

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Bronwyn Rector  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Crockett Elementary School  
(As it should appear in the official records)

School Mailing Address 9019 Crockett Road  
(If address is P.O. Box, also include street address.)

Brentwood TN 37027-8400  
City State Zip Code+4 (9 digits total)

County Williamson County

Telephone (615) 472-4340 Fax (615) 472-4351

Web site/URL https://www.wcs.edu/ces/ E-mail bronwynr@wcs.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. Jason Golden  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jasong@wcs.edu

District Name Williamson County School District Tel. (615) 472-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Gary Anderson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 27 Elementary schools (includes K-8)
  - 11 Middle/Junior high schools
  - 10 High schools
  - 0 K-12 schools
- 48 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	49	44	93
1	50	48	98
2	51	56	107
3	59	53	112
4	61	49	110
5	64	62	126
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	334	312	646

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 8 % Asian
  - 3 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 82 % White
  - 5 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 4%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2017	634
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 1%  
6 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Arabic, Korean, Gujarati, Chinese, Spanish, Telugu, Urdu, Malayalam, Hindi, Japanese, Hungarian, Swiss, Tamil, Persian, Other

7. Students eligible for free/reduced-priced meals: 3%  
Total number students who qualify: 17

8. Students receiving special education services: 9 %  
56 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>4</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>10</u> Other Health Impaired                |
| <u>6</u> Developmental Delay     | <u>4</u> Specific Learning Disability          |
| <u>1</u> Emotional Disturbance   | <u>30</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>3</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	16
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Crockett Elementary School seeks to create opportunities for all students to reach their highest potential and become well-rounded individuals.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SUMMARY**

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The suburban town of Brentwood, TN came to life in the summer of 1990 when a second elementary school was being constructed in an open pasture off Crockett Road. The town had only known one school for almost 100 years, so the news of a new school made headlines. The lush pastures with cows and horses, hillside panoramic views, low crime rate, and proximity to the city of Nashville, made Brentwood a desirable location to raise a family. News about this hidden treasure in Williamson County spread quickly. Though the size has increased tremendously, there is still that same sense of family in our Crockett community. The principal proudly tells new families that when you come to Crockett, one of Williamson County's most outstanding schools, you are not only going to receive an exceptional educational experience, you are now part of the Crockett family.

The Crockett school community provides a sense of belonging the moment you walk through the doors. Our community is committed to preparing students to become independent, responsible, high-achieving, and knowledgeable citizens. The hustle and bustle of students enjoying education at its finest is met with enthusiastic educators and volunteer parents. The Crockett family motto of "All In" encourages a growth mindset approach to teaching and learning. Teachers provide educational experiences and opportunities for all students to reach their potential and become well-rounded, productive citizens of the community.

The hardworking and talented staff at Crockett creates opportunities for all students to ensure academic and personal success. We challenge our students to grow intellectually and socially, while guiding them to independent thinking. Crockett's culture values academic accomplishments and joyful learning coupled with deep student, teacher, and family relationships. Students are encouraged to demonstrate honesty, be empathetic, show appreciation, be responsible, and work together collaboratively. We are committed to instilling a sense of personal and collective pride within our student body while promoting love for our school and our community.

Crockett believes the key to developing a well-rounded student is providing a multifaceted education which allows all students to flourish. We believe a well-rounded student is one who thinks for him or herself, is secure in decision making, has a sense of belonging, feels competent and confident, and develops a sense of passion and purpose. Crockett utilizes the Positive Behavioral Interventions and Supports which is a multi-tiered approach to social, emotional, and behavioral support. The school-wide behavior expectations are explicitly taught to students. Daily, students recite the Crockett pledge, "I am responsible for all of my actions and behaviors today. I will listen, do my best, and learn. I will be a person of good character by doing what is right not because I'm being watched or want a reward, but because it is the right thing to do for myself and others." At Crockett, we place high importance on developing strong character in our students. In addition, our counselor provides guidance lessons addressing all aspects of becoming a well-rounded citizen. Students may also join supportive groups which include, but are not limited to, the student council, the run club, and the book club. These opportunities create avenues for students to develop various passions and build expertise.

