

**Greenville Independent School District**  
**Crockett Elementary School**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: Not Rated**



**Board Approval Date:** November 19, 2024

# Mission Statement

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

## Vision

We educate today...you succeed tomorrow.

## Value Statement

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

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

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

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

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

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

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

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

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Crockett Elementary is a kindergarten through fourth grade campus. Beginning in 2024-2025 Crockett Elementary and Katherine G. Johnson officially combined into one school as recognized by the Texas Education Agency. The campus will continue to serve kindergarten through fourth grades with a STEM focus. The current student population is 294 students which fluctuates by about 10% due to mobile families. 66% of our students are At-Risk of not graduating ,90 % are Economically disadvantaged and 2.18% of our students are homeless. Overall, the campus demographics have not changed much while the campus has experienced minimal growth.

The campus also houses the regional school for the deaf. Students from other school districts enroll their students here to have access to our deaf curricula. Out current Deaf or Hard of Hearing percentages are at 1.75% of our population.

Our campus continues to have a high percentage of students that are economically disadvantaged. This presents the campus with opportunities to met students where they are at and demonstrate growth over time.

Student Population	294
Hispanic	49.32%
White	30.61%
African America	14.29%
Two or More Races	4.42%
Homeless	2.18%
Economically Disadvantage	90.39%
Limited English Proficient	14%
Gifted and Talented	5.2%
Special Education	20.52%
504	4.80%

### Demographics Strengths

- Limited English Proficient students scored better than all student groups at "Approaches" and "Meets"
- Male Hispanic students are higher performers on STAAR
- KGJ STEM students who are now a part of Crockett STEM numbers, white sub population performs at 86% approaches grade level in 3rd grade math.
- Female White and Hispanic students on the KGJ STEM who are now a part of Crockett STEM numbers perform at over 70% approaches in 4th grade math.
- Crockett white female students perform over 70% approaches on STAAR ELAR in 4th grade.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Special Education students had 100% (17 students) not approach on STAAR 2024 in both the Reading and Math STAAR tests. **Root Cause:** Our lead SPED teacher is new to special education.

**Problem Statement 2:** Only 45% of all students achieved "Approaches" or better on all tests.

# Student Achievement

## Student Achievement Summary

**Crockett Elementary is a diverse campus in Greenville, TX, committed to fostering a sense of belonging for every student, guided by our motto: "Eagles, Soar."** Our staff and administrators are dedicated to ensuring that each Eagle is learning at grade level every day, and we continuously strive to improve student outcomes.

While not all students are performing at grade level in assessments or on the STAAR test, Crockett students have shown steady growth. Student progress in closing achievement gaps is measured in the 75th percentile, reflecting positive strides in growth scores. However, to meet accountability in Domain III of the STAAR, we are focusing on improving scores, particularly for our High Needs and African American student populations.

STAAR accountability for Crockett in 2024 showed the ability to close the gaps for students at a scaled score of 76 and for KGJ STEM, the scaled score was a 74. For Crockett in the Academic Growth area we had a 63 and at STEM we had a 89. Now that both Crockett and STEM are combined with TEA, those scores will be combined, which should help our numbers in closing the gaps and academic growth areas.

By targeting these areas, we aim to ensure success for all students.

Crockett is projected to receive a "F" rating from the Texas Education Agency.

Reading Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	<u>72</u>	<u>38</u>	0	0	<u>14</u>	0	<u>18</u>	<u>2</u>	<u>15</u>	<u>14</u>
Did Not Meet App	<u>37</u>	<u>19</u>	0	0	<u>8</u>	0	<u>9</u>	<u>1</u>	<u>15</u>	<u>7</u>
Met Approaches	<u>35</u>	<u>19</u>	0	0	<u>6</u>	0	<u>9</u>	<u>1</u>	0	<u>7</u>
Met Meets	<u>19</u>	<u>11</u>	0	0	<u>2</u>	0	<u>5</u>	<u>1</u>	0	<u>6</u>
Met Masters	<u>5</u>	<u>1</u>	0	0	0	0	<u>3</u>	<u>1</u>	0	0

