goals and Strategies

Campus Performance Objective: All students will reach high standards, at a minimum attaining proficiency or better in Math

Subject Area: Math

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Teachers and Support Staff will engage in district staff development to increase student performance in Math	Asst. Supt. of C&I Principal Asst. Princ. Directors	August	sign in sheets Eduphoria records classroom walkthroughs	implementatio n of learned skills increased test scores	Summative	Creative Math IXL Math Think Through Math MAP	Title I Part A: Allocation Title I Part A: Allocation Title I Part A: Allocation Local Categorical	1150.00 720.00 950.00 8505.00	1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4	
2 Student teams will be used to place a focus on individual student achievement and college readiness	Teachers, Instructional Coach and Campus Administration	August Each Six Weeks Staff Development Day	sign in sheets Eduphoria records classroom walkthroughs	implementatio n of learned skills increased test scores	Formative				1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4	
3 Students will participate in MAP assessments three times per year in order to evaluate progress towards mastering curriculum and increased student growth	DTC, CTC, I- Coach, Counselor, Principal Asst. Prin.	September January May	MAP Data Meeting	all students growing	Formative				1,2,3,8,9,10	2,3,4	
4 Provide at-risk students with supplies and materials that will assist them in accessing the curriculum.	Counselor, Instructional Coach, Campus Administration , Diagnostician	Each three weeks	Progress reports, Report cards, Benchmark data, STAAR results	Increase student achievement and participation in activities Increased data driven instruction	Formative				1, 2, 8, 9, 10	2, 3, 4	
5 Teachers reference the TEKS objective for each day at the beginning, during and at the closing of the lesson	Teachers, Campus Administration , Instructional Coaches	Weekly	lesson plans classroom walk throughs	Increase student achievement Increased lesson design	Formative				1, 2, 3, 8, 9	1, 2	

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
6 Teachers and support staff will engage in campus staff development to increase student performance in math.	Campus Administration , Instructional Coach, teachers	weekly	Teams will meet to disaggregate data and designate the lowest SEs to be retaught or reviewed Engage in relevant lesson planning to improve daily instructional practices based on assessments	Increased student achievement Improved daily instruction Increased TEKS alignment Increased rigor and complexity in the lesson design Increased data driven instruction	Summative	Kim Sutton		Title I Part A: Allocation	1750.00	1, 3, 4, 5, 8, 9, 10	1, 2, 3, 4
7 Implement structured M.A.T.H.	Campus Administration , Instructional Coach	Weekly	lesson planning to improve daily instructional practices	all students growing	Formative					1, 2, 3, 8, 9, 10	1, 2, 3, 4

Goals and Strategies

Campus Performance Objective: All limited English proficient students (ELLs) will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better.

Subject Area: Core Content Areas

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Provide training in Sheltered Instruction to all staff serving ELLs.	Director of BE Services Principal	August	Compare beginning of the year data to end of the year data (DRA, Math Fluency); report cards; STAAR results	Sheltered Instructional strategies implemented into core classroom instruction	Formative					1,2,3,4,5,7,8,9,10	1,2,4
2 ELL students will participate in MAP assessments three times per year in order to evaluate progress towards mastering curriculum and increased student growth	DTC, CTC, I-Coach, Counselor, Principal Asst. Prin.	September January May	MAP Data Meeting	all students growing	Formative					1,2,3,8,9,10	2,3,4
3 Implement Concilio as a tool for reaching parents of ELL students.	Director of BE, Director of PR, principal	weekly for 12 weeks each semester	parent sign in sheets	increased parent participation	Formative					1,2,6, 7, 9, 10	2,4
4 Implementation of ELPS strategies will be evident in each classroom serving ELL students	classroom teachers, I-Coach, Principal, Asst. Prin., Director of BE	each six weeks	lesson plans, walk throughs, T-TESS evaluations,	increased TELPAS growth and STAAR scores	Formative					1,2,3,4,7,8,9,10	1,2,3,4
5 Provide proactive activities, supports, supplies and materials to help ELL students master the curriculum, pass state assessments and reduce the drop-out rate.	Director of BE, Principal, I-Coach, Asst. Prin.	Each six weeks	materials being used, walk throughs, T-TESS evaluations, lesson plans,	increased TELPAS growth and STAAR scores	Formative					1,2,3,4,7,8,9,10	1,2,3,4
6 Supplemental staff including teachers, instructional specialists and paraprofessionals will be hired to ensure a higher level of academic achievement for all ELL students.	Director of BE, Principal, I-Coach, Asst. Prin., CFO, Superintendent, PEIMS coordinator	Each six weeks	weekly enrollment reports, staff:student ratios, lesson plans walk-throughs, T-TESS evaluations	increased TELPAS growth and STAAR scores	Formative	DI Team Membership	Local Categorical	369.00		1,2,3,4,7,8,9,10	1,2,3,4