Our tradition of academic excellence is evident by our commitment to rigorous instruction, differentiation, and student-centered curriculum design. Our knowledgeable faculty provides research-based instruction, on-going assessments, instructional scaffolding, and differentiated learning opportunities. Teachers, academic coaches, and support staff implement a variety of teaching methodologies such as problem-based learning, simulations, scientific inquiry, differentiated math centers, number talks, mathematical tasks, and technology-based learning experiences. In addition, our students participate in multiple academic opportunities including but not limited to math competitions, STEAM night (science, technology, engineering, arts, and math), and computer coding. To further enrich the curriculum and celebrate culture, many students choose to participate in novel studies, the Volunteer State Book Award program, and Spanish enrichment classes before school.

It is Crockett's goal to provide universal supports to students. We achieve this goal by providing a safe and nurturing learning environment where the staff is committed to educating, inspiring, and empowering the leaders of tomorrow.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

Our 90-minute language arts block encompasses whole group explicit instruction following the scope and sequence, differentiated small group instruction, as well as differentiated purposeful practice. Ongoing formative and summative assessment data are used to form flexible small groups based on student performance on specific measures including but not limited to STAR Reading assessment, Developmental Spelling Assessment, Developmental Reading Assessment, and fluency probes. Through careful analysis, our teachers, instructional coaches, and student support staff collaborate to plan differentiated lessons to accommodate vast learning needs. The instructional coaches assist classroom teachers with planning, co-teaching, professional development, and data analysis which scaffolds and supports the implementation of the core curriculum.

Teachers craft their literacy block using various resources including but not limited to the basal text (McGraw-Hill Wonders), mentor texts, leveled readers, non-fiction articles, novels, graphic organizers, and the Four-Square writing method. Whole group instruction consists of explicit literacy instructional methods. Our teachers engage and support student learning through developing metacognitive reading strategies and skills, shared reading and writing experiences, close reading, guided practice, and writing instruction. Small group instruction provides students with differentiated lessons based on the students' academic needs. Often leveled texts and scaffolded questioning strategies are used to ensure all students are being challenged to grow academically. Purposeful practice allows students time to independently work on developing literacy standards at their level. Tiered assignments are often provided for students to encounter content at their zone of proximal development. Our goal is to create a rigorous learning environment where all students master the state standards and provide enrichment opportunities for students who have already mastered grade level standards.

#### **1b. Mathematics:**

Math instruction at Crockett is structured using whole group explicit instruction followed by small group lessons and purposeful independent practice based on the scope and sequence standards. In their daily lesson plans, teachers use the five E's of engage, explore, explain, elaborate, and evaluate. Engaging students in meaningful work through exploration of manipulatives helps students gain understanding from the concrete and move to conceptual understanding. Crockett believes students should not simply memorize a procedure, but that students must come to a conceptual understanding. Using number talks, Go Math, model drawing, and Creative Mathematics, our students are taught number sense and can flexibly manipulate numbers mentally. As students solidify number sense, the instruction can move to critical thinking, problem-solving, and higher-level thinking. During whole group instruction, teachers explicitly teach the standards. Students are often given a real-time assessment to determine who understands the information and who needs more practice. Teachers then provide small group reteaching lessons, additional practice, or enrichment opportunities. During independent practice, students work on leveled practice assignments to ensure all students are growing academically. Technology integration, math menus, centers, interactive journals, and math performance tasks provide students opportunities to engage in a variety of mathematical experiences.

#### **1c. Science:**

Educators at Crockett use the Science and Engineering Practices as well as Crosscutting Concepts from the Tennessee Department of Education. These standards ask students to engage in meaningful inquiry investigations to directly experience the scientific principles and practices. Following the state department's lead, Williamson County Schools created a team of teachers to write new science curriculum embedding the new state standards with best teaching practices. Crockett is fortunate to have one of the curriculum writers on staff, therefore continual professional development is provided for all science teachers.

Science instruction at Crockett Elementary follows the new Williamson County science curriculum and instructional methodology which includes conceptual learning, science inquiry, teacher demonstrations, hands-on investigations, group discussions, and engineering practices. The Crosscutting Concepts cover patterns; cause and effect relationships; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change. In addition, Crockett teachers develop experiences for students to apply the Science and Engineering Practices. Students ask questions, develop and use models, plan and carry out investigations and conduct lab experiments. Students are taught to analyze and interpret the data, use mathematical and computational thinking, construct explanations, defend the evidence, and evaluate and communicate the results. Utilizing the Science and Engineering Practices along with the Crosscutting Concepts in investigating the Disciplinary Core Ideas set forth by the state allows students to develop true scientific reasoning and understanding of the world.

