

Greenville Independent School District
Crockett Elementary School
2023-2024 Campus Improvement Plan



Board Approval Date: January 16, 2024

Mission Statement

Greenville Independent School District prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society.

Vision

We educate today...you succeed tomorrow.

Value Statement

We believe every student deserves to be in a safe environment while receiving a broad-based education in preparation for life and work.

- ***We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.***

We believe all children can and will reach their full educational potential when given the necessary tools, direction, and support.

- ***We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.***

We believe our exceptional staff is the most important resource serving the students of our district.

- ***We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization. The district will develop an attractive and competitive career package that will establish GISD as a preferred employer.***

We believe GISD is accountable to all stakeholders through the success of our students and staff.

- ***We will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.***

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

- ***We will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.***

We believe partnerships with the larger community are vital to a vibrant and exceptional educational system, and that maintaining effective communication is critical to maintaining these relationships.

- *We will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Crockett is 309 students as combined with students at the academy, and serves students in grades kindergarten through fourth grade. According to the district data, student population includes: Hispanic 39.48.7%, White 34.7%, American Indian/Alaskan Native .01%, African American 20.38%, Two or More Races 8.4%, Economically disadvantaged 89.96%, Limited English Proficient (LEP) 14%. We serve identified Gifted and Talented 5.17% and 19.41% Special Education students.

Demographics Strengths

- Crockett has an equitable representation of White, Hispanic and African American population and supports learning about each other.
- Crockett families are growing each year in support of the campus and activities.
- Crockett embraces community connections and community volunteers to serve the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Crockett/KGJ Stem has a high Special Education student population. **Root Cause:** The campus now serves as the Life Choice elementary program for the district.

Problem Statement 2: Not all demographic populations have achieved their full potential academically. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Achievement

Student Achievement Summary

The issuance of 2023 A-F ratings under the final 2023 rule is pending and subject to change based on judicial rulings or decisions from the 88th Legislature during a special called session.

Student Learning Summary, Crockett Elementary is a diverse campus located in Greenville, TX. Our campus is committed to ensuring that all students have a sense of belonging and is supported by the campus motto: "Eagles, Soar". Staff and administrators are committed to ensuring that every Eagle student is educated on grade level each and every day. Crockett students continue to show steady growth in Assessments; although not all students are performing at 100% on grade level on assessments nor STAAR. Students met the Growth Score on the 2022 School Ratings with a B, so we know that most of our students are learning at least a years worth of information. A focus needs to be the subgroup of Hispanics as their scores were one of the reasons our school did not meet in the Student Achievement sub populations.

Student Achievement Strengths

- Most of our student are growing at least a year's worth of growth or more as evident by the STAAR data.
- When students in grades K - 4 are not showing growth, student progress is discussed within PLC (professional learning communities) throughout the year to identify strategies and resources for the classroom or intervention.
- Students needing additional intervention in academics are supported through the campus MTSS (Multi-tiered support system) process.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Half of our students are not on grade level when they are testing for RLA **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

School Culture and Climate

School Culture and Climate Summary

Student learning at Crockett Elementary aims to be student directed and less teacher directed. A mission statement was made with all staff members stating what we are about and where we need to go in order to be successful. Staff want unified partnerships with their peers and parents so our campus can grow in strength. Staff want Crockett to be a campus that stakeholders want to know about because they feel welcomed and a place where they belong.

School Culture and Climate Strengths

- Our goal is to develop the whole child through building confident students, creating leadership opportunities, and celebrating our diversity. We are committed to excellence in providing a safe, risk-free, engaging learning environment that creates a sense of belonging for each child. We recognize the importance of growing students academically as well as supporting strong character traits. We are devoted to helping every student discover his/her individual strengths and talents through goal setting, celebrating progress, and high standards for all.
- We utilize professional learning communities and vertical team structures to focus on growth in instructional practices. Our staff embraces and models a growth mindset and lifelong learning. We believe that EVERY student can learn and will learn daily, from our youngest student to our most tenured professional. We are all striving to get better and continuously learn.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Continuing to build and reinforce relationships where teachers and students are supported each day. **Root Cause:** Making sure each program we implement to reinforce relational capacities on campus have a leader and not one leader running them all.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teacher retention was high this year and something that each person on campus contributed to. We only needed four new teachers this year out of seventeen on campus. All of our teachers are honing their craft and open to a growth mindset. This year we do have people relocating for family reasons and we're already getting to recruit by interviewing before the first semester is over.