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
7 Provide technology for ELL students that will assist them in accessing the curriculum and improving the English language proficiency.	Director of BE, Principal, I-Coach, Asst. Prin.,	Each six weeks	materials being used, walk throughs, T-TESS evaluations, lesson plans,	increased TELPAS growth and STAAR scores	Formative					1,2,3,4,7,8,9,10	1,2,3,4

Goals and Strategies

Campus Performance Objective: All students will be taught by highly qualified teachers.

Subject Area: Core Content Areas

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).	
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount			
1 Hire and retain supplemental instructional staff who will work with at-risk learners in core content areas.	Asst. Supt. of HR, Principals	April-August	Certification Lists, DOI paperwork, CTE certification lists,	Increased state assessment scores	Summative						1,3,4,5,9,10	1,2,3,4
2 Teachers of GT students will have the required training hours and implement GT strategies for differentiation in their classrooms.	Asst. Supt. of HR, Asst. Supt. of C&I, GT Coordinator, Principals	August	Eduphoria documents Staff development documents	increased state assessment scores of GT students	Summative						1,2,3,4,5,7,8,9,10	1,2,3
3 Teachers will actively participate in training on the needs and strategies of dyslexic learners.	Asst. Supt. of HR, Asst. Supt. of C&I, Director of Intervention Services, Principals	June-August	Eduphoria Documents Staff Development Documents	increased state assessment scores of dyslexic students	Summative						1,2,3,4,5,7,8,9,10	1,2,3
4 Teachers hired on the D.O.I. or local CTE certification plan will receive classroom management support.	Asst. Supt. of HR, Asst. Supt. of C&I, Principals, Asst. Prin., Mentors	each six weeks	Eduphoria Documents Staff Development Documents Sign-in Sheets Discipline Referrals	discipline referral percentage within normal limits	Formative						1,2,3,4,9,10	1,2,3,4
5 Para-professional staff will participate in content specific training through online professional development to equip them to serve and meet the needs of diverse learners.	Asst. Supt. of HR, Asst. Supt. of C&I, Principals, Asst. Prin., Mentors Instructional Coach	each six weeks	Eduphoria Documents Staff development records Sign-in sheets Certificates of Completion	improved state assessment scores	Formative						1,2,3,4,9,10	1,2,3,4
6 Teacher mentoring will be provided at each campus using "The Heart of Teaching" series.	Asst. Supt. of HR, Asst. Supt. of C&I, Principals,	August and then each six weeks	Eduphoria Documents Staff development records	retention rates of new employees	Formative						1,2,3,4,5,7,8,9,10	1,2,3,4

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
	Asst. Prin., Mentors		Sign-in sheets Certificates of Completion								
7 Provide staff development and stipends to insure all necessary personnel are ESL certified.	Asst. Supt. of C&I, CFO, Director of BE	spring semester	Eduphoria, Certification, SBEC records	increased number of staff with ESL certification	Summative					1,2,3,4,5,7,8,9,10	1,2,3,4
8 Provide stipends to teachers who provide second language support to students and families.	Asst. Supt. of C&I, CFO, Director of BE	spring semester	documentation of translation/interpretation services	increased parent involvement of non-english speaking families	Summative	Pencils	Local Categorical	215.00		1,2,6,9,10	1,2,3,4
9 Pirate Principles	All staff	Daily	Social contracts posted and referenced as appropriate Staff greeting students at the door Safe and risk free classroom environments observed Teacher given affirmation and launch	Decrease in student referrals Increase in student motivation and participation Collaboration among classmates Healthy classroom environments observed	Climate and culture observances End of year discipline reports					1, 2, 3, 8, 9, 10	1
10 Student Advisory Committee	Campus Administration, Student Advisory members	Three times a year	Visiting classes Campus presentations	Reduction in incidents of bullying and misconduct Increase in supportive student interactions	Climate and culture observances End of year discipline reports					1, 2, 3, 8, 9, 10	1, 4
11 Parent Advisory Committee	Campus Administration Parent Advisory Committee members	Quarterly	Regular meetings Implementation of parent ideas and suggestions	Increased parent involvement Increased commitment and ownership of campus success	Climate and culture observances End of year discipline report Attendance at meetings					1, 2, 3, 8, 9, 10	1, 2, 4