#### **1d. Social studies/history/civic learning and engagement**

At the elementary level, laying the foundation for all the social sciences is essential. Teachers at Crockett use a cross-curricular approach in teaching social studies content. We believe in helping students understand the importance of each historical time period as they engage in meaningful discussions about historical events, cultural competency, and citizenship.

Our students come to us with various levels of understanding, therefore we pre-assess students on the grade level content in order to help guide instruction. Once teachers have a true understanding of student knowledge base, appropriate lessons and activities are planned. Initially, students learn to access and build upon prior knowledge. Through making connections to prior knowledge the students develop a deep understanding of historical concepts and how they relate to today. Students read and analyze a variety of texts including primary sources, photographs, and other relevant artifacts. Students then learn specific strategies to make sense of what they have read through asking questions, discussing main idea and details, completing advanced graphic organizers, and writing to a prompt. In addition, students engage in scaffolded research projects, learn how to identify reliable sources, take notes, and write in a variety of formats. This begins at a primary level with substantial teacher modeling and is gradually released to the students as they become more proficient. Students also participate in hands-on simulations and integrate social studies with the arts. Fifth grade students participate in Junior Achievement BizTown as a culminating visit to apply classroom knowledge while participating in a fully-interactive simulated town.

Integrating the curriculum allows students to understand how others have lived and thought. Teachers provide opportunities for students to explore concepts related to history, civics, geography, and economics. We believe introducing students to the world around them promotes global connectivity and citizenship, which is a goal of education.

#### **1e. For secondary schools:**

#### **1f. For schools that offer preschool for three- and four-year old students:**

### **2. Other Curriculum Areas:**

Crockett Elementary offers weekly related arts programming for kindergarten through fifth grade. This programming integrates classroom curriculum with other curriculum areas to enrich student learning and promote student interest fostering well-rounded individuals.

The visual art program offers young artists varied center-based art media to enhance the development of cognitive, fine motor and creative skills. The art curriculum aligns with scope and sequence standards. All lessons include discipline-based art history and relevant artist connections, choice-based media approaches, and an artistic behavior learning environment which allows young artists to experiment and explore before

creating a final work of art. Young artists are expected choose their own materials in either drawing, painting, collage, fibers, printmaking or sculpture. Science and social studies are integrated to make curricular and global connections. Crockett students have individual digital portfolios of artwork which can be shared. Crockett's hallways are brightened with ever-changing student artwork to showcase talent.

The students at Crockett explore music through singing, movement, and playing instruments as determined by the National and State Standards for Music Education. Using the Orff method, all students learn the various instrument families, song form, and how to read rhythm notes. Learning is reinforced with games and activities that involve singing and movement. Students learn musical vocabulary which describes the dynamics, tempo, and pitch of the music. Crockett's music curriculum provides students with the opportunity to play Orff percussion instruments, the recorder, ukulele, and piano. Every student at Crockett performs in a musical program. Programs consist of singing, choreography, and speaking parts.

Outside of the school day, fourth and fifth graders may elect to participate in the Crockett Chorus. The chorus performs seasonal concerts and at special occasions including the annual Williamson County Fine Arts Festival and fifth grade promotion.

Students participate in physical education twice a week. The standards-based scope and sequence engages students through movements, physical fitness, and specific sports' skills. In PE, students practice problem solving skills and social awareness. Health education involving nutrition, fitness, hygiene, and body systems are included in lessons throughout the school year. Students participate in the Kids Heart Challenge for the American Heart Association teaching the importance of cardiovascular fitness. Crockett offers a run club before school in the fall and spring with the option to participate in the community-wide Kids Rock Marathon promoting health and wellness.

Crockett's library staff has one mission: to spark a love of literature that will last a lifetime. The library is open for students and teachers to use before school and throughout the day. The open-library concept allows students to check out books, read quietly, research, or work in small and large groups facilitated by the librarian or technology teacher. The librarian plans cooperatively with teachers to integrate library materials with academic standards. Crockett's library houses over 22,000 volumes that include books, audiobooks, e-books, DVDs, and other teaching materials that support state academic standards as well as student interest. Crockett promotes literacy through school-wide book fairs, the Birthday Book Club, the Volunteer State Book Award Voting Celebration, and our relationship with the Brentwood Public Library. The school librarian also offers book clubs before school to inspire self-motivated responsibility for deeper levels of learning and literary conversation within our school community.

