

Ector County Independent School District

Crockett Middle School

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Learning

Student Learning Summary



This graph illustrates the breakdown of 7th-grade Math STAAR scores for the 2024–2025 school year. The results indicate that Crockett students performed significantly below expected standards, highlighting the need for targeted improvement efforts.

Student Learning Strengths



The graph reflects an upward trend in performance for Crockett’s 6th-grade Language and Literature students during the 2024–2025 school year. Sixty-two percent of students achieved the Approaches grade level standard, 38% met grade level expectations, and 13% reached the Master’s level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While professional development opportunities were provided, inconsistent implementation of data-driven practices, aggressive monitoring, and reteach/reassess cycles hindered sustained academic growth.

Root Cause: Aggressive monitoring and reteach/reassess cycles were not systematically tracked, leaving gaps in identifying whether interventions were timely, targeted, and effective.

Problem Statement 2: PLC agendas and protocols did not consistently prioritize the analysis of student data, creation of targeted reteach plans, or monitoring of reteach effectiveness.

Root Cause: There was insufficient emphasis on strengthening questioning techniques, scaffolding strategies, and error analysis to enhance instructional effectiveness.

Problem Statement 3: During the transition to IB MYP programming, Crockett experienced turnover among certified teachers, impacting instructional continuity and content expertise.


Root Cause: Crockett teachers may have felt that IB MYP's inquiry-based approach did not align with their instructional style or comfort level, prompting them to seek other opportunities.

Priority Problem Statements

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2026, the percentage of students achieving or exceeding their READING RIT goal will increase from 53% to 63%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett will implement a data-driven reteach and reassessment cycle using NWEA MAP Reading RIT data to identify student skill gaps. Students will be placed in targeted COLT time groups with TIA teachers, MCLs, and experienced staff for daily reteach aligned to Power Standards and IB MYP objectives.</p> <p>Strategy's Expected Result/Impact: Increased NWEA MAP RIT Scores - Steady growth across all grade levels as skill gaps are addressed daily in targeted COLT time.</p> <p>Improved STAAR Performance - Higher percentages of students meeting or exceeding grade-level expectations in Reading and Math due to focused, standard-aligned reteach.</p> <p>Fewer Long-Term Gaps - Early intervention prevents small skill deficits from becoming persistent achievement barriers.</p> <p>Greater Student Ownership - Students in consistent reteach groups see and understand their progress, fostering engagement and self-motivation.</p> <p>Higher Instructional Precision - Teachers deliver reteach lessons directly tied to Power Standards, eliminating off-target instruction.</p> <p>More Effective Use of Data - Staff become skilled at interpreting MAP RIT strand data and applying it to daily instructional decisions.</p> <p>Increased Collaboration - TIA teachers, MCLs, and content-area staff share strategies and ensure alignment between COLT time and core instruction.</p> <p>Consistent Academic Growth Across Subgroups - Achievement gaps between demographic groups shrink as all students receive targeted instruction.</p> <p>Alignment with IB Authorization Goals - Instruction during COLT time integrates IB MYP objectives and Approaches to Learning, providing evidence for programme evaluation.</p> <p>Sustainable Improvement Model - The cycle of data - reteach - reassessment becomes an embedded campus practice, supporting long-term academic gains.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, IB Coordinator, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Crockett will offer after-school tutoring after NWEA MAP testing is complete at each interval, providing small-group, mastery-focused instruction for students performing below grade level. This instruction will be reinforced by Read 180 personalized learning pathways that address individual needs.</p> <p>Strategy's Expected Result/Impact: Accelerated Skill Growth - Students below grade level close gaps faster through small-group, mastery-focused instruction tailored to MAP performance data.</p> <p>Improved NWEA MAP RIT Scores - Students demonstrate measurable growth between assessment windows due to targeted practice on identified weak areas.</p> <p>Higher STAAR Readiness - Mastery of Power Standards and targeted SEs translates to improved STAAR Reading and Math performance.</p> <p>Personalized Learning Gains - i-Ready lessons directly address each student's learning path, strengthening foundational skills and building confidence.</p> <p>Increased Impact in Targeted Instruction - Small-group setting allows teachers to deliver highly focused, immediate feedback and correction.</p> <p>Better Data Application - Teachers use MAP and i-Ready reports to design sessions that precisely address the skills each student needs.</p> <p>Higher Student Engagement - Smaller settings and relevant content keep students more involved and motivated to improve.</p> <p>Reduction in Below-Grade-Level Population - Fewer students remain in the "Urgent Intervention" or "Intervention" bands on MAP by year's end.</p> <p>Consistent Support Between Core and Tutoring - Tutoring sessions reinforce what is taught in the regular classroom and COLT time, ensuring continuity.</p> <p>Evidence of Differentiation for IB Authorization - i-Ready's personalized pathways and small-group tutoring provide clear examples of IB Approaches to Learning and differentiated instruction in practice.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs. Department Heads, IB Coordinator, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 2: By May 2026, the percentage of students achieving or exceeding their MATH RIT goal will increase from 25% to 35%.


Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett will implement a data-driven reteach and reassessment cycle using NWEA MAP Math RIT data to identify student skill gaps. Students will be placed in targeted COLT time groups with TIA teachers, MCLs, and experienced staff for daily reteach aligned to Power Standards and IB MYP objectives.</p> <p>Strategy's Expected Result/Impact: Increased NWEA MAP Math RIT Scores - Steady growth across all grade levels as targeted COLT time addresses specific skill gaps daily.</p> <p>Improved STAAR Math Performance - More students meeting or exceeding grade-level standards due to alignment with Power Standards and consistent reteach.</p> <p>Reduction in Skill Deficiencies - Early, daily intervention prevents gaps from compounding, especially in foundational math concepts.</p> <p>Greater Conceptual Understanding - Integration of IB MYP objectives builds deeper reasoning and problem-solving abilities, not just procedural fluency.</p> <p>Higher Student Confidence - Frequent successes in small-group settings increase engagement and willingness to take on challenging math problems.</p> <p>Improved Data Utilization Skills - Teachers become adept at interpreting RIT strand data and applying it directly to instructional planning.</p> <p>Stronger Lesson Alignment - Daily reteach lessons stay tightly focused on Power Standards and targeted misconceptions.</p> <p>Collaborative Consistency - TIA teachers, MCLs, and math staff align on reteach strategies, ensuring students receive coherent instruction across settings.</p> <p>Closing of Achievement Gaps - Academic growth across all student subgroups, reducing performance disparities.</p> <p>Support for IB Authorization - Demonstrates intentional differentiation and targeted intervention aligned with MYP mathematics objectives and Approaches to Learning skills.</p> <p>Sustainable Growth Model - Establishes a replicable, year-to-year cycle of assessment, reteach, and reassessment as part of Crockett's instructional culture.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Crockett will offer after-school tutoring after NWEA MAP testing is complete at each interval, providing small-group, mastery-focused instruction for students performing below grade level. This instruction will be reinforced by IXL personalized learning pathways that address individual needs.</p> <p>Strategy's Expected Result/Impact: Accelerated Skill Growth - Focused, small-group sessions allow students to quickly address gaps identified by NWEA MAP testing.</p> <p>Improved NWEA MAP RIT Scores - Targeted instruction between testing intervals leads to measurable growth in key skill areas.</p> <p>Better STAAR Readiness - Reinforcement of Power Standards improves performance on grade-level state assessments.</p> <p>Personalized Learning Support - IXL pathways adapt to each student's needs, strengthening both foundational and advanced skills.</p> <p>Increased Confidence and Engagement - Students gain confidence from targeted successes, making them more willing to participate and take risks in class.</p> <p>Greater Instructional Impact - Small group sizes enable individualized feedback and stronger connections with students.</p> <p>Data-Driven Planning - Tutors can use MAP and IXL reports to tailor instruction for maximum effectiveness.</p> <p>Opportunity for Extended Learning - More instructional time beyond the regular school day supports deeper mastery.</p> <p>Reduction in Below-Grade-Level Population - Fewer students remain in the "Urgent Intervention" category on MAP by the end of the year.</p> <p>Alignment with Campus and IB Goals - Reinforces a culture of continuous improvement and supports IB Approaches to Learning (ATL) by fostering self-management and reflection.</p> <p>Improved Accountability Ratings - Gains in MAP and STAAR scores contribute directly to higher overall campus performance measures.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, Teachers</p> <p>Funding Sources: - Title One School-wide</p>	Formative			Summative
	Oct	Jan	Mar	May
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2026, the percentage of students performing at the MEETS level on 6th-8th Math STAAR will increase from 25% to 35%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a daily, structured Math PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including International Baccalaureate Middle Years Programme Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection.</p> <p>Strategy's Expected Result/Impact: Higher assessment scores through targeted, data-driven instruction and effective reteach plans.</p> <p>Consistent, Rigorous Instruction across all classrooms via daily internalization and refinement.</p> <p>Stronger Student Thinking Skills with the integration of IB MYP Global Contexts and Approaches to Learning.</p> <p>Improved Teacher Ownership through routine collaboration, reflection, and accountability.</p> <p>Real-Time Student Progress Monitoring enabling timely instructional adjustments.</p> <p>Deeper IB MYP Implementation supporting program fidelity and student engagement.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching for Mathematics teachers through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Mathematics criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge.</p> <p>Strategy's Expected Result/Impact: Improved instructional quality through practical, research-based strategies teachers can implement immediately.</p> <p>Increased STAAR readiness by aligning instruction with high-rigor assessment question stems and STAAR expectations.</p> <p>Stronger IB MYP alignment by integrating MYP instructional practices into daily lessons.</p> <p>Ongoing growth for teachers via consistent, job-embedded coaching and support.</p> <p>Stronger campus-wide instructional consistency through shared expectations and aligned professional learning.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Crockett Middle School will implement a Blended Learning approach in all 6th-8th-grade Math classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction.</p> <p>Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives.</p> <p>Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge.</p> <p>Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week.</p> <p>Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness.</p> <p>Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers</p>	Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 4: By May of 2026, the % of students performing at the MEETS level on 6th-8th Reading STAAR will increase from 30% to 40%.