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
12 Faculty Advisory Committee	Campus Administration Faculty members	Monthly	Regular meetings Implementation of ideas and suggestions	Implementatio n of ideas based on staff suggestions or ideas for improvement	Climate and culture observances End of year discipline report Attendance at meetings					1, 2, 3, 8, 9, 10	1, 4

Goals and Strategies

Campus Performance Objective: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Subject Area: Safe, Drug Free Schools

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Teachers and Support Staff will successfully complete training in the warning signs of and how to report child abuse and neglect, bullying/harassment prevention, dating violence, suicide prevention, conflict resolution and sexual harassment.	Asst. Supt. of C&I Principal Asst. Princ. Directors	August-September	sign in sheets Eduphoria records	proper reporting procedures are followed	Summative	Tutoring		Local Categorical	7000.00	1,9,10	1,4
2 Students will participate in moderate to vigorous physical activity for at least 135 minutes per week and take part in the school wide Coordinated Approach to Child Health activities.	Principals, Asst. Prin., PE teachers,	weekly	Master Schedule Catch Documentation FitnessGram	students participating in PE/recess	Formative	Lead4Ward		Local Categorical	345.00	1,2,9,10	2,3,4
3 The student code of conduct will be followed and student behavior standards will be taught to reduce incident of violent and disruptive behavior. (district and campus level)	Principals, Asst. Prin. District Discipline Committee	each six weeks	discipline data, PEIMS reports, Skyward reports	reduced discipline referrals	Formative					1,2,6,7,9,10	1,2,4
4 Supplemental staff including teachers, instructional specialists and paraprofessionals will be hired to ensure a higher level of academic achievement for all students.	Principal, I- Coach, Asst. Prin., CFO, Superintenden t, PEIMS coordinator, Asst. Supt of HR	Each six weeks	weekly enrollment reports, staff:student ratios, lesson plans walk-throughs, T- TESS evaluations	increased TELPAS growth and STAAR scores	Formative					1,2,3,4	1,2,3,4,7,8,9,10
5 Skyward, PeachJar and SkyAlert will be used to provide open lines of communication with parents and community members for safety alerts, informational updates and tools promoting academic achievement for all students.	Director of PR, Principals, Technology, Principals, Asst. Prin., PEIMS	weekly	Skyward reports, SkyAlert reports, Peachjar records	increase parental involvement	Formative	Woodcock Munoz		Local Categorical	1000.00	1,2,6,9,10	2,3,4

Goals and Strategies

Campus Performance Objective: All students will graduate from high school.

Subject Area: Graduation Rates

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Students must attend at least 90% of the days a class is offered in order to receive credit.	Principal, Asst. Principal, PEIMS, Attendance Committee	Each six weeks	Attendance documentation, Skyward reports, report cards	All students will earn credit or recoup time	Formative	Kilgo Workshop Istation Kim Sutton	Title I Part A: Allocation Title I Part A: Allocation Title I Part A: Allocation	2370.00 834.00 1750.00	1,2,6,7,8,9,10	2,3,4	
2 An intervention plan will be implemented to prevent truancy to minimize referrals to the truancy courts.	Principal, Asst. Principal, PEIMS, Attendance Committee	Each six weeks	Attendance documentation, Skyward reports, report cards, court paperwork	reduced number of truancy referrals	Formative				1,2,6,7,8,9,10	2,3,4	
3 A plan to increase attendance will be developed and implemented that includes both proactive elements and state compliance actions.	Principal, Asst. Principal, PEIMS, Attendance Committee	Each six weeks	Attendance documentation, Skyward reports, report cards, court paperwork	reduced number of truancy referrals	Formative				1,2,6,7,8,9,10	2,3,4	
4 Increase the number of ELLs graduating on the recommended plan.	Principal; ESL department	Graduation Rate	Increased percentage of ELLs graduating on recommended plan	Increased students mastery of TEKS at each grade level CBA and STAAR results TELPAS results	Summative	Benchmark	Title III	823.35	2, 3, 4, 8, 9, 10	2, 3, 4	
5 Increase the overall graduation rate of LEP students.	Principal	Graduation Rate	Increased graduation percentage of ELLs	Increased students mastery of TEKS at each grade level CBA and STAAR results TELPAS results	Summative				3, 4, 8, 9, 10	2, 3, 4	
6 All staff serving ELLs will receive training in sheltered instruction.	Principal and district staff	Fall	Improvement in student grades and lowered failure rates	increased attendance in staff development opportunities	Summative				1, 2, 3, 4, 5, 6, 8, 9, 10	1, 2, 4	