Students participate in weekly technology lessons. Our one-to-one Chromebook to student ratio allows reinforcement of state technology standards while developing students' fine motor skills, letter recognition, keyboarding skills, technology use, design, digital citizenship, and coding. Digital citizenship is taught to ensure students practice internet safety and show awareness of their digital footprint. Students participate in Computer Science Education Week by completing the Hour of Code. In addition, students practice coding using devices and programs such as Bee-bots, Pro-bots, and other coding programs. Students in second through fifth grade utilize Google Classroom to collaborate with peers and complete assignments such as designing slideshows, creating documents, and building Google sites.

Our school counselor provides whole classroom, small group, and individual instruction. Students at Crockett participate in classroom guidance lessons with the school counselor once a month. These lessons address the broad categories of academics, career, and social-emotional well-being. The school counselor provides opportunities for small groups of students to meet and address needs such as social skills, anxiety, impulse control and changing family dynamics. The counselor also meets with students based on referrals.

### **3. Special Populations:**

Students from special populations, such as English Language Learners (ELL), intellectually gifted, and students with disabilities, are fully supported as practicable in the general education setting. Teachers with specialized training in English language acquisition, gifted education, and special needs are continuously

seeking ways to accommodate students to help them reach their fullest potential.

Data team meetings are held quarterly to review data and classroom performance to determine needed intervention supports. High expectations are established for all stakeholders. Crockett's staff members analyze multiple sources of data, both formative and summative, to identify student strengths and weaknesses. Individualized student plans target interventions and enrichment opportunities tailored to meet student-specific needs and address areas of exceptionality. Using assessment data, teachers provide research-based interventions for struggling students, challenging coursework for grade level students, and enrichment opportunities for students showing mastery of grade level content.

Through data analysis, many students are identified as high-achieving. Staff resources, including professional development opportunities and coaching, are allocated to support and encourage increased differentiation of content for these advanced learners. In addition, academically gifted students are provided direct instruction from the gifted educator as well as differentiated, rigorous classwork and enrichment opportunities.

The Crockett special education staff provides student specific learning opportunities tailored to meet the identified needs of each student. Multiple sources of data are analyzed to identify student strengths and weaknesses across all developmental areas. Educators write instructionally appropriate Individual Education Plans (IEPs) using student-specific learning profiles. Staff continuously seeks to provide appropriate instruction within the general education setting. A variety of research-based strategies and interventions are used to instruct students receiving support through an IEP in both general and special education settings.

The English as a Second Language teacher provides individual instruction for students acquiring the English language. These services are available to any student who has been identified as an English Language Learner by the Tennessee Department of Education language proficiency assessment. The ESL program emphasizes the following skills: listening, reading, speaking and writing. Instruction is provided using different methodology according to the needs of our students. Crockett's ESL program educates and helps ELL students in a way that respects individual diversity, ability, intellect, and character. To meet their unique needs, general education teachers and the ESL teacher work together to tailor classroom instruction. Modified content may be used to help bridge the language barrier. In addition, the ESL teacher attends on-going professional development on the most current research-based strategies.

Collaboration among professional stakeholders is evidenced through weekly grade level team meetings. At these meetings team members discuss the upcoming standards and craft scaffolded lesson plans to provide access for all students. Our dedicated staff are relentless in diagnosing and intervening to meet the academic needs of all students.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Crockett Elementary School fosters a supportive environment which promotes academic success, social and emotional growth, resiliency, creativity, and healthy living for all stakeholders. The Crockett Pioneer family creates opportunities for all students to reach their highest potential. The Crockett staff is diligent in building relationships with all students, engaging students in learning experiences, and encouraging mindfulness. Staff members in the office, hallways, and classrooms greet all students by name and welcome them to a day of learning. Students are assessed and taught at their level to encourage a strong sense of self and confidence in their abilities. Also, students are taught to use a growth mindset using positive self-talk. Perseverance is reinforced and encouraged in all academic areas.

Staff members collaborate with the school counselor and psychologist to address the whole child in academics, social and emotional well-being, developing empathy, problem-solving techniques, conflict resolution, goal-setting, safety, friendship skills, positive self-talk, healthy communication, and flexible thinking. We want every child to leave Crockett knowing they are loved, appreciated, and valued.

New staff members are welcomed and meet monthly with mentor teachers who provide guidance regarding curriculum planning, classroom management, organization, report cards, and various other Williamson County norms. This is an encouraging practice which helps to retain excellent staff members. The mentoring program not only gives veteran teachers opportunities to serve as leaders, but it also provides necessary support to new teachers to ensure success.

