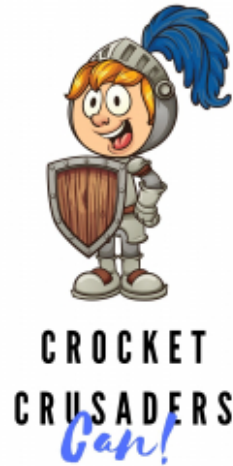# Goose Creek Consolidated Independent School District

David Crockett Elementary

2022-2023 Campus Improvement Plan

Public Presentation Date: November 3, 2022

Mission Statement

The mission of Crockett elementary is to inspire future leaders by embracing diversity, promoting independent thinking, and committing to excellence in preparing students for college and careers.

Vision

Crockett Elementary will be an exemplary learning community that embraces diversity, supports innovation, and is committed to continuous improvement.

Core Beliefs

Create a culture of kindness.

All staff, students, and parents will function within a culture of collaboration and feedback.

Provide students with various opportunities to be successful utilizing a variety of teaching strategies to meet the needs of each student.

All children can learn.

We will provide a safe and nurturing environment for all students.

Developing the whole child by nurturing students emotionally, socially and academically.

Providing a variety of learning opportunities for a diverse population.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics at Crockett Elementary have changed over the years. Our white population is decreasing, while our number of economically disadvantaged population has increased. LEP and Dyslexia have also increased within the past four years. Our GT population and enrollment have also decreased. Our attendance rate has decreased by one-two percent over the past four years. We have a school wide incentive of pickles and popcorn for grade levels who meet the targeted percentage. Other incentives on our campus are approved attendance field trips, bicycle and scooter giveaways, Pirates Bay tickets,or classroom punch cards for perfect attendance. The teachers and students' demographics do not align. The Hispanic students are our highest population at Crockett. Our average class sizes are over the district's average in kindergarten and fifth. In first through fourth grade, we are under the district's average. Overall, 58 percent of our students are at-risk. Programs that help prevent dropping out include rallies, class dojo incentives, WATCHdog. Hispanic population decreased. Students receive inclusion, differentiation, IEP's, WIN time, smart goals, small group instruction, pull out programs, and tutorials. Overall, our LEP population has increased from 22 percent to 30 percent. The dual language program has been successful based on data. Overall, we have eight migrant students. This has decreased from 4.53 percent to 1.2 percent. Eighty-one percent of our teachers have their bachelor's degree, while 15.9 percent have their masters. We have observed that there has been an increase in teacher mobility year to year and more teachers are retiring. We hold professional development for new teachers and back to school mixers as team builders. We have many opportunities for professional development. More hands-on training with technology apps are needed. The campus strengths shared are PLC meetings, data talks, shout-outs from administrators, and lunch and learns. We also have peer teaching, CIS, and tutors.

Demographics Strengths

- Despite our attendance dropping this year, we have many incentives in place to continue to promote coming to school everyday and have been 1st or 2nd in attendance in elementary for most of the school year.
- New teachers have great support within the campus and mentor programs to help assist.
- We have incorporated more of a multicultural stance when it comes to activities and included diversity in our mission.
- Our communication with our students and parents has improved.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance and the accompanying loss of instructional time is an ongoing concern on the campus. **Root Cause:** Our COVID policies have encouraged parents to keep kids home who are sick and sometimes when kids have allergies or other ailments that mirror COVID symptoms, parents are opting to keep them home.

