

**Greenville Independent School District**  
**Crockett Elementary School**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: Not Rated**



**Public Presentation Date:** October 25, 2022

# 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 357 as combined with students at the academy, and serves students in grades kindergarten through fifth. According to the district data, student population includes: Hispanic 34.7%, White 36.4%, American Indian/Alaskan Native .01%, African American 18%, Two or More Races 8.4%, Economically disadvantaged 87.6%, Limited English Proficient (LEP) 14%. We serve identified Gifted and Talented 6.7% and 12% Special Education students. Our current campus attendance rate is approximately 96.8%.

### Demographics Strengths

- Attendance Recognition and class incentives for being HERE, EVERY DAY, READY, and ON TIME (H.E.R.O)
- Communication procedures between home and school regarding attendance

# Student Achievement

## Student Achievement Summary

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	54%	57%	51%	56%	-	-	-	50%	50%	46%	46%	27%	45%	51%	58%
At Meets GL Standard or Above	21%	18%	20%	31%	-	-	-	0%	19%	13%	13%	0%	9%	15%	30%
At Masters GL Standard	11%	11%	7%	22%	-	-	-	0%	9%	0%	0%	0%	9%	6%	18%
Number of Tests															
At Approaches GL Standard or Above	76	16	38	18	-	-	-	4	63	11	11	4	5	43	33
At Meets GL Standard or Above	30	5	15	10	-	-	-	0	24	3	3	0	1	13	17
At Masters GL Standard	15	3	5	7	-	-	-	0	11	0	0	0	1	5	10
Total Tests	142	28	74	32	-	-	-	8	127	24	24	15	11	85	57

### ELA/Reading

Percent of Tests																				
At Approaches GL Standard or Above								62%	58%	63%	60%	-	-	-	*	60%	64%	64%	33%	60%
At Meets GL Standard or Above								30%	33%	25%	47%	-	-	-	*	26%	18%	18%	0%	20%
At Masters GL Standard								17%	17%	13%	33%	-	-	-	*	14%	0%	0%	0%	20%

### Mathematics

Percent of Tests																				
At Approaches GL Standard or Above								49%	58%	47%	53%	-	-	-	*	44%	36%	36%	33%	40%
At Meets GL Standard or Above								11%	0%	13%	20%	-	-	-	*	11%	9%	9%	0%	0%
At Masters GL Standard								5%	0%	3%	13%	-	-	-	*	5%	0%	0%	0%	0%

### Science

Percent of Tests																							
At Approaches GL Standard or Above										38%	*	30%	*	-	-	-	-	31%	*	*	*	*	1
At Meets GL Standard or Above										25%	*	30%	*	-	-	-	-	23%	*	*	*	*	1

At Masters GL Standard

**Science**

6% \* 0% \* - - - - 0% \* \* \* \* 0

**Student Achievement Strengths**

- Overall, our students have greater strengths in ELAR than Math.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Staff is unprepared to create lessons that are rigorous, objective-driven and engaging to students. Teachers need classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction before nine week assessments so the can meet the needs of each student/groups. **Root Cause:** Planning using rigor and end goals in mind are not evident in teacher lesson plans. Classroom procedures in areas of the building are not sufficient to implement guided lessons.

**Problem Statement 2:** No strategy to implement effective teaching in the classroom. Strategist were not used to help teachers understand the pacing guide and how to implement with guided lessons and rigor. **Root Cause:** Expectations and accountability partners were not evident to help reflect and strategize on TEKS; based upon data and rigor needed to be successful on state assessments and other district learning assessments.

# School Culture and Climate

## School Culture and Climate Summary

Student learning at Crockett Elementary is very student directed and less teacher directed. A one on one meeting was implemented with staff about last year and where we needed to go. 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

The teachers who completed the survey rated their satisfaction with our current culture and climate in the following ways.

