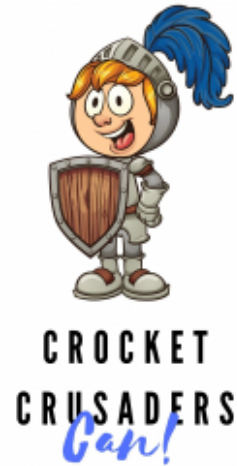


Goose Creek Consolidated Independent School District
David Crockett Elementary
2023-2024 Campus Improvement Plan



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 technology, 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

When analyzing the data for the various population groups on our campus, the trend seems to be consistent. Our economically disadvantaged population has seen the most growth. Support systems are in place to ensure students stay in school. Our enrollment has increased over the past few years. Our school has incentives in place that have helped increase our attendance such as pickles and popcorn, extra dojo points, and a C-card signature, but attendance is still an ongoing concern. To improve attendance, our campus has added pizza as a new incentive for the students who have increased attendance. When comparing the demographic ratio between students and teachers, there seems to be a higher Caucasian population of teachers than that of Hispanic students. The African American ratio seems to be equal, and Caucasian teachers to students have leveled out.

Programs that are successful for Special Education include our campus' new and improved Sensory Room. Students enjoy exploring the sensory room and having a place where they can have a cooling off space. Lift Off, in Education Galaxy, is also a successful program that our campus benefits from. Our Special Education population has grown by 10% throughout the years. A suggestion on our campus is that troubleshooting skills are needed to help students succeed. The program Summit is a resource we have in our district. Our computer labs are accessible for practicing this program however when the program is used on iPads there tends to be issues especially with the speaking practice. The migrant program has declined drastically over the past years. The program is currently at .64%. The majority of our teachers are certified and highly qualified which is a huge benefit to our campus and students. Paraprofessionals are highly qualified as well. Paraprofessionals are not getting the compensation they deserve for the amount of work they put in and willingness to help out on our campus. Staff has many opportunities for professional development to ensure growth throughout the year. Our campus is working on becoming an Apple Distinguished school, and most teachers on our campus are Apple Certified. During PLC meetings, teachers and administrators share strengths/weaknesses, have data talks, discuss where students are and where they need to be, and give shout outs for accomplishments.

Our campus utilizes all our staff to ensure the growth of our students. Crockett encourages peer teaching, use of our specialist, and tutors. As of the 2022-2023 school year, 49.84% of our students are at-risk which is down from 58.06% from the 2021-2022 school year. Our campus has programs in place to help with attendance such as House Rallies, class dojo incentives, and the Watchdog program. Our campus also provides helpful resources for our struggling students through SPED (resource and inclusion services), teachers differentiation their instruction to help reach all their students, SPED/General Education teachers follow the IEP's of the SPED students, WIN time, SMART goals, small group instruction, pull-out programs, and tutorials are ways to reach all our students at Crockett. Overall, our LEP population has decreased from 30.19% to 29.5%. The dual language program has been successful and will continue next year. Our campus has also seen a decrease in our migrate students. It went from 1.2% to .64% with only eight students coded as migrant.

Demographics Strengths

Our campus' strengths are highly qualified teachers/paraprofessionals and improved staff attendance compared to the district. Our campus fosters rich extracurricular activities for students. We have a strong community outreach and parent communication through the use of technology. We have multiple programs that are used that are beneficial for our students. Our campus utilizes all our staff to ensure the growth of our students. Crockett encourages peer teaching, use of our specialist, and tutors. As of the 2022-2023 school year, 49.84% of our students are at-risk which is down from 58.06% from the 2021-2022 school year. Our campus has programs in place to help with attendance such as House Rallies, class dojo incentives, and the Watchdog program. Our campus also provides helpful resources for our struggling students through SPED (resource and inclusion services), teachers differentiation their instruction to help reach all their students, SPED/General Education teachers follow the IEP's of the SPED students, WIN time, SMART goals, small group instruction, pull-out programs, and tutorials are ways to reach all our

students at Crockett.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus has an ongoing problem with student attendance despite many opportunities for incentives. **Root Cause:** Although there are some consequences for missing too many school days, these are ineffective and we are unable to implement consequences that are more strict.