Student Learning

Student Learning Summary

- Crockett students outperformed the state and the district in all areas on STAAR except for 4th grade masters math and 5th grade meets and masters in math. Our instruction is based on data-based decisions focusing on domain objectives and campus goals. Our SPED population is performing the lowest.
- White students and special education students are struggling to meet growth areas on benchmarks. We are still awaiting STAAR data by sub-population. Fourth grade students are doing very well in growth on benchmarks. The LEP population met their growth goal. Last year, 3rd graders struggled significantly, so 4th grade growth looks good this year. Typically, there is a significant difference between the performances of special education & LEP students, and they usually score lower than general education students. Fifth grade science usually exceeds expectations for domain III. Also, 5th grade LEP & Gen Ed students earned us 66 points in Domain II on benchmarks.The reason for this is we have the right teachers placed correctly, increased hands-on opportunities, and relationship building all play a part in this growth.
- Some of the areas of lowest performances are in 2021. According to the data, Writing is our lowest, and the data was higher in 2019. When comparing the 2021 STAAR and 2022 benchmark, 3rd grade was about the same. STAAR is higher, but benchmarks are taken mid year, so they are on target. This year, 3rd and 4th are scoring comparably. Fifth grade science has less gaps than the other content areas and grade levels. Masters is usually higher in previous years than this year. We are in 1st and 2nd place in the district for most of the grade levels overall this year for benchmarks.
- Individual student needs are identified through testing data, screeners (B,M,E), and CFAs. Individual student needs are identified through testing data. Requirements for accelerated instruction being addressed is HB4545, after and before school tutoring, WIN, and summer school. Student-specific services and interventions are determined, implemented, monitored, adjusted, and evaluated through data walls, PLC tracking/data monitoring, and guided reading/math. Structures that are in place to support each student are LLI, tutors, targeted WIN time, 504 accommodations, in class support, SpEd accommodations, and math facts from Oniwon/Castillo in mornings.
- Special education students typically are an area of weakness. Special education students generally score lower than general education students. Some plans that are in place to support special education students are in class support is provided by inclusion aides. Last year, an area of concern was students were pulled from instruction but this year, this has improved. Students are rarely pulled during core instruction. PLC support with Special education teachers would be great to add next year. We are data-driven and know our students and what they need.
- We provide the following interventions to support students who are not successful: WIN time, guided reading/math, RTI, and small group instruction. PLC meetings on Thursdays and assigning students to targeted groups in WIN has benefited students. We do a great job identifying students and getting them the appropriate placement based on testing. Everyone works together to identify what students need and what teachers need for support. Typically, 504 students do not score lower as long as the appropriate plans and accommodations are addressed, implemented, and followed through consistently. Our teachers know what our students need (e.g. recognize when a student needs to take a break for a couple of minutes). Relationship building is a strength at Crockett. Team support for students as well. They communicate needs of specific students amongst the team and help each other out. Support staff is also very helpful! We take care of each other at Crockett.
- RtI is being implemented through screener data, testing CBAs, teacher observations, small group data, and screeners throughout the year are implemented. The RtI processes and implementation are being effective. RTI tracking is very helpful. ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions are appropriate and beneficial for students.
    Other student achievement areas that need to be considered are relationships. Relationship building and knowing our students is key. As a group we posed the question is the COVID gap starting to close? The 5th grade teacher says a little bit, but it is still a struggle. Social skills are a struggle as well. First graders have never really had a "real school" experience such as, getting in a line, directions are not an option, field trips are new, they need a lot of

coaching in new situations. Social factors are the biggest area where gaps are seen. Social anxiety is a struggle along with test anxiety and academic gaps. Technology with test taking and how to take a test on an iPad is a struggle as well. Teachers struggle teaching how to take the test online, because they need more assistance in how to teach it.

Student Learning Strengths

From the summary findings, the campus strengths identified include responding to students needs through WIN time and the planning that goes into identifying our individual student needs, and knowing and targeting our individual student needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our SPED student demographic is performing lower than the rest of the sub-pops. **Root Cause:** Aides need more training on how to assist inclusion students. What students work on in resource does not always align with the classroom needs.

Problem Statement 2: Economically disadvantaged and white students are not hitting their targets set by the state. **Root Cause:** This population has grown by over 10% over the past 2 years and we often receive and deploy resources/ support based on old numbers. Our white population may not fall into a category of students that may get additional resources (LEP, bilingual). The target is also higher for our white students.

School Processes & Programs

School Processes & Programs Summary

- Our campus' strength is in the approaches category on the state assessment. Comparing our numbers from the previous year's STAAR scores to the latest district benchmark across our district, we improved in all grade levels and subjects except for one category, 5th grade math. Our campus' weakness is in the meets and masters categories based on benchmark data. This improved when we received STAAR results. The campus curriculum is showing that it is reaching the bubble students (approaches), but lacks the rigor for the students that need to score in the meets and masters categories. Another campus concern is that math teachers feel they don't have as much support as the ELA teachers due to the fact of not having a math CIS.

- Rigor and relevance of instruction does not always align with the scope and sequence/TEKS. Not all classes utilize hands-on manipulatives, and the labs are not used as they should be. In the scope and sequence, the order of the TEKS/skills introduced and taught are not in an order that always makes sense. In Fountas and Pinnell, teachers feel they are doing most of the work ("I do") instead of transferring to the "We do" and "You do" of progression. In the Reading Academy, the push is for decodable books, but Fountas and Pinnell does not lend itself to the use of decodable books. In the Benchmark adoption, it does not introduce certain skills in a timely manner. The district scope and sequence needs to be reassessed across all content areas. In both math and ELA, there is not a lot of material/resources that provide adequate rigor that will help with differentiation for the middle to higher students especially in the STAAR grade levels. This is evident in the state assessment analysis in the meets and masters categories and on the latest district benchmark where a decline was noticed.