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
				for sheltered training increased observation of sheltered instruction techniques							
7 Transition activities will be provided for students and parents transitioning from one campus to another (elementary to middle, middle to high, etc.), PreK/Head Start to kindergarten, and from program to program (bilingual to ESL, etc.) [transition, coordination and integration]	Principal; Counselor; ESL staff; Teachers	Beginning and End of Year	Improvement as measured by surveys/sign in sheets	ease for parents and students during the transition	Formative					1, 2, 3, 4, 5, 6, 8, 9, 10	1, 2, 4
15										1,2, 3, 4, 6, 7, 9, 10	

Goals and Strategies

Campus Performance Objective: State Compensatory Education funds will be used appropriately to reduce the dropout rate and to enable at-risk students to succeed with the core curriculum.

Subject Area: State Compensatory Education Funds

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
1 Organize effective acceleration activities to insure success for at-risk students with state assessments both during the school year and in the summer.	Principal, Asst. Prin, I-Coach, Counselor, Teachers	after each MAP assessment	Lesson plans, group documentation, intervention group documentation, LLI kit use	Increased state assessment scores	Formative					1,2,3,7,8,9,10	1,2,3,4
2 Provide proactive activities, supports, supplies and materials to help at-risk students master the curriculum, pass state assessments and reduce the drop-out rate.	Principal, Asst. Prin, I-Coach, Counselor, Teachers	each six weeks	Lesson plans, group documentation, intervention group documentation, LLI kit use	Increased state assessment scores	Formative					1,2,3,7,8,9,10	1,2,3,4
3 Provide dyslexic students with supports and programs.	Principal, Asst. Prin, I-Coach, Counselor, Teachers	each six weeks	Master schedule, Eduphoria records, MTA kit usage	Increased state assessment scores	Formative					1,2,3,7,8,9,10	1,2,3,4
4 Identify homeless students through the Campus Homeless Liaison and Intervention Specialist and work with the district liaison to provide supplemental support to students identified under McKinney-Vento.	Counselors, Registrars, Director of Intervention Services	anytime a student enrolls or becomes homeless	Homeless Paperwork	Homeless students will perform successfully on state assessment	Formative					1,2,3,7,8,9,10	1,2,3,4
5 Provide technology for at-risk students that will assist them in accessing the curriculum.	Principals, Asst. Princ., I-Coach, Technology Dept., Asst. Supt. of C&I	each six weeks	lesson plans, computer lab schedule, iPad or Chromebook checkout schedule	Increased state assessment scores	Formative					1,2,3,7,8,9,10	1,2,3,4
6 Coordinate activities and resources provided by Federal, State, and local funds with the aim of upgrading the entire educational program for all students.	Asst. Supt. of C&I, Principal, Asst. Princ.	each six weeks	needs assessment, purchase records	Increased state assessment scores	Formative					1,2,3,7,8,9,10	1,2,3,4
7 Supplemental staff including teachers, instructional specialists and	Principal, I-Coach, Asst. Prin., CFO,	Each six weeks	weekly enrollment reports, staff:student ratios,	increased TELPAS growth and STAAR	Formative					1,2,3,4,7,8,9,10	1,2,3,4

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
paraprofessionals will be hired to ensure a higher level of academic achievement for all students.	Superintendent, PEIMS coordinator		lesson plans walk-throughs, T-TESS evaluations	scores							
8 Use EIT and the RTI process to address needs of students and teachers.	Principal; Teachers; Counselor	six weeks	EIT meeting notes Special education referrals Fewer number of special education referrals Fewer failing grades Fewer behavior referrals	Implement interventions	Formative					1, 2, 10	1, 2, 3, 4

Goals and Strategies

Campus Performance Objective: Federal Funds will be used appropriately to improve success of economically disadvantaged students with the core curriculum.