- 13 teachers said they like coming to work "a great deal" and 10 said "a lot"
- The 23 teachers who answered the survey said they would return next year
- 21 teachers said the climate and culture has improved since 2020

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Many teachers felt isolated and only labeled as teachers and not leaders on campus. **Root Cause:** Climate in the building had no true leader, just teams and the teams were not unified as a campus.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Teachers were chosen by the principal from sources such as Facebook teacher groups, word of mouth and Teacher Job Network. All of our teachers are highly qualified and knowledgeable in their fields.

### Teachers by Years of Experience:

Beginning Teachers 1.0 7.3% 14.5% 6.7%

1-5 Years Experience 6.7 50.4% 31.8% 27.8%

6-10 Years Experience 1.5 11.3% 19.2% 20.3%

11-20 Years Experience 2.1 16.1% 21.0% 29.1%

21-30 Years Experience 1.5 11.2% 10.2% 13.0%

Over 30 Years Experience 0.5 3.8% 3.3% 3.1%

### Staff Quality, Recruitment, and Retention Strengths

- Highly Qualified Teachers .
- GT (30 hours) Trained Teachers (only 2 teachers have not completed this training due to time constraints but will complete by end of fall 2022).
- 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.
- Teacher led professional development opportunities on campus
- PLC STEP program will grow our teachers

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Students are not being successful at meeting campus goals on assessments. **Root Cause:** Rigor and focusing on the end of the unit skill sets needed are not being utilized in all classrooms. to help drive lessons.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Crockett Elementary follows 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 instructional strategists to ensure lessons are designed to teach at the highest level of each 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. Crockett also participates in the Ignite grant and follows the STEP meeting protocols.

## Curriculum, Instruction, and Assessment Strengths

Crockett Elementary uses universal screeners, such as Ren Star 360 and DRA, to help identify student needs. This information along with classroom assessments, and district data from 9 week summative tests 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.

## 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 quarantined or getting inconsistent instruction in 20-21 school year created further gaps in learning.

# Parent and Community Engagement

## Parent and Community Engagement Summary

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.

## Parent and Community Engagement Strengths

- 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 project Nights virtually, PTA nights Pizza,Field Day, and End of the Semester and Year Awards Ceremonies with a special evening "Launch" for our 5th Graders.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Minimal Crockett Elementary community partnerships involved with STEM campus. **Root Cause:** Ineffective communication with 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. 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.

## School Context and Organization Strengths

- Capturing Kids Hearts is the discipline model along with Morning Meeting each day to create effective student/teacher relationships through SEL opportunities.
- 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.
- Data analysis at STEP meetings.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Programs such as RtI (campus wide) and Guided Reading for grades 3-5 were not widely understood, along with focusing on the end goal when lesson planning. **Root Cause:** Many teachers had not previously been trained.

# 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:** COVID 19 created a need for technology infused blended environments that we now see were not as successful as teacher driven instruction. This realization will require teachers to go back to building successful lessons and use technology as a way, not the only way.

# 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 2023.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Work with Region 10 ESC and the Texas Education Agency to implement the Targeted Improvement Plan (TIP).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Deputy Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and administrators will actively train in the STEP process of PLC Data driven interventions to be intentional and drive instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Aligned instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Deputy Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Daily use of high-quality instructional materials aligned to instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Deputy Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use of data to inform instructional decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Deputy Superintendent of Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administration will monitor lesson plans weekly and provide teacher feedback during campus administration meetings. Feedback will be given to teachers through a Google document.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Use retired teachers to help with intervention/small group.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

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

**Performance Objective 2:** By June, 2023 the percentage of all students that rate in the category of meets for all subjects will be 35% meets.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and administrators will actively train in the STEP process of PLC Data driven interventions to be intentional and drive instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase rigor and performance in the classroom for both teachers and students.</p> <p><b>Staff Responsible for Monitoring:</b> Building Administrators and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teacher and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Attendance: Our attendance committee is implementing HERO (Here, Everyday, Ready and On Time) to help improve attendance on campus and achieve 95% attendance rate on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> PEIMS clerk, attendance committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Master Schedule: Effective use of Master Schedule will ensure built in time for intervention and blocks of uninterrupted instruction time.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students/Subjects with no Data: Teachers and students in K-2 and those in subjects with no data in grades 3-5 will analyze data after each check point and summative assessment to prepare students and support core subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	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 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 RenSTAR360.

