

Wichita Falls Independent School District
Crockett Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The Mission of Crockett Elementary School is to prepare ALL students to be productive, responsible, and participating members of society.

Vision

Crockett's desire is for ALL students to feel safe, develop a passion for learning, and achieve their best.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2020-2021

- Grades: Kindergarten-5
- Students: 420 students
- Student:Teacher Ratio: 13:1
- Minority Enrollment: 55.5%
- Math Proficiency: 67%
- Reading Proficiency : 61%
- Diversity Score: 0.64% (Top 30% in TX)

For the 2021-2022 school year there were 236 referrals from 81 different students. Of these referrals there were 6 Out Of School Suspensions assigned and 37 In-school Suspensions assigned.

Asian	1.7%	
Hispanic	37.6%	
Black	7.9%	
White	41.9%	
Two or more races	10%	

Demographics Strengths

We have a significant EL population, and teachers are obtaining ESL certifications and most teachers K-5 are trained in Seidlitz strategies.

PTA that helps support staff and students through morale boosters, help with Parent/Family Engagement events, beautification of the school, and staff meals

Crockett provides 3 afterschool programs including UIL, robotics and choir.

We invite parents/families to eat lunch with their students, become parent volunteers, and become actively involved in classroom/school events.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. **Root Cause:** Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.

Student Learning

Student Learning Summary

Student Achievement Summary

2021 STAAR Results

All Students 3/4/5 - 208 tests

Percent of Tests % at Approaches GL Standard or Above	63%
% at Meets GL Standard or Above	34%
% at Masters GL Standard	17%

3rd Grade Reading - 2021

Percent of Tests % at Approaches GL Standard or Above	65%
% at Meets GL Standard or Above	32%
% at Masters GL Standard	10%

4th Grade Reading -2021

Percent of Tests % at Approaches GL Standard or Above	61%
% at Meets GL Standard or Above	36%
% at Masters GL Standard	11%

5th Grade Readings - 2021

Percent of Tests % at Approaches GL Standard or Above	57%
% at Meets GL Standard or Above	37%

Percent of Tests % at Approaches GL Standard or Above	57%
% at Masters GL Standard	24%

3rd Grade Math-2021

Percent of Tests % at Approaches GL Standard or Above	67%
% at Meets GL Standard or Above	35%
% at Masters GL Standard	19%

4th Grade Math-2021

Percent of Tests % at Approaches GL Standard or Above	77%
% at Meets GL Standard or Above	44%
% at Masters GL Standard	30%

5th Grade Math - 2021

Percent of Tests % at Approaches GL Standard or Above	57%
% at Meets GL Standard or Above	37%
% at Masters GL Standard	22%

5th Grade Science - 2021

Percent of Tests % at Approaches GL Standard or Above	62%
% at Meets GL Standard or Above	32%
% at Masters GL Standard	16%

2021 - Overall Rating earned is an 85/B

Domain 1: Student Achievement rating is a 76/C

Domain 2: School Progress rating is an 89/B

Domain 3: Closing the Gaps rating is a 75/C

There were no disinction designations

Student Learning Strengths

2022

We received a solid overall rating of B. We had 7 teachers receive TIA distinctions; 1 Master distinction, 3 Exemplary distinctions, and 3 Recognized distinctions. We are in the top 5 elementary schools in WFISD for student growth on MAP scores. We are currently on track for similar results this new school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. **Root Cause:** Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.

School Processes & Programs

School Processes & Programs Summary

2022 Initiatives at Crockett:

-Crockett is a Level 1 & 2 Certified High Reliability School, ensuring that students are educated in a safe and collaborative environment and a Level 2 HRS, that includes effective teaching in every classroom.

-Crockett participated in the Seidlitz 7 Steps to a Language Rich Environment trainings in grades 3-5 and trained new and K-2 teachers on campus this year from the instructional coaches. Crockett earned Seidlitz certification at the end of the 2018 school year.

-Crockett is on track to become a CKH Showcase Campus

-Other initiatives are Guided Math, Guided Reading, and Fundamental 5 as best practices for instruction. Support in resources and training will continue to be provided.