Indicators of Success:


Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 6 Math - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 8 Math - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 31%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%


Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a daily, structured PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including IB MYP Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection.</p> <p>Strategy's Expected Result/Impact: Higher STAAR Reading Scores - Consistent alignment of instruction to TEKS and STAAR rigor, coupled with ongoing data analysis, closes skill gaps faster.</p> <p>Improved IB MYP Language & Literature Performance - Stronger mastery of Criteria A-D (Analyzing, Organizing, Producing Text, Using Language) because lessons are purposefully planned with IB Global Contexts and Approaches to Learning.</p> <p>Reduced Skill Gaps - Targeted reteach cycles based on real-time data lead to faster improvement for struggling readers/writers.</p> <p>Greater Instructional Alignment - Teachers across grades and sections deliver more consistent pacing, strategies, and assessment practices.</p> <p>Stronger Lesson Quality - Daily PLC internalization sharpens clarity of objectives, selection of texts, and depth of questioning.</p> <p>Increased Teacher Capacity - Reflection and refinement cycles lead to teachers being more confident and skilled in delivering high-impact L&L instruction.</p> <p>Increased Relevance - IB Global Contexts make reading and writing tasks more meaningful, fostering higher engagement.</p> <p>Growth in ATL Skills - Students become more adept at self-management, communication, and critical thinking as these are embedded in daily lessons.</p> <p>Improved Student Tracking - Learners understand their own progress, set goals, and take ownership of their reading and writing growth.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching for Language and Literature teachers through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Language & Literature criteria; and consistent integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen both comprehension and written expression.</p> <p>Strategy's Expected Result/Impact: Improved STAAR Reading Performance - Increased percentage of students meeting or exceeding grade-level standards in reading comprehension and written response.</p> <p>Growth in IB MYP L&L Criteria Scores - Noticeable improvement in Criterion A (Analyzing), Criterion C (Producing Text), and Criterion D (Using Language) due to targeted instruction.</p> <p>Stronger Written Expression - Students produce more coherent, organized, and well-supported written responses using appropriate academic language.</p> <p>Higher Engagement - Lessons connected to IB Global Contexts make reading and writing more meaningful, leading to greater student participation.</p> <p>Increased Instructional Consistency - Teachers align lessons, assessments, and feedback to both TEKS/STAAR and IB MYP expectations.</p> <p>Enhanced Questioning Techniques - Use of rigorous, STAAR-style and IB command term-based question stems in daily instruction.</p> <p>Improved Instructional Planning - Lesson plans consistently embed Approaches to Learning (ATL) skills and inquiry-based learning strategies.</p> <p>Higher Confidence in Data Use - Teachers effectively analyze student performance data to adjust instruction and close learning gaps.</p> <p>Alignment with IB Authorization Goals - Evidence of IB criteria integration in core L&L instruction supports the school's full MYP authorization process.</p> <p>Collaborative Professional Culture - Regular PD and coaching sessions strengthen PLCs and foster shared accountability for student growth.</p> <p>Sustained Growth Over Time - Systematic, ongoing coaching creates lasting improvement rather than temporary gains.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Crockett Middle School will implement a Blended Learning approach in 6th-8th-grade Language and Literature classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction.</p> <p>Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives.</p> <p>Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge.</p> <p>Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week.</p> <p>Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness.</p> <p>Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers</p>	Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: By May of 2026, the % of students performing at the MEETS level on 8th Social Studies STAAR will increase from 6% to 12%.


Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a daily, structured Individuals and Societies PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including International Baccalaureate Middle Years Programme Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection.</p> <p>Strategy's Expected Result/Impact: Increased STAAR Performance - Growth in Meets and Masters levels as lessons directly target both TEKS readiness standards and IB MYP criteria, with higher-level questioning embedded daily.</p> <p>Fewer Content Gaps - Misconceptions identified through data analysis will be addressed quickly, reducing recurring errors on assessments.</p> <p>Stronger Analytical Thinking - Frequent DBQ-style questioning and IB command terms will improve students' ability to interpret sources, justify reasoning, and write with evidence.</p> <p>Greater Student Ownership - Data trackers and reflection will make students more aware of their progress, leading to more self-directed improvement.</p> <p>Improved Instructional Consistency - Clear, shared lesson plans and internalization protocols will ensure all students across classrooms receive high-quality, aligned instruction.</p> <p>Deeper Data Use Skills - Teachers will become more adept at interpreting assessment results and translating them into precise reteach plans.</p> <p>Collaborative Expertise - Peer feedback and work sample analysis will build collective teacher capacity and strengthen instructional practices campus-wide.</p> <p>Increased Confidence with IB - Regular alignment of TEKS to MYP Global Contexts and Criteria will make IB integration second nature for staff.</p> <p>Closing of Performance Gaps - Higher achievement across all demographic subgroups as targeted reteach addresses both skill and content deficiencies.</p> <p>Alignment with IB Authorization Goals - Documentation of lesson plans, IB integration, and reflection cycles will serve as strong evidence for IB evaluators.</p> <p>Culture of Accountability & Excellence - PLCs will function as professional learning communities focused on solutions, not just compliance.</p> <p>Sustainable Improvement Model - The cycle of alignment, internalization, data analysis, and reteach becomes a standard operating procedure beyond Social Studies.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, IB Coordinator, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			





Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching in partnership with Region 18 ESC, to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks for Individuals and Societies teachers through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Social Studies criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge.</p> <p>Strategy's Expected Result/Impact: Improved STAAR Social Studies Performance - Growth in Meets and Masters levels due to alignment between instruction, TEKS readiness standards, and STAAR question types.</p> <p>Stronger Historical Thinking Skills - Students will better analyze primary/secondary sources, understand cause-and-effect relationships, and draw evidence-based conclusions.</p> <p>Higher Engagement - Lessons will become more relevant and thought-provoking through IB Global Contexts and inquiry-based strategies.</p> <p>Better Transfer of Knowledge - Students will more effectively apply Social Studies concepts to current events, interdisciplinary projects, and real-world contexts.</p> <p>Increased Instructional Precision - Teachers will design and deliver lessons that are tightly aligned to TEKS, STAAR rigor, and IB MYP criteria.</p> <p>Improved Questioning Skills - Frequent use of assessment question stems will raise the cognitive demand of daily instruction.</p> <p>Consistent Integration of IB Practices - Teachers will naturally embed IB Approaches to Learning (ATL) and Global Contexts in their planning.</p> <p>Enhanced Collaboration - PLCs will have a shared framework for planning, analyzing student work, and refining instructional practices.</p> <p>Closing of Performance Gaps - Targeted reteach and inquiry-driven instruction will help all student subgroups make measurable gains.</p> <p>Evidence for IB Authorization - Lesson plans, assessments, and student work will reflect IB MYP integration, supporting a strong authorization visit in 2025.</p> <p>Sustainable Professional Growth Model - Continuous coaching and PD will establish a long-term culture of reflective, data-informed teaching.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	May