- Most grade levels are using PLC's effectively, but some are still using it as a team meeting and for making copies. Teachers agree that PLC's this year has been beneficial at giving them time to look at their data and assessing where their strengths and weaknesses are so they can plan accordingly. Progress is tracked using data from CBA's, benchmarks, and CFA's. Teachers track their student growth through SLOs (BOY, MOY, EOY), student-led conferences, istation, observations, and checklist. Assessments are used effectively and analyzed during PLCs to make a plan moving forward. Teachers collaborate to see what other teachers are doing and determine what skill needs reteaching. Teachers feel vertical planning is essential for knowing where their students need to be by the end of the school year. When progress is not occurring, a student is discussed during RTI meetings to determine if that student should move up in the RTI process and/or regrouped for WIN time or pulled for small groups within the classroom.

- Materials and resources are aligned with the TEKS, but the resources do not provide enough rigor especially the Benchmark adoption. In math, teachers prefer Mission Math over Pearson because of the rigor. HMH is tightly aligned, but there are so many layers to the adoption that teachers avoid it because it is overwhelming. Teachers, especially new teachers, would like a refresher course at the beginning of the school year to go over all the resources within the adoption or at least the main portions and how to navigate through it all. For science, teachers like Edusmart and feel that it meets the rigor and needs of the students. Differentiation is not seen in all classrooms. Teachers feel that mostly all students are behind due to Covid from the past couple of years. Teachers use WIN time and small groups to try and address the gaps in students' learning. Some grade levels have a large amount of special education students that need differentiation, so in some circumstances, the whole class needs differentiation. A challenge this year has been the HB 4545 students and meeting their needs. Technology has improved this year on our campus. It isn't being used as much for entertainment purposes as in the previous years. Technology is more purposeful. There are not a lot of hands-on manipulatives are being used in the classroom especially for the lower students needing that extra help. Pear Deck is used and teachers like using this for reviews. It's easy to use and is a quick way to see what skills need reteaching. Epic is another technology that is widely used in the classroom. Epic is easy to navigate and students enjoy the books and the ease of it. Kahoots is another program that is used and an easy way for a quick skill check. Seesaw and Google Classroom are still used by some teachers. They like to use google slides, google quizzes, and google forms.
Math teachers like the professional development strategies that the district provides and they are widely used in the classroom. Eduphoria training had good ideas and teachers like how you can create different tests/assessments in Eduphoria even open-ended questions. Behavior 101 training was really

good and provided good strategies teachers could use in the class such as CHAMPS (how to manage classroom procedures). Curriculum Connection is a good tool for teachers where they can share ideas, lessons, and networking across the district.

- Teachers post learning intentions and success criteria in the class. Teachers and students read and discuss each day so the students know what they are learning and why. The teachers use this time to point out vocabulary and discuss so ELL students understand what they are expected to do and know. ELL sheltered instruction strategies are embedded in lessons and monitored through observations and formal assessments. Every HMH lesson has a subsection on common mistakes students make and ideas on how the teacher can teach that lesson. Through the use of technology, passages/books/questions can be read to them. The software mimics the accommodations they will receive for STAAR. The program Summit shows videos before each lesson giving the students some background knowledge on the upcoming lesson. This is helpful before TELPAS. Yes, practices are effective. We can tell through the TELPAS ratings and the growth shown from year-to-year.

- Our campus is focused on improving student academic achievement by having a designated PLC day where data is analyzed. Teachers view this time as big picture mapping, so then on planning day, they will know where their lessons need to go. It helps with giving teachers the time needed to effectively and purposefully plan. Teachers like the support they are getting from their administration by having a campus math focus. Teachers use extra time for flashcards and other quick math checks. Even PE is helping with math skills. Our campus has an all hands-on deck mentality- everyone is helping out. We have a campus problem of practice goal which is academic vocabulary. Administration has focused walkthroughs. There is a sense of urgency and strong commitment on our campus. It is seen throughout our campus with an all hands-on deck approach. We had many teachers volunteer to tutor the HB 4545 students and volunteer to be an UIL coach.There is a sense of pride on our campus and a competitiveness like no other. Some teachers feel like they are drowning from the workload/demands made on teachers. There is a lot that is put on a teacher's plate that goes beyond teaching. Reading Academy really pushed teachers over their limit as it was very time consuming and demanding. Teachers feel there is no separation between home and school. There is so much to do that teachers have to bring work home or they get behind. Teachers are pulled in many different directions from the campus, district, state. The district's scope and sequence is not aligned correctly with the correct progression of skills. Teachers are having to create their own monitoring calendar to make sure skills are being taught in the best order of the way they are being assessed.