Subject Area: Federal Funds

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).	
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount			
1 Use the campus staff development plan to help teachers grow and improve in the delivery of the curriculum.	Principal, Asst. Princ., I-Coach	August and then each six weeks	Sign in sheets, Eduphoria records, walk throughs, T-TESS goal setting and appraisals	teachers implementing learning into the classroom	Formative						1,2,3,4,5,7,8,9,10	1,2,3,4
2 Provide proactive activities, supports, supplies and supplemental materials, including personnel, to help economically disadvantaged students master the curriculum, targeting areas of need based on student data and reduce the drop-out rate.	Principal, I-Coach, Asst. Prin., CFO, Superintendent, PEIMS coordinator	Each six weeks	weekly enrollment reports, staff:student ratios, lesson plans walk-throughs, T-TESS evaluations	increased state assessment scores	Formative						1,2,3,4,7,8,9,10	1,2,3,4
3 Provide parents the opportunity to be involved and informed with their child's performance in school.	Director of PR, principal, Asst. Princ., I-Coach, Classroom teachers	Each six weeks	homevisit logs, sign in sheets, PTA program participation, report cards, skyward records	increased state assessment scores	Formative						1,2,3,6,9,10	1,2,3,4
4 Provide transition activities for students and parents that are moving from one campus to another or from one program to another to insure student success.	Asst. Supt. of C&I, Principal, Asst. Princ., Counselor, Classroom Teacher, Director of PR	Spring Semester	transition night sign in sheet, schedule selection sheets, parent meetings	successful transition for each student	Formative	DI team numbers		Local Categorical	369.00		1,2,6,7,8,9,10	2,3,4
5 Grade level and content specific collaboration opportunities will be provided to teachers to increase student achievement. Supplemental pay and/or substitute costs could be provided.	Asst. Supt. of C&I, Principal, Asst. Princ., Counselor, Classroom Teacher	each six weeks	lesson plans, walk throughs, T-TESS evaluations, sign in sheets, Eduphoria records	increased state assessment scores	Formative						1,2,3,4,5,8,9,10	1,2,3,4
6 Provide opportunities for students to extend their learning through before/after school tutoring, Saturday School, Science camps and additional supplemental	All staff	spring semester	lesson plans, attendance records, bus schedules	increased state assessment scores	Formative						1,2,3,8,9,10	2,4

Strategies	Person(s) Responsible	Timeline	Evaluation			Resources				Title I Schoolwide Components (Code by #)	TEA Strategic Priority (Code by #).
			Evidence of Implementation	Evidence of Impact	Formative Summative	Description	Type	Funding Source	Amount		
learning opportunities.											
7 Provide numerous opportunities for parents to be active participants in their child's learning through activities.	Campus Administration Instructional Coach	Each six weeks	homevisit logs, sign in sheets, PTA program participation, report cards, skyward records	increased state assessment scores	Formative					1,2,6, 7, 9, 10	2,4
8 Coordinate activities and resources provided by Federal, State, and local funds with the aim of upgrading the entire educational program for all students.	Director of PR, principal, Asst. Princ., I-Coach, Classroom Teachers	Each six weeks	lesson plans, walk throughs, T-TESS evaluations, sign in sheets, Eduphoria records	increased state assessment scores	Formative					1,2,3,10	2,3,4
9 Instructional technology will be enhanced, supplemented, and repaired as necessary to ensure the ongoing use of technology in the classroom.	Principals, Asst. Princ., I-Coach, Technology Dept., Asst. Supt. of C&I	each six weeks	lesson plans, computer lab schedule, IPad or Chromebook checkout schedule	increased state assessment scores	Formative					1,2,3,9,10	2,3,4
10 Computer Labs will be utilized or supplement instruction and provide acceleration for at risk learners.	Principals, Asst. Princ., I-Coach, Technology Dept., Asst. Supt. of C&I	each six weeks	lesson plans, computer lab schedule, IPad or Chromebook checkout schedule	increased state assessment scores	Formative					1,2,3,7,8,9,10	2,3,4
11 Provide digital library and media resources to students and staff.	Principals, Librarians, Technology, Asst. Prin., I-Coach	each six weeks	Library usage reports, database usage information,	increased state assessment scores	Formative					1,2,3,7,8,9,10	2,3,4
12 Utilize I-Coaches to work with teachers to deliver the curriculum more effectively.	Principal, Asst. Prin.	each six weeks	T-TESS goal setting and appraisals, intervention documentation, lesson plans	increased state assessment scores	Formative					1,2,3,4,5,7,8,9,10	1,2,3,4