Funding Sources: - Title One School-wide - \$40,000





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Progress

Strategy 3 Details	Reviews			
<p>Strategy 3: Crockett Middle School will implement a Blended Learning approach in all 6th-8th-grade Individuals and Societies classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction.</p> <p>Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives.</p> <p>Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge.</p> <p>Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week.</p> <p>Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness.</p> <p>Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: By May of 2026, 75% of students performing at the MEETS level on 8th Science STAAR will increase from 15% to 25%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a daily, structured PLC agenda that includes a continuous process of internalization of instruction, refinement, and an analysis of data while including IB MYP Global Contexts and Approaches to Learning with an emphasis on student tracking and teacher reflection.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, IB Coordinator, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing, targeted professional development and job-embedded coaching for Science teachers in partnership with Region 18 ESC, to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Science criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads, MCLs, IB Coordinator, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title One School-wide - \$40,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Crockett Middle School will implement a Blended Learning approach in all 6th-8th-grade Science classrooms, requiring small group rotations at least three times per week so every student meets directly with the teacher. These groups will provide intervention (reteach, remediation, guided practice on TEKS, IB MYP, and STAAR skills) and enrichment (higher-order problem solving, inquiry-based learning, and IB Global Context applications) to ensure targeted, differentiated instruction for all students.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement: Students will demonstrate measurable growth on MAP, STAAR, and classroom assessments as a result of consistent reteach, remediation, and differentiated small-group instruction.</p> <p>Closing Learning Gaps: Targeted interventions will address skill deficits in real time, leading to improved mastery of TEKS and stronger alignment with IB MYP objectives.</p> <p>Higher Levels of Engagement: Students will actively participate in inquiry-based learning and higher-order problem solving, fostering deeper conceptual understanding and application of knowledge.</p> <p>Equity in Access to Instruction: Every student, regardless of readiness level, will receive direct, personalized teacher support multiple times each week.</p> <p>Improved Critical Thinking and IB Alignment: Enrichment activities tied to IB Global Contexts will promote problem-solving, creativity, and international-mindedness.</p> <p>Sustainable Teacher Practice: Teachers will develop a consistent, campus wide structure for blending technology, small groups, and direct instruction to support long-term instructional quality.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, MCLs, Department Heads, IB Coordinator, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div data-bbox="1444 207 1549 311" style="text-align: center;"> </div>			

No Progress


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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: By May of 2026, the percentage of students performing at the MEETS level on the 8th Algebra I STAAR assessment will increase from 71% to 80%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett will provide weekly Advanced Problem-Solving & Enrichment Labs during COLT time and/or after school for Meets-level Algebra I students, focusing on multi-step, real-world problems and STAAR Masters-level tasks to deepen conceptual understanding and extend learning.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR Performance: 10% more Meets-level students advancing to Masters-level performance on the STAAR Algebra I assessment.</p> <p>Deeper Conceptual Understanding: Students will strengthen their algebraic reasoning through consistent engagement with multi-step, real-world problems and Masters-level tasks.</p> <p>Improved Problem-Solving Stamina: Students will build persistence, critical thinking, and confidence in tackling rigorous and unfamiliar problems.</p> <p>Higher MAP Growth Scores: Regular exposure to enrichment content will translate into measurable growth on MAP assessments.</p> <p>Readiness for Advanced Academics: Students will be better prepared for higher-level math courses, Pre-AP, and IB MYP/DP pathways.</p> <p>Teacher Growth: Teachers will refine their ability to deliver targeted enrichment that extends learning beyond grade-level standards.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Crockett will implement enrichment cycles that use STAAR-aligned checkpoints, MAP data, and classroom assessments to identify Meets-level students ready for acceleration. Teachers will design enrichment labs around multi-step, real-world problem-solving and master's-level STAAR tasks, ensuring that instruction is targeted, rigorous, and directly tied to student needs.</p> <p>Strategy's Expected Result/Impact: Increased STAAR Performance: A measurable increase in the number of Meets-level students advancing to Masters-level performance on STAAR Algebra I.</p> <p>Targeted Acceleration: Students identified for enrichment will receive instruction that directly addresses their readiness for advanced content, reducing instructional gaps and preventing stagnation at the Meets level.</p> <p>Improved Problem-Solving Skills: Regular exposure to multi-step, real-world problems will strengthen students' critical thinking, reasoning, and persistence when tackling complex tasks.</p> <p>Higher MAP Growth Scores: Consistent practice with rigorous, STAAR-aligned content will translate into stronger MAP growth measures, validating academic acceleration.</p> <p>Long-Term Readiness: Students will build stronger algebraic foundations, positioning them for success in higher-level math courses, advanced academics, and IB MYP/DP pathways.</p> <p>Teacher Capacity: Teachers will strengthen their ability to design and deliver enrichment tied to real-time data, creating a sustainable model of differentiated instruction.</p> <p>Staff Responsible for Monitoring: Principal, APs, MCLs, Department Heads, IB Coordinator, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div data-bbox="1444 207 1549 311" style="text-align: center;"> </div> <p data-bbox="1444 328 1549 393" style="text-align: center;">Moderate Progress</p>			