- There has been a positive shift in the expectations of the use of technology on our campus. There is less use for entertainment purposes. Ipads are being used more purposefully. In the past couple of years, due to Covid, technology was learned on the fly. Teachers weren't really trained properly on ways to use it for educational purposes. Now, teachers have been trained and have a better understanding on how to better integrate the use of technology in their classrooms for educational purposes.

- Technology is used purposefully with learning in mind through the various apps used in the classroom. Teachers can assign different lessons for individual students for differentiation. Teachers use various technology platforms to use as review before an upcoming assessment.

- The district offers many learning opportunities for technology for staff members with different incentives. Teachers can earn digital badges and become an Apple certified teacher. Campuses have technology ambassadors that teachers can ask for technology help. Heidi Morgan is available weekly to provide support, teach lessons to a class, and/or is there to help in any way she can. Our campus is going to become an Apple Distinguished Campus next year.

- In the next 1-5 years, it's our understanding that the district plans to replace all printers, replace all student computers in the computer labs, and issue teacher laptops.

- Barriers that reduce the use of technology are ipads left at home by students, brought to school not charged, or the internet is slow and/or down in the district making it difficult to teach a lesson where technology is going to be used. Another barrier is when something breaks like ipads, printers, etc and it doesn't get fixed by the district in a timely manner or at all because they are not replacing certain items after they break.

School Processes & Programs Strengths
David Crockett Elementary
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On our campus, we have identified some of our strengths. Teachers feel that adding the weekly PLC day has been very beneficial in helping give teachers the time to analyze data and break down the TEKS as a grade level.   Having an all hands-on deck mentality is another strength on our campus. Faculty pitching in and helping out in any way they can to help close the gaps of our students. Technology integration is another strength for us. When used purposefully, technology can be a useful tool for our teachers and students as seen this year on our campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Skills are being assessed before they are taught in the scope and sequence. **Root Cause:** The district's scope and sequence needs to be reassessed and skills need to be arranged in the proper progression that makes sense. Teachers are having additional work placed on them because they are having to rearrange the TEKS/skills so they are taught in the correct progression that matches the district's assessments.

Problem Statement 2 (Prioritized): The campus curriculum is showing that it lacks the rigor for the students that need to score in the meets and masters categories. **Root Cause:** We need more differentiation tools and to close the COVID gaps so that we can focus on meeting the needs of all learners

Perceptions

Perceptions Summary

- For the most part, campus staff agrees (70-90%) with regards to respect, behavior, and support. However, some teachers feel their opinion does not count on our campus.
- Some of the areas staff would like to be addressed is why GCCISD changes things, procedures, etc. without explanation. Staff feels there is a lack of transparency from the district. Also, there is a need for more recognition and awards on campus and at a district level. Staff believe there should be teacher incentives to keep teachers in the district and not just for the new employees. Teachers want campus level recognition for their efforts and consistency.
- Teachers expect parents to be involved. Teachers use all technology forms, such as, "Remind," Dojo, e-mail, and phone calls to inform parents. Teachers feel that there are some parents on our campus that lack involvement.
- Our students feel safe and encouraged to do the right thing. Most of our students have a positive attitude about Crockett. In the feedback survey, students said that teachers care about them and their classmates, and they receive positive feedback from adults. Our students know they can talk with the teachers, counselor, and administrators when they have a problem.
- Teachers feel supported and safe as well from other staff members.
- Our campus has a variety of support systems in place, such as, Dojo points for acts of kindness and following expectations, prizes when students get to a certain amount, praise and encouraging good choices, being picked to be helpers, kindness folder, visit to the office or counselor, bullying lessons, reciting the bullying pledge every Wednesday, teach character lessons. Our student adult interaction scored very high.
- Our campus has strategies in place to reduce the threat of bullying such as Character Strong lessons, every Wednesday kids state a pledge, and we have ways to report on websites. Students wear shirts to promote kindness every Wednesday, a kindness commitment, school Dojo, and houses. Parents report they are very happy with our anti-bullying at our campus and feel no other areas need to be addressed. Our data confirms that our school had 5 total bullying incidents for the year.
- We have effective procedures in place to promote safety such as, CATCH, lock down drills, fire drills, school rules and expectations, portable doors remain locked at all times. We have school wide chaperones for any students that go to the portables. We have a buddy system for students to go to the restrooms, and walkie-talkies radio.
- Our discipline data reveals that 1st grade had the most reported incidents, however, they also have the most students. Kinder and PK follow. We believe that the behavior concerns are due to COVID and lack of a full classroom experience. There was no Black and White race disparity.
- Disciplinary removals occurring have more males than females, the majority were Hispanic students.
- We had the majority of incidents in November, October, and February. Staff patterns for removals and office referrals occur during recess or the end of the day. We have interventions in place to increase appropriate behavior like kindness commitment, school Dojo, and houses.
- Some of the parents' perceptions regarding home/school feel that there is a language barrier. Also, some parents do not always know how to help their children. We have STAAR/TELPAS information that we hand out family nights, and parent conferences. Parents appear to be satisfied with their children's learning. Most of our parents felt welcome at 92%.
- Parents and the community are involved through PTO, WATCH DOGS, Chevron-Phillips, local churches donate, BackPack Buddies, SAC, Dare officers from Baytown Police Department, house rallies, fundraisers, PALS, Sterling cheerleaders, Houston Zoo, Baytown Wetlands, Raising Canes, and Chick-fil-a.
- Our parents and the community are involved in meaningful ways. They donate money, time, and encouragement.
  Some of our community partners are Raising Canes, Chevron Phillips, Exxon (STEAM), Whataburger, TX Roadhouse, Kroger, Faith Family Church