That sense of belonging and family is evidenced in all staff interactions. The administration at Crockett Elementary has created a culture where teachers feel supported and valued. Concerns are met with a listening ear and staff members work together to come to solutions which benefit all. School faculty and staff promote a positive and cohesive school climate through participation in staff luncheons, seasonal special events, and school spirit days. Teachers receive personal notes of encouragement and shout-outs in the staff newsletter which strengthens Crockett's sense of community.

### 2. Engaging Families and Community:

The Crockett school community is "All In!" Establishing strong partnerships with families and the school community is vital to the success of students. Students are taught how to make healthy choices and the importance of positive mental health through collaboration with the Brentwood City Police Department's D.A.R.E. program and our partnership with Mental Health America. Students from the Brentwood High School Robotics Club run a station at our STREAM Night. Our fifth grade student council sponsors philanthropic events such as a Red Cross community blood drive, a coat drive for Grace Works charity, a book drive for Book'Em, and collects items for Operation Shoebox. Additionally, Crockett participates in Pennies for Patients to support our local Leukemia Society and Jump Rope for Heart to support the American Heart Association.

Crockett values support received from local businesses. Publix furnishes food for events, local restaurants promote CES Spirit Nights, Nissan provides coding classes, Junior Achievement sponsors BizTown, and the City of Brentwood shares resources to provide additional instructional technology and fund safety initiatives including walkie talkies and security cameras. Neighborhood and business partnerships demonstrate a positive, reciprocal relationship between Crockett and the community.

Family support and engagement are integral to creating a school environment where students thrive. One hundred percent of our parents and teachers are members of the strong and supportive PTO at Crockett. During this year's PTO Invest Campaign, more than 90% of parents participated by investing in their child. These investments have afforded opportunities to fund Chromebooks for a one-to-one ratio for all students, an additional Chromebook cart for the media center, iPads, interactive white boards, professional development, and construction of a community pavilion for use as an outdoor classroom and venue for

community and school events.

In addition to fundraising, our PTO strives to involve and inform our school community with speakers on pertinent topics such as internet safety. Furthermore, Crockett seeks to build positive connections between school and families by sponsoring events such as family nights, Boo Hoo Breakfast, Game-On, Girls Night Out, Volunteer Brunch, Meet the Teacher Night, Breakfast with Someone Grand, and Pastries with Parents.

Crockett recognizes the value of communication between home and school and fosters this through intentional planning of parent conference days, kindergarten preview, weekly electronic newsletters, school website, weekly teacher e-mails, and automated call outs to share announcements.

Collaboration between our school, the community, and invested parents help support our students as they strive to attain their personal best. Crockett is committed to providing and structuring resources to enable each student to develop toward his or her potential.

### **3. Professional Development:**

At Crockett Elementary, teachers are highly dedicated to ongoing professional development. Although Crockett is a high performing school, we strive to promote continual growth in all students and teachers. We believe in analyzing current instructional practices and outcomes before designing tailored professional development to meet the needs of our students and staff. Our professional development opportunities are aligned to the district's mission and are continually evolving as student and teacher needs change.

Each year, our teachers create personalized professional learning plans focusing on areas for personal improvement. Teachers design their own learning plan based on areas identified for growth in their TN Teacher Evaluation rubric and self-reflection. District-wide professional development options are offered throughout the school year. These options can range from new academic content, implementation of new district-developed curriculum, ways to develop social and emotional skills, and data analysis training. Crockett teachers take pride in developing their teaching craft to the fullest and often surpass the recommended professional development hours.

Internally, our staff began the school year with external consultants from Capturing Kids Hearts of the Flippen Group. This program is based on the belief, "If you have a child's heart, you have their mind." As a staff with a new administration, new educators, and veteran teachers, this program helped to create a school culture that is relational and tends to the social-emotional aspects of all stakeholders. This professional development taught specific ways to create relational connections with our students, parents, and colleagues. Through utilizing a child-centered model, we have seen tremendous growth in our relationships which also positively impacts student achievement.

In addition, our faculty reviewed student achievement data, new district initiatives, as well as individual and collective teaching practices. Through careful analysis, the staff identified a need for advancing the knowledge and practices of differentiated instructional methods as our school-based ongoing professional development focus. Once differentiation was identified as an area for growth, the academic coaches crafted a multi-faceted plan for professional development. In professional learning communities, teachers examined what they know about differentiation, what they want to know, and how to effectively transfer theory into practice.