Processes at Crockett:

-Common assessments, unit assessments, TFAR assessments, Interim assessments, and MAP assessments are in place to monitor student progress. This informs classroom instruction, intervention groups, tutorials, and STAAR results.

-Teachers use the TEKS Resource system, participate in unit planning, and PLC meetings to ensure that curriculum is implemented with fidelity.

-The administrative team, including instructional coaches, provide support for teachers.

-Parent & community engagement activities are provided through grade-level teacher activities, Techno Expo, STEAM night, Movie nights, book fair, PTA events, Music programs, after school programs, etc.

-Crockett has 1 to 1 chrome books in 3rd - 5th grade. KG-2nd grade are 12 to 1

School Processes & Programs Strengths

- Collaboration of the teachers with a team effort for student success.
- Technology use in grades 3-5 with the utilization of Google Classroom.
- Curriculum aligned with TEKS with We will/I will posted in rooms.
- Use assessment to effectively track student progress. Use of our data walls for visual representation in Math and Reading K-5.
- Instructional Strategies (Seidlitz) aligns with improvement plan
- Use data effectively to drive instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Crockett families feel disconnected from the school and believe that communication and consistency about student behavior, good or bad, is lacking. **Root Cause:** Lack of communication from Crockett staff, lack of celebrations for good behavior, and lack of opportunities for student ECA participation and family support.

Perceptions

Perceptions Summary

Crockett provides many opportunities for parents and volunteers to come to school throughout the year. The school is perceived to have a wonderful staff and is a good environment for their children.

Crockett has drills in place for the safety of students and has added the use of the Navigate app to account for all students on campus and communicate with law enforcement and help.

Discipline referrals are processed in a timely manner.

During the 2021-2022 school year, we had 1 DAEP, 2 OSS assignments, 23 ISS assignments, 34 BAC assignments, and 54 privileges withdrawn.

Perceptions Strengths

-Students are provided many extra-curricular opportunities through UIL, student council, choir, Lego Club, and Good News Club

-2nd grade students participate in Read 2 Learn.

-WFHS PALS are "Reading Buddies" with our students.

-Legacy of being a good school in WFISD.

-Students have good relationships and are connected to teachers and feel safe.

-Office translates and supports our ESL population.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The vision, culture, and climate of Crockett are unclear to many students, staff and families. **Root Cause:** Lack of unity, communication, and transparency have led to confusion about Crockett Elementary.

Priority Problem Statements

Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum.

Root Cause 1: Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues.

Root Cause 2: Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Crockett families feel disconnected from the school and believe that communication and consistency about student behavior, good or bad, is lacking.

Root Cause 3: Lack of communication from Crockett staff, lack of celebrations for good behavior, and lack of opportunities for student ECA participation and family support.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The vision, culture, and climate of Crockett are unclear to many students, staff and families.

Root Cause 4: Lack of unity, communication, and transparency have led to confusion about Crockett Elementary.

Problem Statement 4 Areas: Perceptions




Goals









Revised/Approved: August 8, 2023

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: By the end of the school year, we will conduct weekly PLC grade level meetings for 30 out of 36 weeks to include planning and professional development to increase teaching strategies.

Evaluation Data Sources: PLC Agendas

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize TEKS Resource System and the Instructional Focus document to create We Will/I Will statements to frame the lesson. Use content mapping to plan unit instruction. Use data such as results from TX-KEA and Map Growth assessments to make data-driven decisions for RTI and classroom instruction.</p> <p>Strategy's Expected Result/Impact: Lesson planning will include the We Will/I Will statements and be guided with content mapping and student performance will increase as lesson become more focused.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize instructional coach to assist teachers with planning, to model lessons, and provide instructional feedback to teachers.</p> <p>*SCE & Title funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p>Strategy's Expected Result/Impact: Increase in teacher effectiveness</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Coach/COVID-19 Paras/Gen. Ed Paras Salaries - SCE - \$156,900</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: *The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Staff will be provided training to be successful in classroom and increase student performance.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. **Root Cause:** Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.