(Christmas), Councilman Johnson (Thanksgiving). Community partners have approached us, we seek outside resources as well.

- We have community members that participate in our PTO, ILT, CNA.
- Volunteers are selected using permission slips, Pizza party promotions for parent membership. Crockett families want to contribute to our campus.
- Our campus makes it easy to be heard via REMIND, weekly newsletter, emails and donations for school supplies.

Perceptions Strengths

Crockett has a variety of strengths such as students and staff feeling safe and encouraged. Our students said they feel that teachers care about them and they receive positive feedback from the adults on campus. Our students know they can talk with the teachers, a counselor, and administrators when they have a problem. Teachers feel supported and safe as well from other staff members. Our student adult interaction scored very high. Our campus has a variety of support systems in place, such as, Dojo points for acts of kindness and following expectations, prizes when students get to a certain amount, praise and encouraging good choices, being picked to be helpers, kindness folder, visit to the office or counselor, bullying lessons, reciting the bullying pledge every Wednesday, and character lessons. Another strength is the bully prevention measures that are in place. Parents reported being pleased with our anti bullying measures. We also have parents and community members involved in our PTO, WATCH DOGS, Dare officer from the Baytown Police Department, PALS, Sterling cheerleaders, Houston Zoo, Raising Canes, Chick fil A, TX Roadhouse, Kroger and fundraisers support. Lastly, we have open and consistent communication with our families and staff through REMIND, a weekly newsletter, and emails.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some teachers want more voice in campus decisions. **Root Cause:** Inconsistency of rewarding or recognizing teachers' dedication and loyalty across our campus.

Problem Statement 2: Teachers feel the district is always changing things without explanation and does not follow through with the change. Teachers stated they would like more recognition and incentives for the service years at GCCISD. **Root Cause:** Teachers feel the district is inconsistent with the things they set in place for teachers to do at a campus level, such as, programs, procedures, stipends for new teachers and nothing for veteran teachers, etc.

Priority Problem Statements

Problem Statement 2: Attendance and the accompanying loss of instructional time is an ongoing concern on the campus.

Root Cause 2: Our COVID policies have encouraged parents to keep kids home who are sick and sometimes when kids have allergies or other ailments that mirror COVID symptoms, parents are opting to keep them home.

Problem Statement 2 Areas: Demographics

Problem Statement 1: Our SPED student demographic is performing lower than the rest of the sub-pops.

Root Cause 1: Aides need more training on how to assist inclusion students. What students work on in resource does not always align with the classroom needs.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: The campus curriculum is showing that it lacks the rigor for the students that need to score in the meets and masters categories.

Root Cause 3: We need more differentiation tools and to close the COVID gaps so that we can focus on meeting the needs of all learners

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Crockett Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Achieve mastery on grade level assessments and meet or exceed the state average on STAAR by all students.