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Local Categorical	29,186.50
Title I Part A: Allocation	28,499.74
Title III	823.35

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Local Categorical	29,186.50
	Title I Part A: Allocation	28,499.74
	Title III	823.35

Assurance Addendum

Nola Kathryn Wilson Elementary School Crandall Independent School District

Local Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

X	Nola Kathryn Wilson Elementary School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
X	The use and implementation of Stimulus money will be monitored monthly.

Assurance Addendum

**Nola Kathryn Wilson Elementary School
Crandall Independent School District**

CPOC Membership and Meetings

Membership Composition of the Campus Performance Objectives Council

Name of CPOC Member	Position
Ginger Sikes	Principal
Holly Kirby	Assistant Principal
Amanda Roberts	Instructional Coach
Denise Wagner	Teacher
Cheryl Parks	Counselor
Cheryl Phillips	Teacher
Tammy Gilcrease	PEIMS
Barbara Galofaro	Clinic/Administrative Assistant

CPOC Meetings* for 2017-18

#	Date	Time	Location
1	September 28, 2017		Wilson Elementary
2	January 9, 2018		Wilson Elementary
3	February 7, 2018		Wilson Elementary
4	April 10, 2018		Wilson Elementary

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

Assurance Addendum

Nola Kathryn Wilson Elementary School Crandall Independent School District

Legal Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) STAAR Recognized or Exemplary	For 2017-18, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) STAAR Commended Performance	For 2017-18, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
	3) Parent and Community Involvement	For 2017-18, the percent of parents and community members attending VIPS meetings will increase by 5%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2017-18, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2017-18, the discipline referrals for offenses will be reduced by 5% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for violence.	Implement and monitor the school-wide safety and security plan.

	Goal	Description	Formative	Summative	Strategy
	6) Special Education	For 2017-18, the percent of students meeting ARD expectations will be at or above 87%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
	7) Highly Qualified Teacher	For 2017-18, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2017-18, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2017-18 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2017-18 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2017-18, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2017-18, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2017-18, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2017-18, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
	14) High School CTE	For 2017-18, the percent of LEPCTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

Assurance Addendum

Nola Kathryn Wilson Elementary School Crandall Independent School District

Plan Requirements

	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserweb and are accessible to teachers and administrators.
	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

Assurance Addendum

**Nola Kathryn Wilson Elementary School
Crandall Independent School District**

Staff Development

Date	Audience	Responsible for Planning	Purpose/Content
July 25, 26, 2017	Teachers, Administrators	Asst. Supt. of C&I	Revolutionize Learning
August 1, 2, 3, 2017	New Teachers	Asst. Supt. of C&I	New Teacher Orientation
August 8, 2017	All Wilson Staff	Principal	Team Building, Planning
August 9 & 10, 2017	All District Teachers	Asst. Supt. of C&I	Content Specific Training, Interventions vs. Accommodations, MAP training
August 14, 2017	All District Employees	Central Office Team	Convocation
August 15, 2017	All District Teachers	Asst. Supt. of C&I	Content Specific Training, Data Dissaggregation
August 16, 2017	All District Teachers	Central Office Team	Techpalooza
August 17, 2017	All Wilson Staff	Campus Leadership Team	Policy and Procedures
August 18, 2017	All Wilson Staff	Campus Leadership Team	Content Specific Training
September 25, 2017	All Wilson Staff	Campus Leadership Team	Content Specific Training
November 6, 2017	All Wilson Staff	Campus Leadership Team	Content Specific Training
January 4, 2018	All Wilson Staff	Campus Leadership Team	Content Specific Training
January 5, 2018	All District Teachers	Asst. Supt. of C&I	Data Dissaggregation
February 20, 2018	All Wilson Staff	Campus Leadership Team	Content Specific Training
April 9, 2018	All Wilson Staff	Campus Leadership Team	Content Specific Training
May 25, 2018	All District Employees	Central Office Team	Closing Ceremonies

Crandall Independent School District Report of Violent and Criminal Incidents 2016-2017

The Texas Education Code requires every district to publish a report on violent and criminal incidents at their schools that is available for use and review by the public in the district. According to TEC §39.053:

... the annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students, and the findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994 (20 U.S.C. Section 7101 et seq.) and its subsequent amendments.