Student Learning








Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. **Root Cause:** Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 2: By the end of the school year, All K - 2 teachers and Grades 3 - 5 ELAR and Writing teachers will obtain ESL certification

Evaluation Data Sources: SBEC Certification Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers not certified in ESL will be given the option to attend the ESL Academy virtually.</p> <p>Strategy's Expected Result/Impact: Teachers will have ESL strategies to implement in class and be prepared for certification test.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Substitutes Money - General</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All non-ESL certified teachers will be required to attempt the ESL certification exam by Summer 2024.</p> <p>Strategy's Expected Result/Impact: Compliance with ESL certifications</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - General</p>	Formative		
	Nov	Feb	May
	100%	100%	100%

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: *The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>Strategy's Expected Result/Impact: All teachers will be certified in content area and ESL certified.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Performance Objective 2 Problem Statements:






Demographics
<p>Problem Statement 1: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. Root Cause: Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.</p>
Student Learning
<p>Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. Root Cause: Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.</p>
School Processes & Programs
<p>Problem Statement 1: Crockett families feel disconnected from the school and believe that communication and consistency about student behavior, good or bad, is lacking. Root Cause: Lack of communication from Crockett staff, lack of celebrations for good behavior, and lack of opportunities for student ECA participation and family support.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: 75% of all Kindergarten-5th grade students will meet their growth goal on MAP reading and math from BOY to EOY.

Evaluation Data Sources: BOY, MOY, EOY

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kindergarten and 1st grade teachers will incorporate Heggerty Phonemic Awareness lessons and document in lesson plans.</p> <p>Strategy's Expected Result/Impact: Increase in phonemic awareness</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Weekly planning time with instructional reading coach to address and suggest instructional strategies to increase student performance and implement district initiatives.</p> <p>Strategy's Expected Result/Impact: Focused reading lessons to meet student needs and address weaknesses.</p> <p>Staff Responsible for Monitoring: Instructional Coach Classroom Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use additional resources such as IXL and Progress Learning to provide extension and intervention for students throughout the day.</p> <p>Strategy's Expected Result/Impact: Increase math and Reading scores on MAP and STAAR in grades Kg-5th</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Instructional Coach Tutors</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Progress Learning - Title 1 Part A - 211 11 6248 00 107 3 30 000 - \$4,312.40</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:






Demographics
<p>Problem Statement 1: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. Root Cause: Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.</p>
Student Learning
<p>Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. Root Cause: Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: *Crockett will have a 10% increase of EL students who show mastery (advanced/advanced high) on TELPAS. The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.

High Priority

Evaluation Data Sources: TELPAS scores, district screeners

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EL parent meetings will be held to help our EL families understand the expectations of the classroom and the state testing.</p> <p>Strategy's Expected Result/Impact: Help parents be involved in school and understand expectations and programs.</p> <p>Staff Responsible for Monitoring: AP- Jennifer Shean, and Amanda Gonzales</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. Root Cause: Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.</p>
Student Learning
<p>Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. Root Cause: Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.</p>
School Processes & Programs
<p>Problem Statement 1: Crockett families feel disconnected from the school and believe that communication and consistency about student behavior, good or bad, is lacking. Root Cause: Lack of communication from Crockett staff, lack of celebrations for good behavior, and lack of opportunities for student ECA participation and family support.</p>



Perceptions







Problem Statement 1: The vision, culture, and climate of Crockett are unclear to many students, staff and families. **Root Cause:** Lack of unity, communication, and transparency have led to confusion about Crockett Elementary.

Goal 3: Connect high school to career and college.

Performance Objective 1: Decrease by 10% the number of students requiring to receive accelerated instruction due to STAAR assessment results from Spring 2023 to Spring 2024.