Student Learning

Student Learning Summary

Using the TAPR Report for 2021/2022, overall, Crockett students outperformed the state and district in 3rd Reading & Math STAAR, 4th Reading STAAR, 5th Reading STARR, and 5th Science STAAR. Crockett uses the data from previous years to focus on specific sub pops. Also reading teachers changed their teaching styles/focus using 2021 data of the new question types. Fourth and 5th grade Math was lower than the state and district. Using the 2022 Closing the Gaps Report, students in ELA/Reading met all targets for all students and each sub pop. Students in Mathematics only met 5/9 Targets for Academic Achievement (missed targets for All Students; White; Special Ed; Non-Continuously Enrolled) and 2/7 Targets in Growth Status (missed All Students; Hispanic; White; Continuously and Non-Continuously Enrolled). Crockett used district test data to guide and change instruction for Math. Students have not mastered basic facts, which the campus has tried to change by testing students weekly first semester and periodically second semester. There is a significant difference between the sub populations of White and special education compared to other sub pops. Special Education students are tested using the same test but may have a learning disability which prevents them from mastering grade level TEKS. Also, the percentage of our White population compared to other sub pops is much smaller, which means that each student has a larger weight per test score. When looking at the 2022 Closing the Gaps report, students in the White sub pop also have a higher target (60%) than other sub pops (Hispanics 37% and African Americans 32%). A positive is that in most areas, white

Using the 2022 Closing the Gaps report, the student groups that did not meet growth expectations are Hispanics (66%/69%), White (65%/74%), All Students (67%/71%), Continuously Enrolled (69%/71%), and Non-Continuously Enrolled (64%/70%). The cause is a higher mobility rate, attendance, and teacher movement. In ELA/Reading every group met their growth expectations. The same two groups show differences between sub pops, White and special education because of the same reasons stated above including that both groups showed growth from 2021 - 2022. Using the 2021-2022 TAPR Report 3rd - 5th ELA/Reading, 5th Science, and 3rd Math exceeded growth towards Level III Advanced. Positive relationships, motivation from administration and leadership, teacher placement, active participation using manipulatives, constant modeling, and small groups (WIN) have all played an important role in helping our students meet growth expectations.

White and special education subpops are Crockett's lowest performing areas in math. Crockett is growing across all grade levels in Reading and Science and has higher percentages than the district. The reasons are the same as stated above and include a motivated staff, departmentalization, and administration listens to teacher and student needs and creates a positive culture where teachers and staff feel appreciated, and teachers have a growth mindset. Student performance on 2022 STAAR is higher than the Interim scores in Reading and 3rd Math. The Reading and Math Interim had new question types embedded which was a new skill that students are learning to master. Third grade students experienced Cambium for the first time during the interim as well. Also, in the previous year there was a heavy emphasis on Guided Reading starting in Kinder, WIN focused on reading, and correctly placed teachers with previous years' experience in Reading causing the Math to not score as high as in previous years. Typically report card grades are higher due to students being given a second chance to score 70% after a re-teach by the teacher and accommodations/modifications may be different than on state tests, such as shortened assignments. Also, students are given practice on the skills before they are given graded work/assessments versus state assessment or Interim, where students do not practice specific skills before the test.

Individual student needs are identified by formal and informal observations and assessments, student artifacts, screeners, CUOs/CUAs. 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 by using the RtI (response to intervention) system which meets at least once every nine weeks or more if needed, we also use data walls, PLC tracking/data to monitor. Structures that are in place to support each students besides RtI are EB/LEP students PRELAs and Las Links to determine students placement, progress monitoring for EB students every nine weeks for failures, NWEA Map data, TXKEA for Kindergarten monitoring, GT testing beginning in Kindergarten, tutoring, computer lab, 504 accommodations, in class support, resource, LPAC, BME of year DRA checks, CUOs/CUAs, PLC meetings, and check-ins with general education teachers, weekly accommodations log check-in to monitor the effectiveness of accommodations in the classroom. Accelerated instruction is being addressed by research and completion of GT projects, collaborative investigations between grade levels and classrooms, WIN groups, after school 3rd grade STEAM program, and a 3rd - 5th technology team that collaborates on campus projects.