Mathematics Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	<u>73</u>	<u>38</u>	0	0	<u>14</u>	0	<u>19</u>	<u>2</u>	<u>15</u>	<u>14</u>
Did Not Meet App	<u>43</u>	<u>21</u>	0	0	<u>11</u>	0	<u>10</u>	<u>1</u>	<u>15</u>	<u>6</u>
Met Approaches	<u>30</u>	<u>17</u>	0	0	<u>3</u>	0	<u>9</u>	<u>1</u>	0	<u>8</u>
Met Meets	<u>13</u>	<u>6</u>	0	0	<u>2</u>	0	<u>4</u>	<u>1</u>	0	<u>3</u>
Met Masters	<u>4</u>	<u>2</u>	0	0	0	0	<u>2</u>	0	0	<u>1</u>

Social Studies Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
No Social Studies data is available for this report.										

Science Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
No Science data is available for this report.										

Aggregate (Subjects Combined)	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL	Sum of All Met %	Points
Number of Tests	145	76	0	0	28	0	37	4	30	28		
% Met Approaches Grade Level	45	47			32		49	50	0	54		
% Met Meets Grade Level	22	22			14		24	50	0	32		
% Met Masters Grade Level	6	4			0		14	25	0	4		
Sum of Met %	73	73			46		87	125	0	90	73	300
Average of Met %	73 divided by 300											24

### Student Achievement Strengths

According to STAAR data, most of our student are growing at least a year's worth of growth or more.

- Averaging both campuses together our students combined be an overall average of a "C" rating. This exemplifies that students are progressing on campus in their overall performance.
- Crockett STEM strives to have all K-4 students make one year or more growth on NWEA MAP yearly.
- Students needing additional intervention in academics are supported through the campus MTSS (Multi-tiered support system) process.
- In 4th grade Reading Language Arts, student performance increased 14% in the Approaches category, 11% in Meets and 14% in Masters.
- In 4th grade Mathematics, student performance increased 26% in the Approaches category, 13% in Meets and 5% in Masters.
- In 3rd grade Mathematics, student performance increased 13% in the Approaches category.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** A great majority of our students in 1st - 4th are not on grade level when they are testing academically. **Root Cause:** Our diverse student population enters school with varying levels of preparedness, a challenge that has been further complicated by the pandemic. Many students missed out on systematic and intentional literacy instruction, which has created a lasting impact on their learning.

**Problem Statement 2:** Only 15.1% of students achieved meets or better on the 2023-2024 STAAR test. **Root Cause:** Inconsistent use of High Quality Instructional Materials (HQIM).



# School Culture and Climate

## School Culture and Climate Summary

Crockett Elementary takes great pride in the positive school culture that has been created over the past few years. Staff member input is sought on culture throughout the year and on important decisions being made for the campus.

Crockett students are amazing and discipline infractions are kept to a minimum. This can be attributed to our focus on Social and Emotional learning for all classes and clear expectations in our campus playbook. We believe that engaging students in conversations about their learning is valuable and are working with each student to set academic goals for the year.

While Crockett made gains academically last year, the campus continues to move forward with a sense of urgency. Our aligned work with the Effective Schools Framework grant and partnership with the National Institute for Excellence in teaching continue to provide our focus on driving great instruction. However, our continued sense of urgency needs to continue throughout the year.

**Mission:** At Crockett STEM, we provide a safe and healthy environment that inspires a collaborative community and fosters strong relationships that empower students to grow academically, emotionally and socially to become independent, curious, lifelong learners.

## School Culture and Climate Strengths

- Our goal is to maintain our positive climate and culture that has taken four years to build on mutual respect, kindness, and inclusivity, that creates a welcoming space for every student and teacher. Teachers and staff work together to model empathy and encourage open communication, fostering strong relationships.
- Engaging and equitable learning opportunities allow children to thrive academically, socially, and emotionally.
- Celebrations of diversity and individual achievements help students feel valued and proud of their unique identities.
- When students feel safe, supported, and connected, they develop a love for learning and a strong sense of community.
- We recognize the importance of growing students academically as well as supporting strong character traits. We are devoted to helping every student discover his/her individual strengths and talents through goal setting, celebrating progress, and high standards for all.
- Our teachers utilize professional learning communities and vertical team structures to focus on growth in instructional practices. Our staff embraces and models a growth mindset and lifelong learning.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Negative interactions between students and staff can make children and our teachers feel unsafe, unwelcomed and disconnected from their peers and school community. **Root Cause:** Unaddressed socioeconomic and cultural differences between students and staff who fail to recognize the diverse needs of each other. Those inadequacies can lead to alienation, inequities and a lack of relationships between all people.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

