

Wichita Falls Independent School District

Crockett Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

The Mission of Crockett Elementary School is to keep all students and staff safe and growing academically and social/emotionally.

Vision

Equipped Learners

Endless Possibilities

Value Statement

In Wichita Falls ISD, we believe...

- Students have intrinsic value and the right and opportunity to receive a high-quality education in a safe and supportive environment.
- Board members are strategic and transparent leaders who grasp the unique needs and perspectives of diverse district stakeholders.
- Principals/campus administrators are visionary servant leaders who build consistency and systems and are skilled in knowing the emotional needs of those they lead and serve.
- Parents/families are valued partners who are engaged advocates for students' success.
- Superintendent/central office staff are continuously involved and in touch with our community, staff, and students and lead by example as they hold themselves and others accountable to our vision.
- Faculty/staff are dedicated educators who are supported and equipped to inspire and challenge our children through positive relationships.

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Comprehensive Needs Assessment

Revised/Approved: August 7, 2024

Demographics

Demographics Summary

2023-2024

- Grades: Kindergarten-5
- Students: 454 students
- 69.4% Economically Disadvantaged
- All Data for 2023-2024 has not been released
- The 2022- 2023 accountability reports are not yet publicly available. The release of these reports is pending judicial ruling and decisions from the 88th Legislature during a special called session.

Crockett Staff: 53 (Including Tutors)

New to Crockett: 11 new staff, 2 are returning to Crockett

2022-2023 Demographics

Total Students: 415**Classroom Teachers (FTE):** 27.98**Student/Teacher Ratio:** 14.83

Enrollment by Grade:

						PK	KG	1	2	3	4	5
Students						1	63	84	69	64	66	68
Enrollment by Race/Ethnicity:												
						American Indian/ Alaska Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	White	Two or More Races
Students						0	12	30	158	0	179	36
Enrollment by Gender:												
									Male	Female		
Students									211	204		

Enrollment by Race/Ethnicity:							
	American Indian/ Alaska Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	White	Two or More Races
Students	0	12	30	158	0	179	36

Enrollment by Gender:		
	Male	Female
Students	211	204

	Free lunch eligible ¹ : 233	Reduced-price lunch eligible ¹ : 32	Total ¹ : 265
	Free lunch eligible by Direct Certification ² : –		

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 and Art club.

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): STAAR rating projections have our Domain 2A score dropping from a 98 in 2023 to a 86 in 2024. Domain 2A is student progress among subgroups of students. We are not meeting Crockett standards with students moving to Crockett for district realignment. Crockett routines, and procedures, and expectations were new for many students. Subgroups need to be challenged during instruction and intervention.

Root Cause: Lack of resources decreases rigor for students. Tier 2 and 3 Intervention materials were lacking for these students.

Student Learning

Student Learning Summary

Student Achievement Summary

2023 STAAR Results (Still in litigation)

234 Testers in grades 3-5

Domain 1 Score: 95

Domain 2A Score: 98

Domain 3 Score: 90

2024 Projected STAAR Scores

224 student 3-5 Testers

Domain 1 Score: 77

Domain 2A Score: 86

Domain 3 Score: 90

Student Learning Strengths

2024

We received a solid overall rating of an A in 2023 and are anticipated to receive a B in 2024-2025. We have 13 teachers we are anticipating to receive TIA distinctions; We were the 2nd highest TEA rated campus in the district in 2023. We are currently anticipated to rank 4th in the district for 2024-2025.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR rating projections have our Domain 1 score dropping from a 95 in 2023 to a 77 in 2024. Domain 1 is student achievement. We are not meeting Crockett standards in Tier 1 instruction. Rigor needs to improve.

Root Cause: Lack of resources for Tier 1 instruction, tutoring, and WIN time is the root cause.

School Processes & Programs

School Processes & Programs Summary

2024 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 is in its 2nd year of being a CKH Showcase Campus
- Strong Routines and Procedures make Crockett run effectively.
- Students are held to high standards for behavior

Processes at Crockett:

- Common assessments, unit assessments, and MAP assessments are in place to monitor student progress. This informs classroom instruction, intervention groups, tutorials, and STAAR results.
- RLA teachers use Amplify
- All teachers 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, STEAM night, Bingo nights, book fair, PTA events, Music programs, after school programs, etc.
- Crockett has 1 to 1 chrome books in KG - 5th grade.

