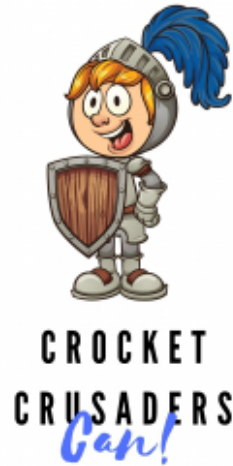


Goose Creek Consolidated Independent School District
David Crockett Elementary
2024-2025 GCCISD School Board Review-September 2024



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 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
- Federal Report Card and accountability data
- 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
- Mobility rate, including longitudinal 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-TESS data
- T-PSS 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 | | |
|--|-------------------|-----|------|
| Strategy 1: Provide instructional coaching support for classroom teachers based on identified subject area data analysis information. 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. 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 | Formative | | |
| | Nov | Feb | June |
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| 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. Strategy's Expected Result/Impact: Increased STAAR results Increase in Domain 3 for ELA and Math - all special populations. Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coaches Title I: 2.4 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 3: 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. 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 | Formative | | |
| | Nov | Feb | June |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: 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. 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 | Formative | | |
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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 GATE program and enrichment opportunities so that all GATE students are taught at their highest potential through accelerated instruction through WIN , STEAM, and Apple labs 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% Staff Responsible for Monitoring: Campus Administrators Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$400 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide professional development to address needs in core content areas, technology, and with at-risk students within special groups and monitor implementation. 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 | Formative | | |
| | Nov | Feb | June |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide writing training to prepare teachers and students for STAAR 2.0. 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 | Formative | | |
| | Nov | Feb | June |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the C-SHAC program with a strategy to promote the whole child initiative by establishing a committee that develops and integrates a comprehensive health and wellness curriculum. Strategy's Expected Result/Impact: Increase in healthy habits by students and staff members as evidenced by C-SHAC lesson logs. Staff Responsible for Monitoring: Campus Administrators C-SHAC Champion | Formative | | |
| | Nov | Feb | June |
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| Strategy 5 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| Strategy 5: 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 by providing ongoing professional development, participating in the Ensemble Grant with fidelity, engaging parents, and ensuring a culturally relevant curriculum and environment. Strategy's Expected Result/Impact: Increased Spring TELPAS Scores by 10% Staff Responsible for Monitoring: Campus Administrators Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$300 | Formative | | |
| | Nov | Feb | June |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Implement the Special Education program with a strategic focus on ensuring that all Special Education students are educated in the least restrictive environment as outlined in their Individualized Education Programs (IEPs). This strategy will include a special emphasis on aligning accommodations and supports to enhance student achievement and foster integration within the general education setting. 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% Staff Responsible for Monitoring: Campus Administrators SPED Staff Problem Statements: Demographics 1 Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$300 | Formative | | |
| | Nov | Feb | June |
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Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: The rising population of students in Special Education (SPED) programs at Crockett School, the persistent widening of the achievement gap within this demographic signals a critical challenge. Despite efforts to address the needs of SPED students, the gap between their academic performance and that of their peers remains unyielding. Root Cause: The escalating population of inexperienced teachers within Crockett School is identified as a primary root cause behind the widening achievement gap within the SPED population. Insufficient training and support in SPED methodologies for new teachers exacerbate this issue, leading to disparities in educational outcomes. |

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. Strategy's Expected Result/Impact: Increase in Attendance, Increase in Academic performance, and Decreased office referrals by 10% Staff Responsible for Monitoring: Campus Administrators Funding Sources: Campus Student Success Specialist Support costs - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$65,000 | Formative | | |
| | Nov | Feb | June |
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| 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. 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%. 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 | Formative | | |
| | Nov | Feb | June |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote high attendance (97%) or above school-wide and incorporate incentive programs for students and teachers. Strategy's Expected Result/Impact: Increased student attendance as documented in PEIMS report each nine weeks with a minimum of 97% per grade level not including SILC and Life Skills. Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Support Specialist | Formative | | |
| | Nov | Feb | June |
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| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| Strategy 4: 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 Title I: 2.5 | Formative | | |
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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. Strategy's Expected Result/Impact: Fewer number of discipline referrals as noted in PBIS meeting agendas each nine weeks by 10% Signed C - Cards Reduction in bullying referrals Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Nov | Feb | June |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Organize incentives to boost student citizenship and morale and provide student leadership opportunities through AVID and student council. Strategy's Expected Result/Impact: Increased number of incentives earned by 10% PBIS Meeting Minutes each month Student leadership groups AVID CCI Staff Responsible for Monitoring: Campus Administrators Counselor | Formative | | |
| | Nov | Feb | June |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote positive staff morale with a variety of incentives and opportunities to learn and grow together as a campus team. Strategy's Expected Result/Impact: Increased number of staff recognized once a month at faculty meetings, incentives, and PLC meetings weekly by 10% Increased morale Staff survey responses Staff Responsible for Monitoring: Campus Administrators | Formative | | |
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| <div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div> | | | |

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: 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 2 Details | Formative Reviews | | |
| Strategy 2: 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 2025 by 10% Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: 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 2025 T-TESS end of year conferences Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Nov | Feb | June |
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| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div> | | | |

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. Strategy's Expected Result/Impact: Increase in parent participation by 10% Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Title I: 4.1 | Formative | | |
| | Nov | Feb | June |
| | | | |
| 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. 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 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 | Formative | | |
| | Nov | Feb | June |
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| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| Strategy 3: Collaborate with community members, organizations, teachers, parents and students to create and maintain partnerships to support students as life-long learners. 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 Staff Responsible for Monitoring: Campus Administrators Counselor Problem Statements: Perceptions 2 | Formative | | |
| | Nov | Feb | June |
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0% No Progress

100% Accomplished

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Performance Objective 1 Problem Statements:

| Perceptions |
|---|
| Problem Statement 2: There is a noticeable lack of communication and involvement from parents. Root Cause: The current economic climate may be a contributing factor, as parents are busier than ever, impacting their ability to engage with the school. |

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, 1:1 iPads, coding and robotics kits, and other campus technology 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. Strategy's Expected Result/Impact: Increased student achievement as documented by 2024 STAAR scores, CUAs , Screeners, and Benchmarks (10% CAAP). Staff Responsible for Monitoring: Campus Administrators Librarian Counselor Teaching and Learning Coaches | Formative | | |
| | Nov | Feb | June |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide headphones and styluses to support 1:1 iPad initiative in classrooms. Strategy's Expected Result/Impact: Increased student achievement as documented by 2023 STAAR scores, CBAs , and Benchmarks (10% CAAP). 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 | Formative | | |
| | Nov | Feb | June |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Utilize technology programs to support classroom instruction and improve student academic performance. 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 | Formative | | |
| | Nov | Feb | June |
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| <div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div></div><div>Continue/Modify</div></div> <div><div></div><div>Discontinue</div></div> | | | |

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 | Supplemental instructional materials | GT Funds | \$400.00 |
| 2 | 1 | 5 | Supplemental instructional materials | Bilingual/ESL Funds | \$300.00 |
| 2 | 1 | 6 | 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 |