Evaluation Data Sources: Campus Summer School Attendance 2019/2020

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: At risk students will improve socially, emotionally and academically</p> <p>Staff Responsible for Monitoring: Principal Counselor (At-Risk Coordinator)</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Response to Intervention will be provided to all students through Tier II and Tier III instruction. Specific skills will be targeted and tracked through PLCs, MTSS and grade level meetings. Tier I students will receive extension resources.</p> <p>Strategy's Expected Result/Impact: Strengthen student weaknesses in specific skill areas.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Assistant Principal Classroom Teachers</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Coaches - Title 1 Part A - \$53,000</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be identified for and enrolled in accelerated instruction through WIN or tutoring based on prior state assessments and the district screener. The accelerated instruction will provide intensive remediation in preparation for upcoming exams.</p> <p>Strategy's Expected Result/Impact: Students will fill in gaps and increase student performance.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Classroom Teachers SPED Teachers</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide teachers with TEKS based resources to support Reading and Math instruction and assessment to fill in gaps. Think Up in Reading and Math, Lowman in Reading and Math and Science, STAAR Mastery in Reading and Math and Science.</p> <p>Strategy's Expected Result/Impact: Increase in student performance.</p> <p>Staff Responsible for Monitoring: Classroom Teacher Instructional Coaches</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. Root Cause: Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.</p>



Student Learning




Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. **Root Cause:** Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.







Goal 3: Connect high school to career and college.

Performance Objective 2: Increase overall campus attendance rate from 92% to 95% by May 2024.

Evaluation Data Sources: Monthly and yearly campus and district attendance data reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify and Monitor students with chronic attendance issues.</p> <p>Strategy's Expected Result/Impact: Increase percentage of student attendance</p> <p>Staff Responsible for Monitoring: Principal Classroom Teachers Attendance Clerk</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students with exemplary attendance will be recognized by the campus.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance from previous year</p> <p>Staff Responsible for Monitoring: Principal Classroom Teachers Attendance Clerk</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Determine appropriate campus interventions for students with unexcused absences at each level of intervention as determined by the district.</p> <p>Follow district and state regulations with regard to referrals for attendance issues.</p> <p>Black Board calls will be used to contact parents regarding student attendance.</p> <p>Staff Responsible for Monitoring: Principal Attendance Clerk</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility and cardio health.</p> <p>Staff Responsible for Monitoring: Principal PE Teacher</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Individual classes will be awarded a letter a day for having students 100% present and 100% on time. The goal is to spell "Ready to Learn" and earn a class reward.</p> <p>Strategy's Expected Result/Impact: Students will learn to encourage each other and be a collective community working towards a common goal.</p> <p>Student learning will be maximized.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>Strategy's Expected Result/Impact: Meet the needs of our students so they are able effectively participate in school.</p> <p>Staff Responsible for Monitoring: Attendance Clerk PEIMs Secretary Administration</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at-risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. SRQs (Student Residency Questionnaire) will be submitted to the Office of State and Federal Programs at least one a month.</p> <p>Strategy's Expected Result/Impact: Improve attendance and student achievement.</p> <p>Staff Responsible for Monitoring: PEIMS Secretary Counselor - At-Risk Coordinator Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - Title 1 Part D</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. Root Cause: Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.</p>
Student Learning
<p>Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. Root Cause: Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.</p>

School Processes & Programs

Problem Statement 1: Crockett families feel disconnected from the school and believe that communication and consistency about student behavior, good or bad, is lacking. **Root Cause:** Lack of communication from Crockett staff, lack of celebrations for good behavior, and lack of opportunities for student ECA participation and family support.







Perceptions

Problem Statement 1: The vision, culture, and climate of Crockett are unclear to many students, staff and families. **Root Cause:** Lack of unity, communication, and transparency have led to confusion about Crockett Elementary.

Goal 3: Connect high school to career and college.

Performance Objective 3: Mastered status on STAAR assessments will see a minimum of 3% increase for all students in reading, math, and science test results in 2023-2024.

Evaluation Data Sources: Spring 2024 STAAR reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Data meetings and PLC meetings will focus on student data and specifically which students must show growth to reach Mastered status. Color coded data spreadsheets will track each assessment including MAP data, benchmarks, and unit assessments.</p> <p>Strategy's Expected Result/Impact: Increase in Master's level on STAAR</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide a minimum of 3 after school programs tailored to spark student interest and create student involvement that may create and guide a pathway towards a career. STUCO, Choir, Art Club, Robotics, and Coyotes with Character.</p> <p>Strategy's Expected Result/Impact: Increase student performance</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. Root Cause: Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.</p>

Student Learning

Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. **Root Cause:** Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.