School Processes & Programs Strengths

- Collaboration of the teachers with a team effort for student success.
- Technology use in grades KG-5 with the utilization of IXL.
- 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 sometimes 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.

Perceptions Strengths

- Students are provided many extra-curricular opportunities through UIL, student council, choir, Art 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 supports our students with positive behavior rewards.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The vision, mission, culture, and climate of Crockett are not shared enough with students, staff and families.

Root Cause: Misconceptions about Crockett and lack of Crockett successes being shared with the community have led to confusion about Crockett Elementary.

Priority Problem Statements

Problem Statement 1: STAAR rating projections have our Domain 1 score dropping from a 95 in 2023 to a 77 in 2024. Domain 1 is student achievement. We are not meeting Crockett standards in Tier 1 instruction. Rigor needs to improve.

Root Cause 1: Lack of resources for Tier 1 instruction, tutoring, and WIN time is the root cause.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: STAAR rating projections have our Domain 2A score dropping from a 98 in 2023 to a 86 in 2024. Domain 2A is student progress among subgroups of students. We are not meeting Crockett standards with students moving to Crockett for district realignment. Crockett routines, and procedures, and expectations were new for many students. Subgroups need to be challenged during instruction and intervention.

Root Cause 2: Lack of resources decreases rigor for students. Tier 2 and 3 Intervention materials were lacking for these students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Crockett families sometimes 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, mission, culture, and climate of Crockett are not shared enough with students, staff and families.

Root Cause 4: Misconceptions about Crockett and lack of Crockett successes being shared with the community have led to confusion about Crockett Elementary.

Problem Statement 4 Areas: Perceptions

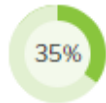
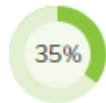
Goals

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		
Strategy 1: Utilize Learning continuum, scope and sequence, and student performance data during PLCs. Strategy's Expected Result/Impact: Student Achievement Increase Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

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

Performance Objective 1 Problem Statements:

Demographics

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Student Learning

Problem Statement 1: STAAR rating projections have our Domain 1 score dropping from a 95 in 2023 to a 77 in 2024. Domain 1 is student achievement. We are not meeting Crockett standards in Tier 1 instruction. Rigor needs to improve. **Root Cause:** Lack of resources for Tier 1 instruction, tutoring, and WIN time is the root cause.

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		
Strategy 1: Teachers not certified in ESL will be given the option to attend the ESL Academy virtually. Strategy's Expected Result/Impact: Teachers will have ESL strategies to implement in class and be prepared for certification test. Staff Responsible for Monitoring: Principal - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Substitutes Money - General	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: All non-ESL certified teachers will be asked to attempt the ESL certification exam by Summer 2025. Strategy's Expected Result/Impact: Compliance with ESL certifications Staff Responsible for Monitoring: Principal - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: - General	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: All teachers will be certified in content area and ESL certified. Staff Responsible for Monitoring: Principal - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - 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 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	May
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
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Student Learning
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Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 3: Leadership Team will strive to respond in a timely and appropriate manner to all behavior concerns/needs in the classroom and/or outside the classroom.

Evaluation Data Sources: Staff Feedback, Parent Feedback, Student Feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of Reflection Room, Reflection group messaging system, and training for behavior support. Strategy's Expected Result/Impact: Increase in positive behaviors accross all grade levels and a decrease in school disruptions. Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers, Paraprofessionals Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: STAAR rating projections have our Domain 2A score dropping from a 98 in 2023 to a 86 in 2024. Domain 2A is student progress among subgroups of students. We are not meeting Crockett standards with students moving to Crockett for district realignment. Crockett routines, and procedures, and expectations were new for many students. Subgroups need to be challenged during instruction and intervention. Root Cause: Lack of resources decreases rigor for students. Tier 2 and 3 Intervention materials were lacking for these students.
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School Processes & Programs
Problem Statement 1: Crockett families sometimes 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, mission, culture, and climate of Crockett are not shared enough with students, staff and families. Root Cause: Misconceptions about Crockett and lack of Crockett successes being shared with the community have led to confusion about Crockett Elementary.

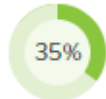
Goal 2: Build a foundation of literacy and numeracy.

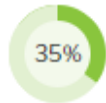
Performance Objective 1: 70% of all Kindergarten-5th grade students will meet their growth goal on MAP reading and math from BOY to EOY.