**Ninety-six percent of Crockett STEM teachers returned to campus this year, providing consistency in teaching and learning.** This strong retention rate allows teachers to continue refining their teaching methods rather than starting over. By building on previous work, they can focus on honing their craft and improving student engagement.

With high-quality instructional materials in the classroom, teachers are better equipped to facilitate learning and address both the strengths and weaknesses of their students. This continuity and access to resources put Crockett STEM educators in a strong position to drive student success.

Finding certified teachers when staff turnover does occur continues to be a challenge. Crockett administration believes in building capacity with all of its teachers, supporting them with strong discipline, and providing access to high quality instructional materials. Strong teachers produce well balanced and successful students.

Teachers by Years of Experience	Count/Average on Campus	Campus Percent	District Percentage	State Percentage
Beginning Teachers	5.5	31.8	12.4	9.7
1-5 Years Experience	3.4	19.6	33.4	26.3
6-10 Years of Experience	3.3	18.8	18.5	20.5
11-20 Years of Experience	3.1	17.9	20.8	27.2
21-30 Years of Experience	1.1	6.3	12.6	13.3
Over 30 Years of Experience	1	5.8	2.3	2.9

## Staff Quality, Recruitment, and Retention Strengths

- Highly Qualified Administrator
- Teacher Evaluation Process helps improve teacher's ability to fulfill their job assignment.
- Open door policy to administration to improve SEL of our teachers
- Highly collaborative campus both vertically and horizontally through the grades.
- PLCs
- Communication through various modalities helps everyone feel connected to campus events
- Administration helps to grow teachers to reach their professional goals
- Social Emotional Learning for all

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

**Problem Statement 1:** Increased need for a sense of urgency to grow all students. **Root Cause:** Lack of understanding of all state accountability components.

**Problem Statement 2:** Retaining teachers on campus when there are other districts around us offer more pay. **Root Cause:** This would be a budgeting issue from higher up than the campus level, but this is the biggest factor for teachers to leave, other than the distance they may be driving to work.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Our students did not achieve as high as we anticipated for the 2023-2024 school year. Curriculum and instruction is a primary focus of the campus this year and we are implementing action steps to ensure that all students have engaging lessons and are exposed to high quality instructional materials.

- We will create ability groups for tutoring after school this fall and not wait until the traditional date of Spring.
- Put a better focus on targeted groups for Domain 3 of STAAR (teacher knowledge of the student & STAAR).
- We will again create goals for each class and student so they know where they are and where they need to be.
- Data Walks to inspect what we expect in the classrooms.
- We are pushing our teachers to focus more on Social Emotional Growth for our students.
- Use EdSpire to tutor each student during interventions that are tailored to their needs.
- Retention of teachers so we can build off what they already know and not start new.
- Push our climate and culture to new heights.
- Culture and Climate for staff and students to be proud of.

This year the campus has implemented Foundations in Teaching in kindergarten through second grades to bolster our early literacy program and impact student reading levels. Many students are not on grade level entering the third grade.

As well, our staff has been trained on data analysis using the new DMAC and EdSpire programs purchased by the district. Data is routinely reviewed with teachers in the PLC process.

Our PLCs meet weekly by grade level to discuss lesson plan implementation, deconstruct and internalize TEKS, check for alignment of materials, rehearse lessons, and plan for monitoring. We believe this of vital importance to growing teachers and impacting student achievement.

## Curriculum, Instruction, and Assessment Strengths

- MAP
- DMAC/Edspire
- Foundations in Teaching
- Instructional coach

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Lesson plans are often not aligned. **Root Cause:** Full understanding of the TEKS and strategies to use.