Achievement rates of special education students compared with non-special education students are usually lower and are a targeted group/area of weakness. Plans that are in place to support special education students are in class support is provided by inclusion paras who are trained to help support students through questioning and guidance. The resource schedule has improved to meet with students during WIN time so that students are not missing direct core instruction from classroom teachers. To better support our Special Education teachers, we are allowing them to observe their peers in the district, requesting more support from the district special education department, and providing curriculum and training that directly supports the program used for Reading (Project Read). Next year allowing special education teachers to meet periodically with classroom teachers and also go to

curriculum training with general education teachers or providing a math curriculum for math resource teachers would be a next step to better the program.

Interventions that are in place to support students who are not successful are WIN time, guided reading and math, RtI, HB4545, tutoring for 3rd - 5th with the resource teacher, tutorials with certified teachers, interventions with the interventionist, additional resources such as F&P in the guided reading room. Data confirms that the interventions are working with constant monitoring and changes when needed. The tools that are available to ensure that strategies are working are data provided by screeners, CUOs, Interims, DRA testing, and state assessments. During PLC meetings teachers have the opportunity to make changes based on what is needed using the data and working together to meet student needs, including students in special programs such as 504 and GT. Next year we plan to continue to work in teams to help guide what is taught in small groups/WIN time. We are also planning on utilizing the Science Lab as part of the WIN rotation, more opportunities for our students to be part of technology groups and STEAM groups. We will continue to build positive relationships and be sensitive to cultural diversity on our campus. We will have two TLCs that will be on campus instead of 1 and 2 .5 TLCs to support teachers and students. We will continue to train and use our support staff to the best of their ability to help support our students.

RtI is being implemented through screener data, testing, CUOs/CUAs, teacher observations, small group anecdotal notes, and screeners such as NWEA Map and TXKEA. The RtI processes and implementation are effective and continuously monitored every nine weeks. RtI tracking allows the teachers to see the accumulated data and progress of a students. SSI, 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 cultural diversity and relationship building as key factors in student achievement. Another is the social and emotional well-being of students due to the number of student needs in this area and lack of support available to the students. Information that needs to be considered when discussing student achievement is attendance and collaboration with special education and general education teacher.

Student Learning Strengths

Based on campus findings, Crockett teachers and staff strengths include building relationships with students and understanding how to use data to identify and target student needs. Crockett continuously advocates for a community of showing respect, kindness, and promote diversity. Our special education students' accommodations and modifications are more specific per students to help them grow and show more success. Our reading program is also considered a strength but may see a drop in scores next year due to new question types on the STAAR assessment. Bilingual teachers on campus work hard to make sure students are meeting expectations, but still would like help from a Campus TLC who understands the dual language/bilingual program.

School Processes & Programs

School Processes & Programs Summary

When analyzing the state assessment reporting categories, it reveals that our strength is in the approaches categories. Our campus does a great job at reaching the approaches mark compared to other campuses in our district as well as the state. Across the board, in all subjects assessed on STAAR, our campus was above 70% in the approaches category. Our campus' weakness is in the meets and masters' categories. As we move from approaches to meets to masters, our percentages drop significantly across the board.

Some PLC (Professional Learning Committee) meetings are used effectively. Grade levels use PLCs to address the needs of students after screeners/assessments, discuss present reading levels, and if students are still in need. Teachers use data to plan instruction collaboratively, share ideas, and execute a plan of action moving forward. To better enhance the effectiveness of PLC's, teachers suggest moving to a bi-weekly PLC instead of weekly. Teachers would also like to see more vertical alignment planning to better prepare them academically and procedural for the next grade level, especially vertical alignment between the 5th grade teachers and the middle school teachers. For music, there is not enough communication between elementary campuses and middle school campuses. Elementary music teachers would like to see vertical alignment and instructional planning, so they can properly prepare students for the next year.