High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, EOY

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

Strategy 3 Details	Formative Reviews		
Strategy 3: Use additional resources such as IXL, Lowman, and Think Up to help improve Map growth in Reading and Math. Strategy's Expected Result/Impact: Increase math and Reading scores on MAP and STAAR in grades Kg-5th Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Instructional Coach Tutors - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Progress Learning - Title 1 Part A - 211 11 6248 00 107 3 30 000 - \$4,312.40	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase the number and times for tutors in 1st-5th grade reading and math in an effort to provide individualized instruction. Strategy's Expected Result/Impact: Map growth in Reading and Math in grades KG-5th grade Staff Responsible for Monitoring: Principal, AP, IC, Teachers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1	Formative		
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Performance Objective 1 Problem Statements:

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Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Crockett will increase the Domain 1 score, Student achievement, from a 77 to an 85 on the 2025 school rating.

High Priority
Evaluation Data Sources: 2025 TEA school ratings

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase rigor in all Tier 1 instruction using Amplify, IXL, Lowman, additional math resources. Strategy's Expected Result/Impact: Student Achievement increase Staff Responsible for Monitoring: Principal, AP, IC, Tecahers Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase PLC value and walkthrough commitment. Strategy's Expected Result/Impact: Guarantee teachers are on target for student achievement increases. Staff Responsible for Monitoring: Principal, AP, IC, Tecahers Problem Statements: Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

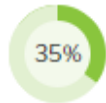
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Goal 3: Connect high school to career and college.

Performance Objective 1: Decrease by 10% the number of students requiring to receive accelerated instruction due to STAAR assessment results from Spring 2024 to Spring 2025.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: At risk students will improve socially, emotionally and academically Staff Responsible for Monitoring: Principal Counselor (At-Risk Coordinator) - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Strengthen student weaknesses in specific skill areas. Staff Responsible for Monitoring: Principal Instructional Coaches Assistant Principal Classroom Teachers - Additional Targeted Support Strategy Problem Statements: Demographics 1 Funding Sources: Instructional Coaches - Title 1 Part A - \$53,000	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will fill in gaps and increase student performance. Staff Responsible for Monitoring: Administrators Instructional Coaches Classroom Teachers SPED Teachers - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy Problem Statements: Demographics 1	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide teachers with STAAR 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. Strategy's Expected Result/Impact: Increase in student performance. Staff Responsible for Monitoring: Classroom Teacher Instructional Coaches - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

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Student Learning

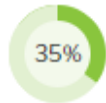
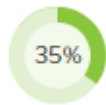
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Goal 3: Connect high school to career and college.

Performance Objective 2: Increase overall campus attendance rate from 92% to 95% by May 2025.

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

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

Strategy 3 Details	Formative Reviews		
Strategy 3: Determine appropriate campus interventions for students with unexcused absences at each level of intervention as determined by the district. Follow district and state regulations with regard to referrals for attendance issues. Black Board calls will be used to contact parents regarding student attendance. Staff Responsible for Monitoring: Principal Attendance Clerk Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
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. Staff Responsible for Monitoring: Principal PE Teacher Problem Statements: School Processes & Programs 1 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will learn to encourage each other and be a collective community working towards a common goal. Student learning will be maximized. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Meet the needs of our students so they are able effectively participate in school. Staff Responsible for Monitoring: Attendance Clerk PEIMs Secretary Administration Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Improve attendance and student achievement. Staff Responsible for Monitoring: PEIMS Secretary Counselor - At-Risk Coordinator Administrators Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 Funding Sources: - Title 1 Part D	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: STAAR rating projections have our Domain 2A score dropping from a 98 in 2023 to a 86 in 2024. Domain 2A is student progress among subgroups of students. We are not meeting Crockett standards with students moving to Crockett for district realignment. Crockett routines, and procedures, and expectations were new for many students. Subgroups need to be challenged during instruction and intervention. Root Cause: Lack of resources decreases rigor for students. Tier 2 and 3 Intervention materials were lacking for these students.
Student Learning
Problem Statement 1: STAAR rating projections have our Domain 1 score dropping from a 95 in 2023 to a 77 in 2024. Domain 1 is student achievement. We are not meeting Crockett standards in Tier 1 instruction. Rigor needs to improve. Root Cause: Lack of resources for Tier 1 instruction, tutoring, and WIN time is the root cause.