Teachers by Years of Experience

Beginning	10.6%
1-5 Years	32.3%
6-10 Years	21.7%
11-20 Years	26.1%
Over 20 Years	9.3%

Staff Quality, Recruitment, and Retention Strengths

- Highly Qualified Teachers .
- Highly Qualified Administrator.
- Teacher Evaluation Process helps improve teacher's ability to fulfill their job assignment.
- Teacher Awareness of student needs.
- Highly collaborative campus both vertically and horizontally through the grades.
- PLC STEP program will grow our teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruiting and hiring qualified special education teachers. **Root Cause:** Not all positions filled at beginning of year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Crockett utilizes the district curriculum resources in planning and implementation of instruction. These resources are grounded in the Texas Essential Knowledge & Skills as a basis for all teaching and learning. GISD curriculum department provides a Year at Glance document and curriculum pacing guides for every grade level and subject. Teachers collaborate not only with their colleagues but content coordinators and campus administration to ensure lessons are designed to teach at the depth and complexity of each identified standard.

Principal walk throughs and feedback to teachers and staff in each grade level ensures that teaching is done with fidelity and rigor. Student success is directly related to this effort.

Curriculum, Instruction, and Assessment Strengths

Crockett Elementary uses the MAP program to measure student achievement throughout the year. This information along with classroom assessments, and district data from unit tests and skill checks help determine strengths and weaknesses to aid in student intervention needs. Teachers use the Engineering process for design challenges in order for students to have opportunities for real world application of the concepts they are learning in class and to make connections across disciplines. Through these processes and performances assessments, students prove successful in many areas.

Principal is utilizing Bambrick model for teacher feedback from classroom observations and Region 10 professional learning program called TIL to fine tune the coaching and feedback cycle.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Rigor and instruction in the classroom do not meet the expectations of our campus assessment and STAAR. **Root Cause:** Feedback given to teachers about lessons from data need to drive instruction; students getting inconsistent instruction will create further gaps in learning.

Parent and Community Engagement

Parent and Community Engagement Summary

Crockett Elementary/KGJ Stem serves grades Kindergarten through Fourth grade for the 2023-2024 school year. Parents, staff and students have responded very positively about the changes made outside and inside the building regarding the atmosphere and learning taking place. Crockett Elementary has embraced the partnership with the parents at our school. The campus has created a calendar of parent/student events that occur each month. Events are posted on the calendar which is available to all parents on the district website. Events include literacy nights, fall festival, and All Pro Dads to name a few.

Parent and Community Engagement Strengths

- Crockett has an active PTA which supports the campus.
- Our families desire to be involved at Crockett.
- We have a strong social media presence with our web pages, Facebook and Smore weekly news letter..
- Parents are getting more involved and willing to partner to improve our school.
- We plan to showcase other events such as, Literacy night, PTA nights Pizza, Winter Concert, Fall Festival, Field Day, and End of the Semester and Year Awards Ceremonies.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Minimal Crockett Elementary parent, and community partnerships involved with campus. **Root Cause:** Communication has been upgraded since 2023, and we've seen a steady increase of involvement, but we need more parent and area business and potential community partners as it relates to Crockett.

School Context and Organization

School Context and Organization Summary

It is important to have systems in place so that there is not much inference or distractions from classroom instruction. To that end, Crockett administration developed new discipline management guidelines and a campus playbook to clearly set expectations for the 2023-2024 school year.