School Processes & Programs

Problem Statement 1: Crockett families feel disconnected from the school and believe that communication and consistency about student behavior, good or bad, is lacking. **Root Cause:** Lack of communication from Crockett staff, lack of celebrations for good behavior, and lack of opportunities for student ECA participation and family support.



Perceptions








Problem Statement 1: The vision, culture, and climate of Crockett are unclear to many students, staff and families. **Root Cause:** Lack of unity, communication, and transparency have led to confusion about Crockett Elementary.

Goal 4: Increase academic performance and student success on District campuses.

Performance Objective 1: Increase Domain 1 Student Achievement Measure on Accountability Report Card in Reading and Math for the 2023-2024 school year by integrating instructional technology and collecting data using resources for RTI and targeted instruction.

Evaluation Data Sources: IXL, Progress Learning, Lone Star Learning, Boxcars literacy RTI program, document cameras, student Chromebooks, RGR materials, Guided Math and Decodable Readers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Purchase STAAR materials to increase knowledge and achievement on assessments. The assessment scores will reflect students' mastery of concepts for their grade level.</p> <p>*SCE & Title funds will be used to upgrade and enhance school wide instructional programs.</p> <p>Strategy's Expected Result/Impact: Increase in Math and Reading focus</p> <p>Increase in student performance</p> <p>Staff Responsible for Monitoring: Principal Reading and Math Coach Teachers</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: STAAR Materials - Title 1 Part A - \$2,683</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Purchase material for ECA, clubs, and Family Involvement Events like Bingos, Books, and Brownies, and STEAM Night.</p> <p>*SCE & Title funds will be used to upgrade and enhance school wide instructional programs.</p> <p>Strategy's Expected Result/Impact: Increase in problem solving and math/science concepts</p> <p>Staff Responsible for Monitoring: Principal Math Coach Teachers</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Manipulatives - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide students with web-based interventions and extensions as well as hands-on resources that are TEKS based and by topic. These can be used in min-lessons and stations in guided reading and guided math. These are also resources for Accelerated Instruction</p> <p>*SCE & Title funds will be used to upgrade and enhance school wide instructional programs.</p> <p>Strategy's Expected Result/Impact: Increase student engagement, vocabulary, and provide content specific learning for visual learners.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: subscription - Title 1 Part A - 211 11 6397 00 107 9 30 000</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide resources, including Really Great Reading (RGR), UFLI, and district created lessons that support Literacy growth.</p> <p>*SCE & Title funds will be used to upgrade and enhance school wide instructional programs.</p> <p>Strategy's Expected Result/Impact: Help support teachers in implementing guided reading/math and have productive mini-lessons that students interact with the learning.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide Chromebooks for students to allow access to Google Classroom, Online Interventions in Math and Reading, online assessments, and other technological resources.</p> <p>Strategy's Expected Result/Impact: Providing additional resources in the form of Chromebooks to allow more extensive access to instruction that integrates technology in the classrooms, primarily to make 2nd grade 1:1.</p> <p>Staff Responsible for Monitoring: Classroom teachers, instructional coaches</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Title 1 Part A - \$8,500</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. **Root Cause:** Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.

Student Learning

Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. **Root Cause:** Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.

School Processes & Programs

Problem Statement 1: Crockett families feel disconnected from the school and believe that communication and consistency about student behavior, good or bad, is lacking. **Root Cause:** Lack of communication from Crockett staff, lack of celebrations for good behavior, and lack of opportunities for student ECA participation and family support.





Perceptions







Problem Statement 1: The vision, culture, and climate of Crockett are unclear to many students, staff and families. **Root Cause:** Lack of unity, communication, and transparency have led to confusion about Crockett Elementary.

Goal 4: Increase academic performance and student success on District campuses.

Performance Objective 2: Increase Domain 3 Progress Measure of Closing the Gaps for the 2023-2024 school year by making data driven decisions that will guide instruction.