The following report was compiled in order to comply with this state statute.

Violent or Criminal Incidents per Campus

	Number	Rate	Type
Martin Elem.	0	Annual	
Wilson Elem.	1	Annual	Off Campus Title 5 Offense
	1	Annual	Terroristic Threat
	2	Annual	Assault against a school district employee or volunteer
Walker Elem.	0	Annual	
Middle School	1	Annual	Conduct punishable as a felony
	3	Annual	Possession or use of Marijuana, controlled substance, or dangerous drug
	2	Annual	Possession, sold, used or was under the influence of an alcoholic beverage
	2	Annual	Possession of Tobacco
	1	Annual	Terroristic Threat
High School	1	Annual	Conduct punishable as a felony
	1	Annual	Criminal Mischief
	2	Annual	Assault against a school district employee or volunteer
	5	Annual	Assault against someone other than a school district employee or volunteer
	3	Annual	Possession of Alcohol
	2	Annual	Public Lewdness or indecent exposure
	30	Annual	Possession of Tobacco
	7	Annual	Possession or use of Marijuana, controlled substance, or dangerous drug
	1	Annual	Conduct occurring off campus and while student is not in attendance for Felony
	1	Annual	Offense relating to prohibited weapons under penal code 46.05
Compass Academy	1	Annual	Possession, sold, used or was under the influence of an alcoholic beverage
	1	Annual	Terroristic Threat
	2	Annual	Possession of Tobacco
	2	Annual	Assault against someone other than a district employee or volunteer
Total	72		

Safe and Drug-Free School and Communities Evaluation

Program funds support the following activities:

- Publish and disseminate Student Code of Conduct and Discipline Management Plan,
- Student instruction in drug and violence prevention,
- Student support programs and counseling,
- Canine drug detection.

The following evaluation data were submitted for the 2015-2016 school year:

- Students expelled for weapon possession in grades K-12 = 0.
- Assaults against students by students in grades K-12= 0.
- Discipline referrals for tobacco/alcohol/drugs in grades 6-12=58
- Alternative Education Program placements in grades 6-12=63

School Violence Prevention and Violence Intervention Policies

The following district policies address violence prevention and intervention:

- Policy FFF(LOCAL) – Student welfare and safety;
- Policy FNCF(LOCAL) – Student conduct related to alcohol and drug use;
- Policy FNCC(LEGAL) – Student conduct related to hazing;
- Policy FFI(LOCAL) – Student conduct related to bullying
- Policy FNCG(LEGAL) – Student conduct related to weapons;
- Policy FNCH(LEGAL) – Student conduct related to assaults;
- Policy FO(LEGAL) – Student discipline and the Code of Conduct;
- Policy FO(LOCAL) – Student discipline and the Code of Conduct;
- Policy FOCA(LEGAL) – Student placement in Alternative Education Setting;
- Policy FOA(LOCAL) – Student placement in Alternative Education Setting;
- Policy FOA(LEGAL) – Student placement in Alternative Education Setting;
- Policy FOB(LEGAL) – Student suspension;
- Policy FOB(LOCAL) – Student suspension;
- Policy FOC(LEGAL) – Student discipline related to emergency placement;
- Policy FOD(LEGAL)-Student discipline and expulsion.

School Violence Prevention and Violence Intervention Procedures

The following district procedures address violence prevention and intervention:

- Eight school counselors provide violence prevention and conflict resolution instruction to students on all six campuses;
- Crandall ISD safety plan defining crisis management and safety procedures is posted in campus offices and classrooms.
- All teachers are given training on suicide prevention and recognizing/preventing bullying.

**Texas High School Graduates from FY2015
Enrolled in Texas Public or Independent Higher Education in FY 2016**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
KAUFMAN									
CRANDALL ISD									
	129901002	CRANDALL COMPASS ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	4						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	24						
		Total High School Graduates	28						
	129901001	CRANDALL H S							
		Four-Year Public University	42	6	2	10	10	14	0
		Two-Year Public Colleges	73	20	11	13	13	11	5
		Independent Colleges & Universities	4						
		Not Trackable	3						
		Not Found	66						
		Total High School Graduates	188						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.