Student progress is tracked through a variety of methods. For students, we use campus CUO/CUA's, Benchmarks, Interims, progress monitoring, formal and informal assessments. Staff uses PLCs to discuss data and collaborate to discuss best practice for students. Data in Eduphoria helps give a broader picture of a student's performance. Teachers appreciate the usefulness when data is located in one place. Through effective PLC meetings, teachers are able to use data from assessments to regroup their students for WIN and look at RTI. Teachers dissect data, collaborate with one another, analyze what TEKS need to be reinforced and retaught during intervention time. Some teachers have students create a student tracking folder where they are able to record their assessment scores and create goals for the next assessment in order to set smart goals. Students are able to contribute and self-assess where they can grow. It is beneficial when students can witness their own progression. When progress is not occurring, the expectation is to determine whether the student needs added intervention, needs to be added to the RTI process, or move forward with an evaluation to determine if a learning disability is present. WIN groups are also readjusted to better suit the needs of the students. Also, reaching out to parents and having an open communication between home and school is essential. For the most part, materials being utilized may not necessarily be supported by scientifically based research, nor tightly aligned with the TEKS. The STAAR test is online with over 50 percent of the questions having a visual, graphic or table present. There are hands-on manipulatives for the students to use but teachers would like to see more lessons available where the hands-on manipulatives are used. Differentiation is handled through small group instruction, WIN time, guided reading, and math instruction. Learning scaffolds occur during warm-ups, small group instruction, PLCs to collaborate on how to scaffold TEKS that are more challenging.

Technology has been implemented more this year due to partnering with Apple and working towards an Apple Distinguished nomination. Over 90% of teachers are Apple certified. In the upper grades, most assignments are completed using a device. With new testing techniques, students continue to need practice using technology. Our campus is in the process of becoming an Apple Distinguished campus. This has allowed our teachers and students to be more creative and create engaging ways for students to learn and showcase their learning. We have been able to align skills learned through the Apple process with elements of WICOR in AVID. Kahoot is a great resource for reviewing skills and Keynote for completing research projects.

With the aim of establishing a target for the ELL students' learning and work activities within a specific time frame, educators display learning objectives and Success Criteria within the classroom. Daily, teachers and students read the objectives and the criteria for students to comprehend and learn its purpose. During the instructional day, teachers introduce new vocabulary words and apply them in various contexts to enhance the comprehension of ELL students and facilitate their completion of academic tasks. Our campus problem of practice this year was academic vocabulary. The implementation of sheltered instruction strategies tailored for English Language Learners (ELLs) is intentionally integrated within classroom lessons, and their efficacy is evaluated through both observational techniques and rigorous formal and informal assessments. Linguistically accommodating the instruction of ELLs involves communicating with them in ways they currently understand while sequencing and scaffolding instruction to foster the learning of grade-level English and with the academic content. Linguistically accommodated instruction is differentiated through use of instructional materials, techniques, and tools that meet the needs of ELLs. The use of language objectives in our lesson plans provides listening, speaking, reading, and writing goals with the learning objectives (TEKS). Practices are effective, we can tell through the TELPAS, CUAs and STAAR ratings, and the growth shown from beginning to end of the year.

Our campus is focused on improving academic achievement by utilizing the PLC process. We are looking at student success as a collective whole and not just individualized. Through the PLC process, we are sharing students among grade levels to specifically address all needs. There is a sense of urgency and commitment from teachers because we began this in the fall to provide students with what it is that they truly need to be successful. I believe there is a strong sense of commitment from our campus because we strive to be the best and want our students to make significant progress. Our campus has an 'All Hands-on Deck' mentality. Our campus has always focused on improving student academic achievement by setting high expectations for teachers and students. Consequently, there is some work that still needs to be done with lack of commitment from some teachers that are not committed to continuous improvement as stated in our vision and hold a "that's how we have always done it" attitude. To have optimal results, we need to see change in commitment for all.

With our campus working on becoming Apple distinguished, it is important that we integrate the use of technology. We are a 1:1 device campus, so there are a variety of methods available to incorporate technology. The expectation is that students should be utilizing technology instructionally and purposefully and not for entertainment.

Our campus does an amazing job at incorporating technology to support instruction and learning. There are many apps/websites available that reinforce skills such as Khan academy, IXL, Happy Numbers, and Duolingo. There are also apps where students can create and show what they've learned like Seesaw, Canvas, and iMovie. Technology is used to create engaging lessons and allows students the opportunity to take control of their learning and spotlight their progress. While technology is a necessity in today's world, there are barriers that reduce its effectiveness that we need to be mindful of.

This year the district updated Promethean boards, teacher computers, and installed Apple TVs in the classrooms. In the coming year, it is believed that the district has plans to update grade level printers.