Evaluation Data Sources: MAP Data, Unit Assessments, Accountability Report Card, IXL data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hands on materials and resources for teachers and students are needed that build their academic success in Math, Reading, and Science</p> <p>Strategy's Expected Result/Impact: Increase progress measure in relative performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Supplies - Title 1 Part A - 107 E 11 6248 00 107 030 000 - \$1,000, Curriculum Associates - Think Up Consumables - Title 1 Part A - 211 11 6339 00 107 4 30 000 - \$5,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In all grades, data folders will be created to track individual student progress on MAP testing from BOY to MOY to EOY. STAAR scores will be tracked from 4th to 5th grade as well.</p> <p>Strategy's Expected Result/Impact: Increase in student progress</p> <p>Student awareness of progress made</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Coaches - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: *Implement an online supplemental program to support our academically struggling students in KG through 5th Math and Reading, 1st through 5th grade Science and Social Studies that will be purchased to supplement classroom instruction at these grade levels in these core subjects and also be used during response to intervention time.</p> <p>Strategy's Expected Result/Impact: Increase in performance in all students but with a targeted approach to our economically disadvantaged students.</p> <p>Staff Responsible for Monitoring: Administration Instructional coaches Special Education Teachers Classroom Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: IXL Program - SCE - \$8,045</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Offer students unique experiences that provide exposure to academic learning in multiple ways.. These experiences will also provide students from low socio-economic backgrounds learning opportunities that are unavailable outside of school. These experiences will include academic field trips, hands-on activities, extracurricular clubs such as STEAM and Recycling Clubs.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. Root Cause: Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.</p>

Student Learning

Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. **Root Cause:** Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.

School Processes & Programs

Problem Statement 1: Crockett families feel disconnected from the school and believe that communication and consistency about student behavior, good or bad, is lacking. **Root Cause:** Lack of communication from Crockett staff, lack of celebrations for good behavior, and lack of opportunities for student ECA participation and family support.







Perceptions





Problem Statement 1: The vision, culture, and climate of Crockett are unclear to many students, staff and families. **Root Cause:** Lack of unity, communication, and transparency have led to confusion about Crockett Elementary.

Goal 4: Increase academic performance and student success on District campuses.

Performance Objective 3: Reduce the number of yearly discipline referrals which resulted in ISS or OSS placements in 2023-2024 by 25%.

Evaluation Data Sources: Monthly and yearly campus discipline reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: *Students and staff will receive training on Bullying prevention, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and violence intervention and prevention, as applicable to grade level/student. Students who receive discipline referrals will complete a reflection sheet and discuss answers with an administrator as part of a restorative discipline initiative.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals</p> <p>Staff Responsible for Monitoring: Principal Vice Principal Counselor</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A team of staff members will form the TBSI team for the campus. They will be trained yearly in Handle with Care techniques including violence prevention and intervention techniques.</p> <p>Other staff as deemed appropriate will receive Handle with Care training as well to assist with challenging behaviors in the classroom. Additional strategies and resources will be utilized for students to de-escalate negative behaviors and help self-regulation. i.e. sensory walk/ sensory classroom</p> <p>Administrative staff instructional coaches, and SpEd staff will use Navigate to build case files on individual students who may pose a safety threat to themselves or others.</p> <p>Staff Responsible for Monitoring: Principal Vice Principal Counselor Coaches TBSI team</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Substitutes - General</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementation of CKH in all K - 5 classrooms to address the social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Increase in social and emotional skills of all students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Counselor Administration</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All staff will be trained in Capturing Kids' Hearts. Students will be greeted at the door and social contracts will be created in all classrooms.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals and increase of a positive school climate and student self regulation.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Principal Paraprofessionals Assistant Principal Counselor</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide opportunities for students to participate small group session or class sessions with counselor over social-emotional needs.</p> <p>Strategy's Expected Result/Impact: Increase in student self image and positive self esteem which leads to improved student behavior.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p>Strategy's Expected Result/Impact: Improve student success in a controlled environment and increase class climate.</p> <p>Staff Responsible for Monitoring: Administration Counselor</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. **Root Cause:** Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.