**Evaluation Data Sources:** STAAR data and RENSTAR 360

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus interventionist will pull small groups of students and work on low performing TEKS in Reading and Math based upon data.</p> <p><b>Strategy's Expected Result/Impact:</b> To close the gaps from instruction lost in the previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 (3-5) will achieve approaches standard in Math, with 35% 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 2023 along with district 9 week formative assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Achievement gaps will close as ALL students will show growth from BOY to MOY Universal Screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student Achievement: Teachers will use guided math as a resource to enhance math lessons to ensure student mastery with math concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> 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-5 as math concepts build on each other.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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 90 for Reading).</p> <p><b>Strategy's Expected Result/Impact:</b> More time dedicated to focused instruction will allow all students to make</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

a full year's growth from BOY to EOY Universal screeners.

**Staff Responsible for Monitoring:** Teachers, Principal



No Progress



Accomplished



Continue/Modify







Discontinue

**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 2022-23 the percentage of students that will rate in the category of meets for the HB3 Reading Board Goals will be 36, and  
by the end of 2022-23 the percentage of students that will rate in the category of meets for the HB3 Math Board Goals will be 30%.

**Evaluation Data Sources:** STAAR results





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure guided reading and guided math are occurring consistently across the campus. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Reading Academy completion for K-3 teachers, Principal and AP. <b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor RenStar 360 Math and Reading data to inform student needs. <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 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 Capturing Kids Hearts to reduce discipline issues 10 % and increase student social and emotional growth and achievement.





**Evaluation Data Sources:** Comparative Skyward discipline data 2022 to 2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Unity, diversity and deeper social emotional actions.  <b>Staff Responsible for Monitoring:</b> Teachers, and campus administrators.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School Culture: Counselor will provide guidance lessons using Character Strong social and emotional program to teach character education and appropriate behavior.  <b>Strategy's Expected Result/Impact:</b> As student discipline issues decrease, student achievement will increase due to the amount of instruction time that is not taken away due to behavior.  <b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of teachers will develop social contracts that outline classroom expectations.  <b>Strategy's Expected Result/Impact:</b> Students create classroom expectations and are all held accountable to it. Students have ownership in the process which reduces discipline issues to maximize student achievement.  <b>Staff Responsible for Monitoring:</b> Principal                      Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> For all students to think before acting and to decrease negative behavior incidents.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Crockett will follow district processes to actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

**Performance Objective 1:** Crockett will work to partner with Texas A & M Commerce to be a open showcase campus in order to build relationships with teacher candidates to display campus pride and community.





**Evaluation Data Sources:** Retention of teacher data at the end/beginning of each year from Human Resources.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Work with A&M Commerce to host student teachers in the Spring of 2023. <b>Strategy's Expected Result/Impact:</b> Increase potential hiring candidates. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** 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			
<b>Strategy 1:</b> Periodic communications via newsletters, Facebook, Remind 101, Blackboard Messenger will be sent. <b>Strategy's Expected Result/Impact:</b> Increased school to home communication. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** 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			
<b>Strategy 1:</b> This year we will poll the community and students to vote on a mascot for our entire campus to exhibit unity of all students and parents. <b>Strategy's Expected Result/Impact:</b> Unity of an entire campus and neighborhood.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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" <b>Strategy's Expected Result/Impact:</b> Build community <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students and families will have opportunities to take part in various campus activities such as STEM night. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	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 5:** 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** 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			
<b>Strategy 1:</b> Monitor building routinely for maintenance issues. <b>Strategy's Expected Result/Impact:</b> Work orders <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				