School Processes & Programs Strengths

From the summary findings, a specific campus strength is the way our campus utilizes its PLC's. Our campus models the PLC method with fidelity recognizing that we want all Crockett students to succeed and make gains throughout the school year. Another campus strength is the high expectations we have for our students and teachers. As a campus, we do an excellent job at setting a good foundation for learning and behavior.

Perceptions

Perceptions Summary

Majority of the campus staff (70-90%) agrees 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 further information on is the process used to change district programs and procedures. There is a need for more recognition and awards on campus. Teachers want campus level recognition for their efforts and consistency.

Teachers have high expectations for parent involvement. Regarding communication, teachers use multiple 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 are not involved.

Our students feel safe and encouraged to do the right thing here at Crockett. Most of our students have a positive attitude about their school. 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 an issue arises.

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, student of the month for the book vending machine, kindness folder, visit to the office or counselor, bullying lessons, reciting the bullying pledge every Wednesday, teaching character lessons, Principal's Pizza Patrol, Giant of the Month, house rallies, and many more. Our student-adult interaction scored very highly.

Our campus has strategies in place to reduce the threat of bullying such as Character Strong lessons, Wednesday pledge, Kicks for Kindness, Kindness themes, and we have ways to report on websites. Students wear shirts to promote kindness every Wednesday, families sign a kindness commitment, students have an opportunity to earn a ticket to Kicks for Kindness and school-wide Dojo. Parents report they are very happy with our anti-bullying at our campus. 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, door checks, school rules and expectations, portable doors always remain locked. 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, a security guard to monitor cameras, and radios.

Our discipline data reveals that we have had a total of 258 incident referrals. Incidents have increased in spring. Many of the incidents that are reported involve Hispanic males.

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.

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 and newsletter, emails and donations for school supplies.

Perceptions Strengths

A strength is that students and staff feel 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 high. Our campus has a variety of support systems through PBIS in place, such as: Dojo points for acts of kindness and following expectations, prizes for Dojo, praise and encouraging good choices, being picked to be helpers, kindness folder, student of the month for the book vending machine, Giants of the month, visit to the office or counselor, positive office referrals, 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 very transparent and consistent communication with our families and staff through REMIND, a weekly/monthly newsletter and emails.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The discipline data and coding is not aligned amongst teachers, administrators, and counselors which has led to an increase in outcries, threat assessments, and level 2 and 3 referrals. **Root Cause:** Administration, teachers, and counselors are not in alignment due to initial training, response time for referrals, and ineffective follow-up by some administrators.

Priority Problem Statements

Problem Statement 1: The discipline data and coding is not aligned amongst teachers, administrators, and counselors which has led to an increase in outcries, threat assessments, and level 2 and 3 referrals.

Root Cause 1: Administration, teachers, and counselors are not in alignment due to initial training, response time for referrals, and ineffective follow-up by some administrators.

Problem Statement 1 Areas: Perceptions

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 50% meets 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		
<p>Strategy 1: Provide instructional coaching support for classroom teachers based on identified subject area data analysis information.</p> <p>Strategy's Expected Result/Impact: Increased student success as noted in Walk-throughs and student assessment Anecdotal records obtained from coaching visits documented coaching cycle Tier II and III teacher support.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p> <p>Funding Sources: Cost for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$110,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased STAAR results Increase in Domain 3 for ELA and Math - all special populations.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers and students in K-5 will monitor CUAs, CFAs, and Benchmarks each 9 weeks through the use of individual and class goal setting (AVID) in order to make the necessary instructional adjustments to meet the individual needs of each student - by student and teacher.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of PLC products and agendas submitted weekly (Tier II teacher support).</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June





Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Utilize strategies such as AVID and differentiation strategies to increase performance in the meets and masters categories.</p> <p>Strategy's Expected Result/Impact: Increase in meets and masters scores on benchmarks and 2023 STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators AVID Campus Team</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased Spring TELPAS Scores by 10%</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Computer based language programs, instructional materials for vocabulary development - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>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 by 10%</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>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 by 10%</p> <p>Staff Responsible for Monitoring: Campus Administrators SPED Staff</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide staff development to address needs in core content areas, technology, and with at-risk students within special groups and monitor implementation.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide writing training to prepare teachers and students for STAAR 2.0.</p> <p>Strategy's Expected Result/Impact: Sign in sheets from training, walk through documentation that denotes a change in practice</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement CATCH program to promote the whole child initiative.</p> <p>Strategy's Expected Result/Impact: Increase in healthy habits by students and staff members as evidenced by CATCH lesson logs.</p> <p>Staff Responsible for Monitoring: Campus Administrators CATCH Champion</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in Attendance, Increase in Academic performance, and Decreased office referrals by 10%</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Campus Student Success Specialist Support costs - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$65,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of weekly lesson plans, WIN plans and schedules per 2023-2024 Campus Action Plan, Domain 1 by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches</p> <p>Title I: 2.6</p> <p>Funding Sources: Payroll costs for tutorials - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote high attendance (97%) or above school-wide and incorporate incentive programs for students and teachers.</p> <p>Strategy's Expected Result/Impact: Increased student attendance as documented in PEIMS report each nine weeks</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Support Specialist</p>	Formative		
	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. Strategy's Expected Result/Impact: Decreased office referrals as noted in PBIS meetings each month by 10% 2024 STAAR results Attendance Rate each 9 weeks Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Increase students' knowledge about college and career planning through AVID and activities that support college and career readiness and promote college awareness. Strategy's Expected Result/Impact: Increased opportunities as documented by list of activities completed Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
<p>Strategy 1: Implement a school-wide reward and incentive program for positive student behavior.</p> <p>Strategy's Expected Result/Impact: Fewer number of discipline referrals as noted in PBIS meeting agendas each nine weeks by 10%</p> <p>Signed C - Cards Reduction in bullying referrals</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Organize incentives to boost student citizenship and morale and provide student leadership opportunities through AVID and student council.</p> <p>Strategy's Expected Result/Impact: Increased number of incentives earned by 10%</p> <p>PBIS Meeting Minutes each month Student leadership groups AVID CCI</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote positive staff morale with a variety of incentives and opportunities to learn and grow together as a campus team.</p> <p>Strategy's Expected Result/Impact: Increased number of staff recognized once a month at faculty meetings, incentives, and PLC meetings weekly by 10%</p> <p>Increased morale Staff survey responses</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  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. Strategy's Expected Result/Impact: Increased number of highly effective teachers hired by 10% Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: All staff will be highly effective and certified Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Assess the staff development needs of those teachers not meeting highly effective standards. 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 2024 by 10% Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Encourage all teachers to become ESL and GT certified by offering incentives. Strategy's Expected Result/Impact: Decreased number of teachers without ESL and GT certification by 10% Those still lacking will note plans for getting certified on Teacher Participation Page during 2024 T-TESS end of year conferences Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
 No Progress  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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation by 10%</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p> <p>Title I: 4.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased family participation as noted on Fall 2023 and Spring 2024 Sign in sheets by 10% Increase in volunteer support</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p> <p>Title I: 4.2</p> <p>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</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize a variety of methods to communicate between school and home to support ongoing student success * Campus Newsletters *Tuesday Folders *Parent Square *Grade Level Behavior Plans *Flyers in both English/Spanish *Remind App</p> <p>Strategy's Expected Result/Impact: Increased parent communication and parent participation as documented by 2024 Spring Parent/Teacher Surveys, Parent Contact Logs by teacher submitted in December 2023 and May 2024</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide field trips, volunteer opportunities on campus, mentoring opportunities, tutoring opportunities, and classroom lessons inviting parent help and participate.</p> <p>Strategy's Expected Result/Impact: Increased parent volunteer hours by 10% as noted on Volunteer Reports for 2024, Watch Dog Calendar developed monthly and sign in sheets submitted after each teacher's invitation</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Collaborate with community members, organizations, teachers, parents and students to create and maintain partnerships to support students as life-long learners.</p> <p>Strategy's Expected Result/Impact: Increased number of volunteers by 10% 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</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as documented by 2024 STAAR scores, CUAs , Screeners, and Benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administrators Librarian Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Become an Apple Certified Campus</p> <p>Strategy's Expected Result/Impact: Apple Certification</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize technology programs to support classroom instruction and improve student academic performance.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches Librarian</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide headphones and styluses to support 1:1 iPad initiative in classrooms.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as documented by 2023 STAAR scores, CBAs , and Benchmarks. Increased handwriting performances on devices. Decrease of off task behavior due to noise of multiple devices playing loudly for students without headphones.</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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