**Problem Statement 2:** Rigor and instruction in the classroom do not meet the expectations of our campus assessment's fluidly through the grade levels, which leaves gaps of learning

that can be linked back to new or not certified teacher expertise of content knowledge. **Root Cause:** Lesson implementation often do not align with lesson plans discussed in PLCs.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Maintaining a positive school culture and climate is important to Crockett STEM staff. In doing so, we partner with our PTA to plan events for our students, families and community. Some of those include pre-planned "dress up" days, STEM nights, reading nights, festivals and a new dance team. Our campus has a well planned out calendar of events that are seen by parents on the main Greenville ISD website, our Facebook page and a weekly newsletter that is sent out by email. This consistent communication helps keep everyone connected and engaged with our school community.

Challenges include:

- Our PTA is small and consists of a small handful of parents. This size PTA can't fund certain programs like other campus PTA's in Greenville
- Barriers to parent participation such as work schedules, transportation, and language
- Low attendance at some events that are academic in nature

Crockett recognizes the importance of enhancing parent and community involvement at our campus. By addressing identified challenges and implementing targeted strategies, we can foster a more engaged and supportive environment that benefits students and their families.

## Parent and Community Engagement Strengths

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

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Low attendance at some events that are academic in nature. **Root Cause:** Barriers to parent participation such as work schedules, transportation, and language

**Problem Statement 2:** Negative perception of campus with low rating.

# School Context and Organization

## School Context and Organization Summary

Crockett STEM Elementary School is dedicated to providing a nurturing, inclusive, and academically stimulating environment for all students. Our campus serves a diverse student body and is committed to fostering a strong sense of community among students, families, staff, and the broader community.

Our school culture emphasizes collaboration, academic excellence, and the development of the whole child. We prioritize student engagement through a blend of rigorous academic programs and enrichment opportunities, including arts, STEM activities, literacy initiatives, and physical education.

## School Context and Organization Strengths

- We developed a handbook that teachers have access to which outlines our entire campus beliefs, organization and links to resources needed.
- House System implemented on campus to support belonging and peer modeling through interaction among grade levels.
- Our teachers are collaborative and open to growth
- Teachers feel they have a voice in the decision making process.
- Master schedule geared toward student achievement.
- There are five rules across the entire campus so anyone can walk into any room and know the rules.
- Data analysis at PLC meetings with clearly defined protocols.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Keeping students, families and staff engaged in the important work we're doing at Crockett STEM. **Root Cause:** Involvement and investment of ideas, time and money to keep pushing through the barriers of disconnect in all peoples at Crockett STEM and it's community.

# Technology

## Technology Summary

Crockett Elementary is equipped with wireless internet access where all stakeholders have access to such technology. Our campus received new sets of Chromebooks for the classrooms across the campus. Other technology in use are , 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 in all core learning rooms.

## Technology Strengths

- Less paper is used as a result of higher technology use.
- STEM Lab
- I-station and Galaxy Education

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Use of stations in during guided reading and math is inconsistent. **Root Cause:** Minimal training on use of technology and other materials during this time.

# 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 strive to achieve a "B" rating, established by the Texas Education Agency.

**Performance Objective 1:** Crockett will set early literacy goals for the percentage of students that score on grade level and above in the following grades for 2025:

Kinder (MAP) 45%

1st - 3rd (Map) 28%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Adopt and implement Foundations in Teaching (FIT) literacy curriculum. <b>Strategy's Expected Result/Impact:</b> Student achievement <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Coach	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilizes instructional resources such as IStation and Galaxy Education to supplement the reading program. <b>Strategy's Expected Result/Impact:</b> 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>
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional learning opportunities to enhance guided reading on the campus. <b>Strategy's Expected Result/Impact:</b> 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>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 1:** Crockett will strive to achieve a "B" rating, established by the Texas Education Agency.

**Performance Objective 2:** Crockett STEM Elementary will continue to grow teachers in their capacity to deliver, monitor, and engage students in successful lessons delivered to the classroom.