    Evaluation Data Sources: End of year grade-level assessments for K-2 and STAAR scores for grades 3-5

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide instructional coaching support for classroom teachers based on identified subject area data analysis information.	**Formative**		
Strategy's Expected Result/Impact: Increased student success as noted in Walk-throughs and student assessment	**Nov**	**Feb**	**June**
Anecdotal records obtained from coaching visits documented coaching cycle Tier II and III teacher support. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches **Funding Sources:** Cost for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $110,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Disaggregate and analyze test data and grade distributions to target specific objectives and determine strengths from areas of concern, including achievement discrepancies among various student groups.	**Formative**		
Strategy's Expected Result/Impact: Increased STAAR results	**Nov**	**Feb**	**June**
Increase in Domain 3 for ELA and Math - all special populations. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches **Problem Statements:** Student Learning 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Professional Learning Communities to facilitate data meetings in order to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement through meeting agendas in grade level PLC binders submitted weekly An increase in Meets/Masters % regarding Domain 3. **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches			

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers track and discuss all K-2 and 3-5 at-risk students' MAPS, and Guided Reading Levels at the beginning/end of each nine weeks or after each assessment in order to make instructional adjustments based on each student's need and implement intervention.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement as a result of data reviewed on digital data wall after each assessment every 9 weeks with information from Eduphoria and Lead4Ward **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches			

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers and students in K-5 will monitor CBAs, CFAs, and Benchmarks each 9 weeks through the use of individual and class goal setting in order to make the necessary instructional adjustments to meet the individual needs of each student - by student and teacher.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement as a result of PLC Agendas produced and reviewed weekly Individual/Class goal setting charts Student Led Conferencing Scripts/Notes **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches **Title I:** 2.6			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide effective STAAR preparation and materials for math, science, reading, and writing.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement as a result of weekly PLC meetings PLC meeting agendas submitted weekly **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches **Title I:** 2.4			

Strategy 7 Details	Formative Reviews		
Strategy 7: Use Professional Learning Communities to provide an opportunity for teachers to share instructional strategies and work together to meet the needs of all students in their grade levels.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement as a result of PLC products and agendas submitted weekly (Tier II teacher support). **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches			

Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize strategies such as AVID and differentiation strategies to increase performance in the meets and masters categories.	**Formative**		
Strategy's Expected Result/Impact: Increase in meets and masters scores on benchmarks and 2023 STAAR.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators AVID Campus Team **Title I:** 2.5 **Problem Statements:** School Processes & Programs 2			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our SPED student demographic is performing lower than the rest of the sub-pops. **Root Cause**: Aides need more training on how to assist inclusion students. What students work on in resource does not always align with the classroom needs.

School Processes & Programs
Problem Statement 2: The campus curriculum is showing that it lacks the rigor for the students that need to score in the meets and masters categories. **Root Cause**: We need more differentiation tools and to close the COVID gaps so that we can focus on meeting the needs of all learners

Goal 2: Crockett Elementary will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Provide staff members with information, materials, and training necessary to ensure student success both academically, social-emotionally, and behaviorally.

    Evaluation Data Sources: Staff Development Reports, PLC Reports, Lesson Plan Review Reports, PD plans, implementation data, and Teacher Observation Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Dual language/ESL program so that English Language Learner (ELs) progress at least one language proficiency level yearly and reach English attainment within 3-5 years.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increased Spring TELPAS Scores **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** Computer based language programs, instructional materials for vocabulary development - Coordination of Local and State Funds - Bilingual/ESL Funds - $300			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the GATE program so that all GATE students are taught at their highest potential through accelerated instruction and achieve Level II or Level III performance on the STAAR.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increased Level II and III as a result of lesson plans weekly, walk-throughs, and Texas Performance Standards Project completed **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - $400			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement the Special Education program so that all Special Education students are taught in the least restrictive environment, as noted in IEP, to improve student achievement.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increased SPED student achievement as a result of lesson plans weekly, Spring 2023 STAAR results, IEP schedules, and SPED Progress Reports produced each nine weeks **Staff Responsible for Monitoring:** Campus Administrators SPED Staff **Problem Statements:** Student Learning 1 **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - $300			

Strategy 4 Details	Formative Reviews

Strategy 4: Provide staff development to address needs in core content areas, technology, and with at-risk students within special groups and monitor implementation.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased teacher participation as documented by Sign In sheets for each district PLC day and training schedules provided by C&I department **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 5 Details	Formative Reviews

Strategy 5: Provide writing training, specifically to Kindergarten through 4th grade to prepare teachers and students for the upcoming assessment change.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Sign in sheets from training, walk through documentation that denotes a change in practice **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches			

Strategy 6 Details	Formative Reviews

Strategy 6: Implement CATCH program to promote the whole child initiative.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in healthy habits by students and staff members as evidenced by CATCH lesson logs. **Staff Responsible for Monitoring:** Campus Administrators CATCH Champion			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our SPED student demographic is performing lower than the rest of the sub-pops. **Root Cause**: Aides need more training on how to assist inclusion students. What students work on in resource does not always align with the classroom needs.