Student Learning

Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. **Root Cause:** Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.

School Processes & Programs

Problem Statement 1: Crockett families feel disconnected from the school and believe that communication and consistency about student behavior, good or bad, is lacking. **Root Cause:** Lack of communication from Crockett staff, lack of celebrations for good behavior, and lack of opportunities for student ECA participation and family support.



Perceptions









Problem Statement 1: The vision, culture, and climate of Crockett are unclear to many students, staff and families. **Root Cause:** Lack of unity, communication, and transparency have led to confusion about Crockett Elementary.

Goal 4: Increase academic performance and student success on District campuses.

Performance Objective 4: Conduct a minimum of two (2) events during the 23-24 school year for parents to receive information and resources that contribute to student success. The parent/guardian attendance goal is 75% for the two events. Both events will be supported and enhanced with additional communication from school staff to parents using multiple platforms.

Evaluation Data Sources: Parentlink, Newsletters, Class Remind, Dojo, Smore, Sign-In Sheets, Social Media

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent Involvement Liaison will provide multiple meetings and/or opportunities for parent/student activities throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement.</p> <p>Staff Responsible for Monitoring: Counselor Administration Teachers</p> <p>Title I: 2.4, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Books, Snacks , Printed Information for Parents - Title 1 Part A - \$1,277</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase communication of teachers and parents through phone calls, newsletters, social media to daily/weekly communication.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement</p> <p>Increase Student performance</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide a monthly school-wide newsletter (paper or electronic) to show student learning, events, and student success.</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement</p> <p>Increase in perception of the school</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>The parent involvement campus committee will develop campus wide activities to invite all parents to attend.</p> <p>Strategy's Expected Result/Impact: Increase in family involvement and school awareness by adding 2 parent engagement events to bring our campus total to 6 from 4.</p> <p>Creation of a positive relationship between parents and the school by sending campus wide communication via newsletter, Parentlink, email, etc. at least once a month.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Parent Involvement Activities (supplies) - Title 1 Part A - 211.e.61.6399.00.107.9.30.215, Parent Involvement Activities (food) - Title 1 Part A - 211.e.61.6499.00.107.9.30.215, Parent Involvement Activities (Contracted Services) - Title 1 Part A - 211.e.61.6299.00.107.9.30.251</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Closing the achievement gap between subgroups of students has been our lowest rating on STAAR for multiple years in a row. Identifying student academic weaknesses across all student groups and discerning the root cause for lack of achievement continues. Root Cause: Lack of resources for Tier 2 and 3 students, lack of meaningful and purposeful RtI instruction.</p>
Student Learning
<p>Problem Statement 1: All students are not experiencing academic growth (MAP scores) at all levels of the learning spectrum. Root Cause: Lack of resources for Tier 1 instruction, lack of extensions for advanced students, and lack of modifications when needed.</p>

School Processes & Programs

Problem Statement 1: Crockett families feel disconnected from the school and believe that communication and consistency about student behavior, good or bad, is lacking. **Root Cause:** Lack of communication from Crockett staff, lack of celebrations for good behavior, and lack of opportunities for student ECA participation and family support.

Perceptions

Problem Statement 1: The vision, culture, and climate of Crockett are unclear to many students, staff and families. **Root Cause:** Lack of unity, communication, and transparency have led to confusion about Crockett Elementary.

State Compensatory

Budget for Crockett Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.8

Brief Description of SCE Services and/or Programs

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Personnel for Crockett Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Granado, Irma	Aide	0.9
Wright, Tami	Aide	0.9

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barnett, Jody	Instructional Coach: Reading	School Wide	1