**High Priority**

**Evaluation Data Sources:** PLC Meeting notes, Staff Sign-In Sheets,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will visit other teachers to plan and observe "FIT" or Master lessons on our campus or around the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach and Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Crockett will work with district support to implement the Effective School Framework components in our PLC process. Additional support will be provided by Region 10 ESC.</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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Maintain and build on the intentional activities we relay to our teachers to drive data driven interventions in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> More strategies for the teacher to use in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

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 Forethought and email.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
 Accomplished     
 Continue/Modify     
 Discontinue

**Goal 1:** Crockett will strive to achieve a "B" rating, established by the Texas Education Agency.

**Performance Objective 3:** By June, 2025 the percentage of all students that rate in the category of meets for all subjects will be 40%.

**High Priority**


**Evaluation Data Sources:** Benchmarks given by the district.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create ability groups for tutoring after school this fall and not wait until the traditional date of Spring.  <b>Strategy's Expected Result/Impact:</b> Student achievement  <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>
	N/A			
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 benchmark test and students will see accurate accounting of their scores on a "card" printed from EdSpire that tracks their goal and data.  <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.  <b>Staff Responsible for Monitoring:</b> Teacher and Principal</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Targeted Support Strategy</b></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> Attendance: In our weekly newsletter, we send information on how important attendance is for each child and what missing each day does to their learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in their seat will have the opportunity to learn more each day.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk and Registrar.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Attendance: Our attendance committee rewards the class with the highest attendance each six weeks to help improve attendance on campus and achieve 95% attendance rate.</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> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Ensure 100% compliance in all state mandated G/T criteria for our gifted students.</p> <p><b>Strategy's Expected Result/Impact:</b> To get gifted students to excel in their learning.</p> <p><b>Staff Responsible for Monitoring:</b> GT Coordinator, Campus administrators, GT teacher</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** Crockett will strive to achieve a "B" rating, established by the Texas Education Agency.


**Performance Objective 4:** All students will demonstrate a year's growth as reflected by STAAR assessment scores, as well as beginning, middle, and end of year assessments on MAP data.


**High Priority**


**Evaluation Data Sources:** STAAR and MAP data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A new AI reading program called Amira, which follows the structure of HMH and the science of Reading will be implemented in grades 3 and 4 to help our readers be successful with fluency and comprehension. This program is backed by TEA and proven to raise scores for our Emergent Bilingual students and help them to move through all levels of TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilinguals will be set to exit TELPAS in the future and our non-readers will improve their success on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers in 3 and 4 Principal Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers in tested grades will make small groups to effectively remediate gaps during intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing the gaps for STAAR tested subjects</p> <p><b>Staff Responsible for Monitoring:</b> principal and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Pulling in successful retired teachers will help to close the gaps that show in our data pulled from EdSpire and DMAC. These teachers will focus in 3rd grade and preparing readers in 2nd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Creating more readers to be successfully closing learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and teachers for those grade levels.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In K-2 grades, teachers will be trained, building and using knowledge from our FIT Literacy program to build successful readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased RLA scores in grades K-2 as compared to last year.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> To instill a love of reading, we will have reading stations in K-2 hallways for students to earn a seat in the reading nooks. In 3-4 grades, students who bring a book to lunch or earn a seat at the reading den, will go on stage after eating lunch and read in a newly designed area.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading for fluency and comprehension</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 1:** Crockett will strive to achieve a "B" rating, established by the Texas Education Agency.

**Performance Objective 5:** Crockett Elementary will achieve 70% approaches, 35% meets, and 16% masters on STAAR tests for the all student group.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Master Schedule: Effective use of Master Schedule will ensure built in time for intervention and blocks (60 minutes) and uninterrupted instruction time in reading and math (120 minutes).</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> Teachers, Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> In grade 3, science rotations last 120 minutes and TEA requires 45 minutes per day. A specialized schedule will allow the teacher to supporting math tutoring groups from data given by their math teacher over to our science/math person.</p> <p><b>Strategy's Expected Result/Impact:</b> To support math concepts and close the gaps.</p> <p><b>Staff Responsible for Monitoring:</b> principal and teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> From baseline data in DMAC, we will start tutoring in the fall for those students who are not meeting or mastering in RLA or Math 3rd and 4th grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing the gaps and moving students into the meets and masters categories.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and AP</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Leadership will attend the NIET (National Institute for Excellence in Teaching) for training in excellent instruction and foundations in school improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Grow administrator capacity</p> <p><b>Staff Responsible for Monitoring:</b> Principal and District Asst. Superintendent</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Crockett will strive to achieve a "B" rating, established by the Texas Education Agency.