Goal 3: Crockett Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Provide the necessary attendance, academic, and/or behavior support to students and their parents in order to increase the success of all Crockett students.

    Evaluation Data Sources: Academic reports, PEIMS Attendance Reports, Discipline Reports, and Accountability Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support through the SST Team (Counselor, CSSS, and CYS) to students who are missing class due to identified attendance, academic, and/or behavior.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in Attendance, Increase in Academic performance, and Decreased office referrals			
Staff Responsible for Monitoring: Campus Administrators			
Problem Statements: Demographics 1			
Funding Sources: Campus Student Success Specialist Support costs - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $65,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide specific resources, personnel, tutorials (in and after school), and extended instructional time to meet the needs of all students, including at-risk students, to improve their chance for success and close the achievement gap.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement as a result of weekly lesson plans, AI plans and schedules per 2021-2022Campus Action Plan, Domain 1.			
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches			
Title I: 2.6			
Funding Sources: Payroll costs for tutorials - Coordination of Local and State Funds - SCE Funds - $8,000			

Strategy 3 Details	Formative Reviews

Strategy 3: Promote high attendance (98%) or above school-wide and incorporate incentive programs for students and teachers.	Formative		
Strategy's Expected Result/Impact: Increased student attendance as documented in PEIMS report each nine weeks **Staff Responsible for Monitoring:** Campus Administrators Counselor Campus Student Support Specialist **Problem Statements:** Demographics 1	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews

Strategy 4: Continue to use mentors to make connections with students at-risk for low academic performance and low self-esteem.	Formative		
Strategy's Expected Result/Impact: Decreased office referrals as noted in PBIS meetings each month 2023 STAAR results Attendance Rate each 9 weeks **Staff Responsible for Monitoring:** Campus Administrators Counselor	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews

Strategy 5: Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.	Formative		
Strategy's Expected Result/Impact: Increased opportunities as documented by list of activities completed **Staff Responsible for Monitoring:** Campus Administrators Counselor	**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance and the accompanying loss of instructional time is an ongoing concern on the campus. **Root Cause**: Our COVID policies have encouraged parents to keep kids home who are sick and sometimes when kids have allergies or other ailments that mirror COVID symptoms, parents are opting to keep them home.

Goal 4: Crockett Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Provide a safe learning environment by utilizing our PBIS, House System, Character Strong and, Bullying Program models.

    Evaluation Data Sources: Discipline Reports, Bullying investigations, DARE Data, and Kindness Commitment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a school-wide reward and incentive program for positive student behavior.	**Formative**		
Strategy's Expected Result/Impact: Fewer number of discipline referrals as noted in PBIS meeting agendas each nine weeks Signed C - Cards Reduction in bullying referrals **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue school-wide conflict resolution and problem-solving program to reduce discipline referrals and bullying incidents.	**Formative**		
Strategy's Expected Result/Impact: Fewer number of discipline referrals as noted in PBIS Meeting agendas each month Student Surveys in Spring 2023 **Staff Responsible for Monitoring:** Campus Administrators Counselor	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Organize incentives to boost student citizenship and morale and provide student leadership opportunities.	**Formative**		
Strategy's Expected Result/Impact: Increased number of incentives earned PBIS Meeting Minutes each month Student leadership groups **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Promote positive staff morale with a variety of incentives and opportunities to learn and grow together as a campus team.	**Formative**		
Strategy's Expected Result/Impact: Increased number of staff recognized once a month at faculty meetings, incentives, and PLC meetings weekly Increased morale **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 5: Crockett Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain highly effective personnel.

    Evaluation Data Sources: Staffing Reports and Professional Development Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.	**Formative**		
Strategy's Expected Result/Impact: Increased number of highly effective teachers hired	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff.	**Formative**		
Strategy's Expected Result/Impact: All staff will be highly effective	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Evaluate campus Teacher Induction Program/Mentoring initiatives and make changes to improve the program efforts to retain teachers.	**Formative**		
Strategy's Expected Result/Impact: Increased participation in mentoring program as documented by minutes and feedback from new teacher orientation August 2022	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus administrators Lead Mentor			

Strategy 4 Details	Formative Reviews		
Strategy 4: Assess the staff development needs of those teachers not meeting highly effective standards.	**Formative**		
Strategy's Expected Result/Impact: Increased number of staff attending Staff Development based on needs assessment complete at end of year T-TESS review May 2023	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 5 Details	Formative Reviews		
Strategy 5: Encourage all teachers to become ESL and GT certified by offering incentives.	**Formative**		
Strategy's Expected Result/Impact: Decreased number of teachers without ESL and GT certification Those still lacking will note plans for getting certified on Teacher Participation Page during 2023 T-TESS end of year conferences	**Nov**	**Feb**	**June**

Staff Responsible for Monitoring: Campus Administrators

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 6: Crockett Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Establish/Maintain Parent and Community Partnerships.