No Progress

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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.


Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.


Performance Objective 1: Crockett MS attendance will increase from 91% to 95%.


Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett will implement a comprehensive three-tiered attendance intervention system designed to support students whose attendance falls below 95%. The system will include proactive parent contact, individualized attendance contracts, and targeted conferences with counselors or administrators. In collaboration with Communities In Schools, the campus will work to identify and address barriers to attendance while monitoring student progress on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Improved Attendance for At-Risk Students - Students with attendance below 95% will show steady improvement as individualized supports address root causes of absences.</p> <p>Increased Student Accountability - Attendance contracts and regular progress monitoring reinforce personal responsibility, aligning with IB Learner Profile traits such as principled and reflective.</p> <p>Reduced Chronic Absenteeism - Early, targeted interventions prevent students from falling into long-term absentee patterns.</p> <p>Enhanced Student Support - Barriers such as transportation, health, or family obligations are addressed through coordinated efforts with Communities In Schools and campus staff.</p> <p>Stronger Teacher-Parent Communication - Proactive outreach builds partnerships with families to solve attendance issues early.</p> <p>Data-Driven Interventions - Teachers and administrators use weekly reports to quickly identify attendance concerns and respond with targeted actions.</p> <p>Improved Relationships with Students - Individualized conferences foster trust, making students more likely to attend regularly and engage in learning.</p> <p>Reduced Number of Students Below 95% Attendance - Systematic interventions narrow the attendance gap for targeted students.</p> <p>Higher Accountability Ratings - Increased attendance contributes positively to the campus accountability framework.</p> <p>Alignment with IB Philosophy - The program reinforces balance, commitment, and responsibility as essential elements of student success, strengthening evidence for IB authorization.</p> <p>Culture of Support Over Compliance - Attendance improvement is approached as a shared responsibility between students, families, and the school, not just a policy requirement.</p> <p>Staff Responsible for Monitoring: Principal, APs, Teachers, Counselors, Attendance Clerks,</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Crockett will implement a variety of regular incentives to celebrate students achieving 95% or higher attendance. These efforts will foster a culture of attendance awareness that reflects our IB philosophy and learner profile by promoting responsibility, balance, and commitment.</p> <p>Strategy's Expected Result/Impact: Improved Attendance Rates - More students maintaining 95%+ attendance, directly increasing instructional time and academic opportunity.</p> <p>Greater Student Responsibility - Reinforcement of the IB Learner Profile traits principled, balanced, and reflective through consistent attendance habits.</p> <p>Increased Engagement - Students become more connected to school through positive recognition, leading to stronger participation in academics and extracurriculars.</p> <p>Better Academic Performance - More time in class correlates with higher MAP, STAAR, and IB MYP assessment outcomes.</p> <p>Positive Classroom Culture - Consistent attendance reduces gaps in learning, behavioral disruptions, and reteach demands.</p> <p>Improved Instructional Flow - Fewer absences mean lessons progress as planned with less time spent catching students up.</p> <p>Staff Buy-In - Teachers see tangible benefits of attendance initiatives, encouraging consistent promotion in classrooms.</p> <p>Higher Accountability Ratings - Increased attendance positively impacts the campus accountability framework.</p> <p>Stronger IB Alignment - Attendance culture reflects IB values, supporting IB authorization and programme evaluation evidence.</p> <p>Community Trust - Families see the school actively valuing and rewarding student commitment, strengthening parent-school relationships.</p> <p>Staff Responsible for Monitoring: Principal, APs, Teachers, Counselors, Attendance Clerks,</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div style="display: flex; align-items: center; justify-content: center;">  <p style="margin-left: 10px;">Some Progress</p> </div>			


No Progress


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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.