School and rotation schedules are set to maximize the amount of time spend on explicit instruction. District guidelines are then followed when planning the time assigned for each content area. Intervention times are built into the daily schedule to provide additional academic help/assistance to struggling learners. Additional events, staff development, and instructional meetings along with general notes are housed in our faculty weekly emails. Teachers are given opportunities to present at faculty meetings to empower leadership on our campus.

Crockett/KGJ is participating in the Focus School Support Grant for the 2023-2024 and 2024-2025 school years. Main areas of focus include observation/feedback cycle and implementation of high quality instructional material.

School Context and Organization Strengths

- House System implemented on campus to support belonging and peer modeling through interaction among grade levels.
- Our teachers are highly collaborative.
- Teachers feel they have a voice in the decision making process.
- Master schedule geared toward student achievement.
- We have a campus playbook so everyone will know how the school runs and the expectations.
- There are five rules across the entire campus so anyone can walk into any room and know the rules.
- Data analysis at PLC meetings with clearly defined protocols.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Making sure that everyone in the building is on the same page and holding expectations with follow-up procedures can be time consuming. **Root Cause:** Not giving roles to others to help with follow through.

Technology

Technology Summary

Crockett Elementary is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms and across the campus. These items include Chromebooks, iPads, printers, document cameras, projectors, and Promethean boards. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. We are a 1:1 campus.

Technology Strengths

- Teachers are willing to branch out and learn different options for instruction through the use of technology.
- Many of our students are very "tech savvy"
- Students are fully engaged in digital learning spaces.
- Less paper is used as a result of higher technology use.
- Instructional Technologist on campus that is very helpful and knowledgeable.
- STEM Lab

Problem Statements Identifying Technology Needs

Problem Statement 1: While teachers are making strides in using technology embedded lessons in learning environments, these lessons should use data to keep in mind how successful were our students using this method. **Root Cause:** Minimal technology training.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- 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

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
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- 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

Parent/Community Data

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





Goals

Goal 1: Crockett will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 1: Crockett Elementary will achieve a "C" rating from the Texas Education Agency in 2024.

High Priority





Strategy 1 Details	Reviews			
<p>Strategy 1: Work with Region 10 ESC and the Texas Education Agency to implement the Targeted Improvement Plan (TIP).</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal Deputy Superintendent of Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and administrators will actively train in PLC Data driven interventions to be intentional and drive instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: Aligned instruction</p> <p>Staff Responsible for Monitoring: Principal Deputy Superintendent of Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Daily use of high-quality instructional materials aligned to instructional planning.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Deputy Superintendent of Administration</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Administration will monitor lesson plans weekly and provide teacher feedback during campus administration meetings. Feedback will be given to teachers through Forethought and email.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus administration will conduct classroom walkthroughs with feedback that evaluates alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers and campus leadership will have dedicated time in their calendar for weekly meetings to desegregate data for highly missed questions after assessments and plan for remediation in lesson planning.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Use retired teachers to help with intervention/small group.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Crockett will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 2: By June, 2024 the percentage of all students that rate in the category of meets for all subjects will be 38%.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will actively train in PLC Data driven interventions to be intentional and drive instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: To increase rigor and performance in the classroom for both teachers and students.</p> <p>Staff Responsible for Monitoring: Building Administrators and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student Achievement: Every student will know his/her goal for every subject to move students to the "Meets" and "Masters" performance standards. Teachers will review goals with students after every checkpoint/summative test and students will keep accurate accounting on a running goal sheet.</p> <p>Strategy's Expected Result/Impact: Increased student achievement showing 40% of Crockett students earning Meets or Masters performance standards on 2 or more STAAR tested subjects, and 70% meeting district standard in non STAAR tested grades/subjects.</p> <p>Staff Responsible for Monitoring: Teacher and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Attendance: Our attendance committee rewards the class with the highest attendance each Friday to help improve attendance on campus and achieve 95% attendance rate on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Increased student attendance will directly impact increased student achievement by 40% of Crockett Elementary students earning Meets or Masters performance standards on 2 or more STAAR tested subjects, and 70% meeting district standard in non STAAR tested grades/subjects.</p> <p>Staff Responsible for Monitoring: PEIMS clerk, attendance committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Master Schedule: Effective use of Master Schedule will ensure built in time for intervention and blocks of uninterrupted instruction time.</p> <p>Strategy's Expected Result/Impact: More time dedicated to focused instruction will allow all students to make a full year's growth from BOY to EOY Universal screeners.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Students/Subjects with no Data: Teachers and students in K-2 and those in subjects with no data in grades 3-4 will analyze data after each check point and summative assessment to prepare students and support core subjects.</p> <p>Strategy's Expected Result/Impact: Better prepared teachers and students will result in increased student achievement by spiraling back low performance SE's into lessons plans no less than 2 days per week.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Crockett will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 3: All students will demonstrate a year's growth as reflected by STAAR assessment scores, as well as beginning, middle, and end of year assessments on MAP data.