**Performance Objective 6:** The percent of 3rd and 4th grade students that scores meets grade level or above on STAAR Reading will increase from 26% to 40% in 2025.

**HB3 Goal**

**Evaluation Data Sources:** STAAR

**Goal 1:** Crockett will strive to achieve a "B" rating, established by the Texas Education Agency.

**Performance Objective 7:** The percent of 3rd and 4th grade student that score meets grade level or above on STAAR Math will increase from 18% to 33% in 2025.







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

**Performance Objective 1:** Crockett STEM will maintain that students take ownership in campus behavior expectations through the use of our campus house system. It has already reduced discipline issues dramatically through a four year cyclical change, and increased student social and emotional growth.

**Evaluation Data Sources:** Comparative Skyward discipline data 23/24 to 24/25

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase of school decal window coverings to increase our school spirit of "Eagles Soar." This will be purchased in stages since it's very expensive.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school spirit</p> <p><b>Staff Responsible for Monitoring:</b> all staff</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</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.</p> <p><b>Strategy's Expected Result/Impact:</b> Unity, diversity and deeper social emotional actions.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, and campus administrators.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</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> School Culture: Counselor will provide guidance lessons using Character Strong social and emotional program to teach character education and appropriate behavior.</p> <p><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.</p> <p><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 4 Details	Reviews			
<p><b>Strategy 4:</b> Implementation of an Honor Code each morning during announcements to tie any behavior back to our expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a unified model of discipline expectations</p> <p><b>Staff Responsible for Monitoring:</b> all employees</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Our school decorates our hallways each year with a theme so students can have a welcoming place to come. This instills a sense of belonging and community, which encourages them to take pride in their school.</p> <p><b>Strategy's Expected Result/Impact:</b> SEL and belonging</p> <p><b>Staff Responsible for Monitoring:</b> all staff</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


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


**Performance Objective 2:** Maintain and adjust student engagement with groups of At Risk students to proactively build relationships.

**Evaluation Data Sources:** Logs of SEO activity on campus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review campus playbook with students and staff throughout the year as needed.  <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>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</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.  <b>Strategy's Expected Result/Impact:</b> For all students to think before acting and to decrease negative behavior incidents.   <b>Title I:</b>                      2.5                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</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> SEO will conduct home visits of students experiencing chronic absenteeism.  <b>Strategy's Expected Result/Impact:</b> Increased attendance  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal   <b>Title I:</b>                      2.5                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 3:** Maintain and adjust communication among the campus employees, students, parents and the community at-large. The information 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:** Maintain and adjust as needed methods of communication being distributed to students within school and outside to parents and stakeholders.

**High Priority**

**Evaluation Data Sources:** Technology announcement applications and blackboard for campus use. Google sheets for daily announcements.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Newsletters sent out through Blackboard messenger via callout, via email, Facebook, Remind 101 and teacher designated parent technology "Dojo" style communication pieces.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school to home communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and teachers</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</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> Morning announcements via our campus intercom system for our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are notified of campus honor code, upcoming activities, birthdays etc.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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> Use Peachjar to distribute flyers.</p> <p><b>Strategy's Expected Result/Impact:</b> Communication with home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Receptionist</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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> Persons with trade or college certificates will be interviewed with specific questions each week and played to the entire campus to see how extended education can effect someone's life.</p> <p><b>Strategy's Expected Result/Impact:</b> Getting students to think about their futures in higher education</p> <p><b>Staff Responsible for Monitoring:</b> Counselor and Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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 3:** Maintain and adjust communication among the campus employees, students, parents and the community at-large. The information 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:** Maintain a thriving relationship with our campus PTA.