    Evaluation Data Sources: Parent Engagement Reports, Volunteer Reports, and PIE EOY Report

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in parent participation **Staff Responsible for Monitoring:** Campus Administrators Campus Student Success Specialist **Title I:** 4.1			

Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased family participation as noted on Fall 2022 and Spring 2023 Sign in sheets Increase in volunteer support **Staff Responsible for Monitoring:** Campus Administrators Campus Student Success Specialist **Title I:** 4.2 **Funding Sources:** Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I Part A Funds - $500, CSSS costs for PAFE training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $4,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize a variety of methods to communicate between school and home to support ongoing student success * Campus Newsletters *Tuesday Folders *School Messenger *Grade Level Behavior Plans *Flyers in both English/Spanish *Remind App	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased parent communication and parent participation as documented by 2023 Spring Parent/Teacher Surveys, Parent Contact Logs by teacher submitted in December 2022 and May 2023 **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue recruiting active parent and teacher members for PTO as well as create and promote PTO Committees for parental involvement.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased parent participation as documented by Spring 2023 Parent Surveys, PTO Meeting Sign-in sheets from meetings **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide field trips, volunteer opportunities on campus, mentoring opportunities, tutoring opportunities, and classroom lessons inviting parent help and participate.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased parent volunteer hours as noted on Volunteer Reports for 2023, Watch Dog Calendar developed monthly and sign in sheets submitted after each teacher's invitation **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 6 Details	Formative Reviews		
Strategy 6: Collaborate with community members, organizations, teachers, parents and students to create and maintain partnerships to support students as life-long learners.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased number of volunteers as documented on volunteer reports, Sign-in sheets for meetings, monthly Partner in Education Meetings, and special outreach programs such as JA in a Day and Exxon's STEAM program for girls **Staff Responsible for Monitoring:** Campus Administrators Counselor			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 7: Crockett Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Maximize student achievement by integrating technology in all content areas.

    Evaluation Data Sources: Accountability Scorecard Data, Lab Schedules, and STAAR, CBAs, and Benchmark Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Integrate technology into all content areas by using the Promethean Board and Active and 1:1 iPads in order to enhance the curriculum and reduce the achievement gap for at-risk students (including M1 and M2 students) with assistance from campus and district technology specialist.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement as documented by 2023 STAAR scores, CBAs , and Benchmarks **Staff Responsible for Monitoring:** Campus Administrators Librarian			

Strategy 2 Details	Formative Reviews		
Strategy 2: Become an Apple Certified Campus	**Formative**		
Strategy's Expected Result/Impact: Apple Certification	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize technology programs to support classroom instruction and improve student academic performance. (EduSmart, RazPlus, Success-Maker, Education Galaxy, Prodigy,Think Through Math, ESL Reading Smart, Imagine Learning, Renaissance 360 (AR), etc).	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student technology usage as documented on lesson plans and improved student academic scores at the end of each nine weeks **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coaches Librarian			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide headphones and styluses to support 1:1 iPad initiative in classrooms.	**Formative**		
Strategy's Expected Result/Impact: Increased student achievement as documented by 2023 STAAR scores, CBAs , and Benchmarks.	**Nov**	**Feb**	**June**

Increased handwriting performances on devices.
Decrease of off task behavior due to noise of multiple devices playing loudly for students without headphones.
Staff Responsible for Monitoring: Campus administrators

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue |

Campus Funding Summary

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Coordination of Local, State, and Federal Funds					
1	1	1	Cost for Teaching and Learning Coach	Title I, Part A Funds	$110,000.00
3	1	1	Campus Student Success Specialist Support costs	Title I, Part A Funds	$65,000.00
6	1	2	CSSS costs for PAFE training sessions	Title I, Part A Funds	$4,000.00
6	1	2	Materials for parent academic sessions	Title I Part A Funds	$500.00
				Sub-Total	$179,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Computer based language programs, instructional materials for vocabulary development	Bilingual/ESL Funds	$300.00
2	1	2	Supplemental instructional materials	GT Funds	$400.00
2	1	3	Supplemental instructional materials	Special Education Funds	$300.00
3	1	2	Payroll costs for tutorials	SCE Funds	$8,000.00
				Sub-Total	$9,000.00