2023-2024 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Lydia Coyle	Principal
Administrator	Ashley Thomas	Assistant Principal
Non-classroom Professional	Kori Hall	Counselor
Classroom Teacher	Kelli Carpenter	Kinder Teacher
Classroom Teacher	Kimberly Jennings	1st Grade Teacher
Classroom Teacher	Katie Adams	2nd Grade Teacher
Classroom Teacher	Sarah Chisum	3rd Grade Teacher
Classroom Teacher	Angela Christian	4th Grade Teacher
Classroom Teacher	Shana Maloney	5th Grade Teacher
Non-classroom Professional	Matt Peterson	SPED Teacher
Non-classroom Professional	Jeni Post	PE Teacher
District-level Professional	Kelli Hare	District Elementary Math Curriculum Specialist
Non-classroom Professional	Jody Barnett	Reading Instructional Coach
Community Representative	Larry Fox	Business owner in community
Parent	Jennifer McGrath	Parent
Parent	Rachel Pruner	Parent
Community Representative	Ashley Carcamo	Nurse

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Progress Learning	211 11 6248 00 107 3 30 000	\$4,312.40
3	1	2	Instructional Coaches		\$53,000.00
3	1	4			\$0.00
4	1	1	STAAR Materials		\$2,683.00
4	1	2	Manipulatives		\$0.00
4	1	3	subscription	211 11 6397 00 107 9 30 000	\$0.00
4	1	4			\$0.00
4	1	5			\$8,500.00
4	2	1	Curriculum Associates - Think Up Consumables	211 11 6339 00 107 4 30 000	\$5,000.00
4	2	1	Supplies	107 E 11 6248 00 107 030 000	\$1,000.00
4	2	2	Instructional Coaches		\$0.00
4	4	1	Books, Snacks , Printed Information for Parents		\$1,277.00
4	4	4	Parent Involvement Activities (supplies)	211.e.61.6399.00.107.9.30.215	\$0.00
4	4	4	Parent Involvement Activities (food)	211.e.61.6499.00.107.9.30.215	\$0.00
4	4	4	Parent Involvement Activities (Contracted Services)	211.e.61.6299.00.107.9.30.251	\$0.00
Sub-Total					\$75,772.40
Budgeted Fund Source Amount					\$19,733.00
+/- Difference					-\$56,039.40
Grand Total Budgeted					\$19,733.00
Grand Total Spent					\$75,772.40
+/- Difference					-\$56,039.40

Addendums

2022-23 Title I Campus Budget

Crockett Elementary Lydia Coyle

Estimated 2022-23 Title I Budget Allocation: **\$89,010**

Estimated Discretionary Funds: **\$19,733**

Account Code									
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	107	3	30	000	\$1,000	Substitutes
211	11	6118	67	107	3	30	000	\$10,000	Tutoring
211	11	6118	00	107	3	30	000	\$500	Teacher Extra Duty Stipend
211	13	6118	00	107	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	107	3	30	000	\$69,277	Teacher Salaries, Stipends & Benefits
211	11	6129	00	107	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	107	3	30	000		Region Esc Services
211	11	6248	00	107	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	107	3	30	000		On-line services/Maint agreements
211	34	6294	67	107	3	30	000		Student busing for tutorials
211	11	6297	00	107	3	30	000		Printing
211	11	6299	00	107	3	30	000		Contracted Services - For Students
211	13	6299	00	107	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	107	3	30	000	\$5,000	Instructional Reading materials/books
211	11	6339	00	107	3	30	000	\$2,683	STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	107	3	30	000		Technology
211	11	6396	00	107	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	107	3	30	000		Software/Licenses
211	11	6399	00	107	3	30	000		Instructional classroom supplies/materials
Travel:									
211	13	6411	00	107	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	107	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$89,010	
Remaining Funds to Allocate:								\$0	
Parent & Family Engagement (PFE):									
								\$1,277	
211	61	6239	00	107	3	30	215		PFE Region Service Center Fees (Conference registration)
211	61	6299	00	107	3	30	215		PFE Contracted Services
211	61	6297	00	107	3	30	215	\$100	PFE Printing
211	61	6399	00	107	3	30	215	\$877	PFE Supplies
211	61	6411	00	107	3	30	215		PFE Travel Expenses for Conferences
211	61	6499	00	107	3	30	215	\$300	PFE Snacks
TOTALS								\$1,277	
Remaining Funds to Allocate:								\$0	