Educators from Crockett Elementary are continuously seeking to hone their craft. We believe in pursuing various professional development opportunities with the goal of engaging students and improving learning outcomes.

### **4. School Leadership:**

Crockett embraces and is empowered by a shared leadership philosophy. This collaborative leadership between the school administrators, Crockett Leadership Team (CLT), faculty, staff, and parent-teacher organization (PTO) is key in creating a supportive environment within our school community that promotes

the academic and personal success of every student. Crockett's leadership philosophy recognizes that powerful leadership qualities rest within all faculty members and staff.

Administrators evoke and support leadership capacity among teachers. Teachers are encouraged to share instructional expertise with peers through professional development and as members of professional learning communities including grade level teams, new teacher mentoring, and vertical planning teams. Administrators value team planning and provide opportunities for teams to have common planning time during the school day and on Development Tuesdays. Administration subscribes to an open-door policy and encourages teachers and staff to give input and share ideas as valued team members. It is the responsibility of administrators to create and celebrate an environment where individuals collaborate and learn from one another in leadership capacities.

Crockett teachers, instructional coaches, and administration work collectively to ensure that individual student needs are addressed. Administration and coaches meet weekly to review school and classroom data, find patterns that guide instruction, discuss instructional practices, and identify needed resources that facilitate and promote continuous exceptional achievement and growth.

Instructional leadership is a shared community endeavor. Crockett teacher leaders are empowered to make decisions through the CLT. The CLT is a diverse group who represents stakeholders from all grade levels along with student support services, related arts, and administration. This representative team meets monthly to collaborate and decide on curriculum, fiscal resources, professional development, and events. Other leadership teams include academic coaching, Emergency Response, Safety, and Coordinated School Health. In addition, other leadership roles include facilitators in mentoring, social studies, and science.

The PTO is a valuable part of the community and works closely with administration. The PTO Board meets monthly with the administration to plan and make decisions for Crockett stakeholders. The PTO helps promote student growth and achievement by encouraging family involvement, promoting a positive school culture, providing resources, and supporting school initiatives.

Crockett strives to provide student leadership opportunities. Students are encouraged to develop leadership qualities by participating in student council, JA BizTown, and safety patrol. These activities instill responsibility and align with our PBIS framework: Be Respectful, Be Responsible, and Be Your Best. We believe that shared leadership promotes an environment where all team members feel valued as a part of an inclusive approach to continuous school improvement. Students are at the center of collaborative efforts. The collaborative leadership philosophy at Crockett ensures that our students excel and our school community prospers.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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At Crockett Elementary, our teachers diligently build relationships with students while encouraging cognitive dissonance and perseverance. Our curriculum encompasses rigorous instruction, relevant learning experiences, and relentless determination to help students reach their highest potential.

One practice that has been instrumental to Crockett’s success is the customization of our Response to Intervention model. After analyzing our universal screening data in the fall of 2018, six percent of our population across all grade levels in reading and three percent in math were below the 25th percentile requiring Tier 2 and Tier 3 intervention supports. Therefore, Crockett has restructured and renamed the RTI block to What I Need (WIN), which follows a walk to learn model allowing students at all levels of learning a time to engage in meaningful coursework. Additionally, students who have mastered many grade level expectations are offered enrichment opportunities throughout the day.

WIN serves as a multi-tiered service model, with a heavy focus on academic enrichment opportunities for our high-achieving students while also bridging the achievement gap. During WIN, students walk to intervention according to needs and readiness. WIN provides research-based interventions for struggling students, challenging coursework for grade level students, and enrichment opportunities for students showing mastery of grade level content. These groups are flexible and adjusted throughout the course of the school year based on current data, results, and communication at quarterly data team meetings.

Since restructuring our RTI block to the What I Need model, we have seen continued growth in all students. The students requiring intervention supports have decreased in reading from six percent to three percent and in math from three percent to two percent. At our most recent data team meeting, almost all students have shown growth on the universal screener with 91% at or above proficiency.

Through implementing this change in Response to Intervention, we have seen growth in both teacher and student capacity. Our students have shown increased motivation and problem-solving strategies. Our teachers feel the shift has made a positive impact on our overall commitment to providing and structuring resources to enable each student to develop to his or her potential. This shift in mindset to “Educating Everyone. All Kinds. All Minds!” supports our mission statement: Crockett Elementary seeks to create opportunities for all students to reach their highest potential and become well-rounded individuals.