School Processes & Programs
Problem Statement 1: Crockett families sometimes 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, mission, culture, and climate of Crockett are not shared enough with students, staff and families. Root Cause: Misconceptions about Crockett and lack of Crockett successes being shared with the community 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 2024-2025.

Evaluation Data Sources: Spring 2024 STAAR reports

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase in Master's level on STAAR Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches - Additional Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Classroom Teachers Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

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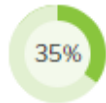
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Goal 4: Increase academic performance and student success on District campuses.

Performance Objective 1: Increase Domain 1 Student Achievement Measure on Accountability Report Card in Reading and Math for the 2024-2025 school year by integrating instructional technology and collecting data using resources for RTI and targeted instruction.

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

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

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



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

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Perceptions

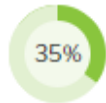
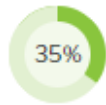
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Goal 4: Increase academic performance and student success on District campuses.

Performance Objective 2: Reduce the number of yearly discipline referrals which resulted in ISS or OSS placements in 2024-2025 by at least 10%.

Evaluation Data Sources: Monthly and yearly campus discipline reports.

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Decrease in office referrals Staff Responsible for Monitoring: Principal Vice Principal Counselor Problem Statements: School Processes & Programs 1 Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
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. 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 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. Staff Responsible for Monitoring: Principal Vice Principal Counselor Coaches TBSI team Problem Statements: School Processes & Programs 1 Funding Sources: Substitutes - General	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implementation of CKH in all K - 5 classrooms to address the social and emotional needs of students. Strategy's Expected Result/Impact: Increase in social and emotional skills of all students. Staff Responsible for Monitoring: Classroom Teachers Counselor Administration Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Decrease in office referrals and increase of a positive school climate and student self regulation. Staff Responsible for Monitoring: Classroom Teachers Principal Paraprofessionals Assistant Principal Counselor Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide opportunities for students to participate small group session or class sessions with counselor over social-emotional needs. Strategy's Expected Result/Impact: Increase in student self image and positive self esteem which leads to improved student behavior. Staff Responsible for Monitoring: Counselor Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Improve student success in a controlled environment and increase class climate. Staff Responsible for Monitoring: Administration Counselor Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

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Perceptions

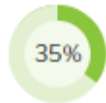
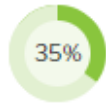
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Goal 4: Increase academic performance and student success on District campuses.

Performance Objective 3: Conduct a minimum of two (2) events during the 24-25 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		
Strategy 1: Parent Involvement Liaison will provide multiple meetings and/or opportunities for parent/student activities throughout the year. Strategy's Expected Result/Impact: Increase in parent involvement. Staff Responsible for Monitoring: Counselor Administration Teachers Title I: 2.4, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: Books, Snacks , Printed Information for Parents - Title 1 Part A - \$1,277	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase communication of teachers and parents through phone calls, newsletters,social media to daily/weekly communication. Strategy's Expected Result/Impact: Increase parent involvement Increase Student performance Staff Responsible for Monitoring: Classroom Teachers Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a monthly school-wide newsletter (paper or electronic) to show student learning, events, and student success. Strategy's Expected Result/Impact: Increase in parent involvement Increase in perception of the school Staff Responsible for Monitoring: Principal Assistant Principal Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
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. The parent involvement campus committee will develop campus wide activities to invite all parents to attend. 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. 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. Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 1 - Perceptions 1 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	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Crockett families sometimes 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.
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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

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

2024-2025 Site Based Decision Making Committee

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

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	3	1	Books, Snacks , Printed Information for Parents		\$1,277.00
4	3	4	Parent Involvement Activities (supplies)	211.e.61.6399.00.107.9.30.215	\$0.00
4	3	4	Parent Involvement Activities (food)	211.e.61.6499.00.107.9.30.215	\$0.00
4	3	4	Parent Involvement Activities (Contracted Services)	211.e.61.6299.00.107.9.30.251	\$0.00
Sub-Total					\$69,772.40
Budgeted Fund Source Amount					\$19,733.00
+/- Difference					-\$50,039.40
Grand Total Budgeted					\$19,733.00
Grand Total Spent					\$69,772.40
+/- Difference					-\$50,039.40

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	

Non-transferrable: Encumbered								Non-transferrable: Must remain in PFE							
Principal Signature:			<i>Lydia Coyle</i>												
Date:			8/19/2022												