**Evaluation Data Sources:** PTA Calendar of activities

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every month a grade level will perform or showcase "something" so that parents will come to visit campus and be aware of the activities that are in conjunction with our PTA.</p> <p><b>Strategy's Expected Result/Impact:</b> Build community</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students and families will have opportunities to take part in various campus activities such as STEM night.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Start a Folklorico dance group so the parents will become more involved and the community will benefit from the performances on campus and off.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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 3:** Maintain and adjust communication among the campus employees, students, parents and the community at-large. The information 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 3:** Campus communication to staff involves various methods and tools that aim to keep employees informed about important updates, activities, and events; ensuring that employees feel confident they are receiving all necessary notifications in a timely manner.

**Evaluation Data Sources:** Weekly memos sent through email, PLC notes with attendance, Master Calendar and End of the week Reminders of upcoming events, sign-in sheets from staff meetings.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly memos that include a slide on "Happening this Week, Duty Station Reminders, Shout Out for Good Things, Assistant Principal Updates, Counselor's Corner with SEL lessons, Nurse Slide and an Important Links Page." (Helps with teacher satisfaction and retention)</p> <p><b>Strategy's Expected Result/Impact:</b> For all staff to be informed on information of the week</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal sends it out and other staff contribute information</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Team communicators on each grade level help to disseminate information and initiatives directly to their teammates from the principal. (Helpful for teacher satisfaction and retention.)</p> <p><b>Strategy's Expected Result/Impact:</b> To alleviate multiple people in the same grade level asking similar questions and that a real person delivered the information and we didn't depend on checking an email.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal and instructional coach.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Weekly PLC meetings, entire after school staff meetings and team weekly planning meetings will be all encompassing of information needing to be disseminated.</p> <p><b>Strategy's Expected Result/Impact:</b> Better communication avenues that are diverse.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coach and Team Communicators</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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 4:** The campus will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the campus.

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





**Evaluation Data Sources:** Campus budget reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review requisitions for alignment to campus and district goals prior to approval.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</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 4:** The campus will develop and implement a long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the campus.

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

**Evaluation Data Sources:** Work orders

Strategy 1 Details	Reviews			
<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;"> <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:** Crockett STEM will continue to attract and retain teachers to our campus.

**Performance Objective 1:** Support teachers through social emotional growth.

**High Priority**

**Evaluation Data Sources:** Emails, Staff meetings, conversations and TTESS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will provide safe spaces for teachers to express their feelings and concerns in a non-judgemental setting.  <b>Strategy's Expected Result/Impact:</b> Teachers to release anxiety and tension they are feeling on campus.  <b>Staff Responsible for Monitoring:</b> Counselor, Instructional Coach and Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</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> The Principal will maintain an open door policy so that the relational capacity between staff and admin will grow.  <b>Strategy's Expected Result/Impact:</b> That they will feel the entire campus is supporting their endeavor and that even the principal is concerned with their thoughts.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</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> The principal will continue to ask for personal growth goals from staff so they can help to support their journey in education.</p> <p><b>Strategy's Expected Result/Impact:</b> To grow leaders on campus and stretch their capacity to learn new things.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The "PIGS" (People in General Support) and "AMIGOS" (Administrators and Instructional Coach) meetings will continue to seek opportunities to hand out drinks, snacks, provide luncheons, extra incentives for them personally and more to make the atmosphere on campus a place they will never leave.</p> <p><b>Strategy's Expected Result/Impact:</b> To fill them emotionally with small gifts of appreciation</p> <p><b>Staff Responsible for Monitoring:</b> PIGS Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</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 5:** Crockett STEM will continue to attract and retain teachers to our campus.

**Performance Objective 2:** Continue to ask for feedback, negative and positive from teachers so their voices are heard.

**High Priority**

**Evaluation Data Sources:** Feedback poll data, emails and conversations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Send out polls to teachers periodically to ask their opinion on subjects that are effecting our school.</p> <p><b>Strategy's Expected Result/Impact:</b> Buy-In</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Principal and AP</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and 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> Continue to supply incentive ideas for teachers to use in the classroom to motivate and support students.</p> <p><b>Strategy's Expected Result/Impact:</b> To help them motivate their student performance in conjunction with their feelings on the teaching going on in their rooms.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</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> Offer teachers budgets to use for instructional materials they may need to help their goal of success in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> To help with hardships in the classroom that teachers are feeling.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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