Evaluation Data Sources: STAAR and MAP data.





Strategy 1 Details	Reviews			
<p>Strategy 1: Student Goals: Students will chart progress and conference after each data entry with teacher to determine what is needed to help students achieve the goal that has been set.</p> <p>Strategy's Expected Result/Impact: Students having a visual to show growth versus a number will result in students taking ownership of their learning which will lead to increased student achievement to show a full year's growth. Student growth can be tracked through BOY, MOY, and EOY testing along with summatives and checkpoints.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in tested grades will make small groups to effectively remediate gaps during intervention.</p> <p>Strategy's Expected Result/Impact: Closing the gaps for STAAR tested subjects</p> <p>Staff Responsible for Monitoring: principal and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<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 1: Crockett will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 4: 71% of all STAAR tested grades (3-4) will achieve approaches standard in Math, with 38% achieving Meets and 16% Masters performance standard. 75% of K-2 students will reach the district passing standard in both reading and math.

Evaluation Data Sources: STAAR 2024 along with EOY data from MAP.





Strategy 1 Details	Reviews			
<p>Strategy 1: Student Achievement: Teachers will use information from Data Digs and analysis from Unit assessments to determine what SE's must be spiraled back in to lessons for student mastery.</p> <p>Strategy's Expected Result/Impact: Achievement gaps will close as ALL students will show growth from BOY to MOY Universal Screeners.</p> <p>Staff Responsible for Monitoring: Teachers, Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student Achievement: Teachers will use istation as a resource to enhance math lessons to ensure student mastery with math concepts.</p> <p>Strategy's Expected Result/Impact: Teachers are provided quality instruction with whole group, small group, and extension activities. This allows for more quality "teach time" to increase student achievement in K-4 as math concepts build on each other.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Student Achievement: Students use web based instruction in mathematics in order to have access to math instruction on their Chromebook at all times .</p> <p>Strategy's Expected Result/Impact: See Saw and Google Classroom based instruction allows students to access information at all times. They can practice at home as well. This is a tool to identify missed concepts to ensure mastery of a concept through online practice which will result in higher student performance each summative assessment.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Master Schedule: Effective use of Master Schedule will ensure built in time for intervention and blocks of uninterrupted instruction time (90 minute blocks of time for Math and 120 for Reading).</p> <p>Strategy's Expected Result/Impact: More time dedicated to focused instruction will allow all students to make a full year's growth from BOY to EOY Universal screeners.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: In grades 3-4, science rotations last 90 minutes but TEA requires 45 minutes per day. The last 30 minutes in science will be spent supporting math and reading concepts in science.</p> <p>Strategy's Expected Result/Impact: To support math and RLA concepts</p> <p>Staff Responsible for Monitoring: principal and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<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 1: Crockett will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 5: By the end of 2023-24 year, the percentage of students that will rate in the category of meets for the HB1416 Reading Board Goals will be 38%, and by the end of 2023-24 year, the percentage of students that will rate in the category of meets for the HB1416 Math Board Goals will be 35%.





Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Ensure HMH reading and iStation math are occurring consistently across the campus. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Reading Academy completion for K-3 teachers will be completed. Strategy's Expected Result/Impact: Increased teacher effectiveness. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Crockett will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 6: Review MAP data to develop targeted instruction and intervention groups.





Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: Tutoring student groups will be made for after school using the ACE program and teachers tutoring after school.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Crockett will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Students take ownership in campus behavior expectations through the use of our campus house system, which is called the Fab 5, to reduce discipline issues 15 % and increase student social and emotional growth.





Evaluation Data Sources: Comparative Skyward discipline data 2022 to 2023

Strategy 1 Details	Reviews			
<p>Strategy 1: Students take ownership of growing their own social emotional behavior, focusing on positivity, respect, integrity, determination and empathy using Ron Clark's house model which drives campus unity and pride.</p> <p>Strategy's Expected Result/Impact: Unity, diversity and deeper social emotional actions.</p> <p>Staff Responsible for Monitoring: Teachers, and campus administrators.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: School Culture: Counselor will provide guidance lessons using Character Strong social and emotional program to teach character education and appropriate behavior.</p> <p>Strategy's Expected Result/Impact: As student discipline issues decrease, student achievement will increase due to the amount of instruction time that is not taken away due to behavior.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and implement a campus discipline playbook to assist students, teachers, and administrators with campus wide expectations.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Crockett will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 2: Our campus student engagement Officer will focus on group of At Risk students to build relationships proactively.





Evaluation Data Sources: Logs of SEO activity on campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: Our SEO will build relationships with students by being visible during times where students move through the building before and after school as well as recess, lunch and school functions.</p> <p>Strategy's Expected Result/Impact: For all students to think before acting and to decrease negative behavior incidents.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: SEO will conduct home visits of students experiencing chronic absenteeism.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 1: Each teacher will use a method of communication to contact parents/guardians to keep them updated and for support and participation at school.





Evaluation Data Sources: Technology announcement applications and blackboard for campus use.

Strategy 1 Details	Reviews			
Strategy 1: Periodic communications via newsletters, Facebook, Remind 101, Blackboard Messenger will be sent. Strategy's Expected Result/Impact: Increased school to home communication. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 2: Campus PTA is active and planning to engage students, teachers and families during the course of the year with activities that will support and encourage partnerships.





Evaluation Data Sources: PTA Calendar of activities

Strategy 1 Details	Reviews			
Strategy 1: Build in "dress up" days to our calendar so students and families can have conversations about their hopes and dreams. ie. "who I want to be," "famous person day" Strategy's Expected Result/Impact: Build community Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students and families will have opportunities to take part in various campus activities such as STEM night. Strategy's Expected Result/Impact: Increased parental involvement. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Build master parent involvement calendar and publish on website. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<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 4: The campus will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the campus.

Performance Objective 1: Ensure that all campus expenditures are aligned with campus and district goals.





Evaluation Data Sources: Campus budget reports

Strategy 1 Details	Reviews			
Strategy 1: Review requisitions for alignment to campus and district goals prior to approval.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: The campus will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the campus.

Performance Objective 2: Maintain facilities for optimal effectiveness and student access.

Evaluation Data Sources: Work orders





Strategy 1 Details	Reviews			
Strategy 1: Monitor building routinely for maintenance issues. Strategy's Expected Result/Impact: Work orders Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the campus and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 1: Crockett Elementary will provide multiple communication platforms providing the opportunity for all families and community members to be informed and involved.

High Priority

Evaluation Data Sources: Parent contact logs, Blackboard Messenger data, PTA minutes, Facebook page, Grade level communication, email/calendar invites. other electronic applications.

Strategy 1 Details	Reviews			
Strategy 1: Family Partnerships: Periodic communications via newsletters, Facebook, Remind 101, Blackboard Messenger will be sent. Strategy's Expected Result/Impact: Increased parental involvement. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Create and publish family involvement calendar on campus website and communicate in publications. Strategy's Expected Result/Impact: Increased parental involvement. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				