Performance Objective 2: Exclusionary disciplinary infractions will decrease from 35% to 20 %.


Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors and administrators will work cooperatively to implement personalized tiered behavior intervention plans through the MTSS framework to provide targeted support for students with repeated behavior incidents. Crockett MS will implement the Emergent Tree framework to build proactive, tiered systems of behavior support that align expectations, interventions, and family partnerships across the campus. Through data-driven decision making, coaching, and consistent practices, the framework will reduce exclusionary discipline and strengthen a positive, equitable school culture.</p> <p>Strategy's Expected Result/Impact: Reduction in Repeated Behavior Incidents - Targeted supports and clear expectations help students replace negative behaviors with positive choices.</p> <p>Improved Self-Management Skills - Students develop the ability to regulate emotions, make responsible decisions, and resolve conflicts appropriately.</p> <p>Increased Academic Engagement - With fewer behavior-related disruptions, students spend more time on task and learning.</p> <p>Stronger Sense of Belonging - Personalized interventions make students feel supported rather than punished, aligning with IB Learner Profile traits such as caring and balanced.</p> <p>More Instructional Time - Fewer classroom disruptions allow teachers to focus on teaching rather than managing behavior.</p> <p>Better Understanding of Student Needs - Collaboration between teachers, counselors, and administrators ensures interventions are tailored and proactive.</p> <p>Consistency in Behavioral Expectations - The MTSS framework promotes a campus-wide approach, reducing confusion for students and staff.</p> <p>Decrease in Office Referrals and Suspensions - Data reflects fewer repeated incidents and improved campus climate.</p> <p>Positive School Culture - Focus on support over punishment builds a culture of accountability, empathy, and mutual respect.</p> <p>Alignment with IB Philosophy - Reinforces the development of principled, reflective learners who take responsibility for their actions.</p> <p>Evidence for MTSS and IB Authorization - Documented interventions and progress monitoring provide strong evidence for compliance and IB evaluation.</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers, SpEd Department Head, SpEd Team,</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div data-bbox="1444 207 1549 311" data-label="Figure"> </div> <p data-bbox="1444 332 1549 393">Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors and administrators will implement a structured student check-in/check-out system that provides daily goal setting, progress monitoring, and adult mentorship for students requiring additional behavioral support. Counselors will further reinforce this work through regular "Lunch and Learns" with targeted students, fostering meaningful discussions that proactively build skills, strengthen relationships, and prevent misbehavior.</p> <p>Strategy's Expected Result/Impact: Improved Behavior and Self-Regulation - Daily goal setting and feedback help students recognize triggers, make positive choices, and build self-control.</p> <p>Increased Sense of Support and Belonging - Regular interactions with a trusted adult provide emotional connection and encouragement, fostering IB Learner Profile traits such as caring and balanced.</p> <p>Higher Goal Achievement - Students develop habits of setting, monitoring, and reflecting on personal goals, leading to consistent progress.</p> <p>Reduced Office Referrals - Ongoing monitoring addresses concerns before they escalate into disciplinary incidents.</p> <p>Teacher & Staff Outcomes Stronger Student-Adult Relationships - Consistent mentorship builds trust between staff and students, improving cooperation in class.</p> <p>Proactive Behavior Management - Teachers see improved classroom climate as students address challenges earlier in the day.</p> <p>Collaborative Support Structure - Counselors, administrators, and teachers work together to align interventions with classroom expectations.</p> <p>Decrease in Chronic Behavior Issues - Targeted daily support reduces the number of students with repeated incidents.</p> <p>Positive School Culture - A visible system of adult mentorship promotes a supportive and encouraging learning environment.</p> <p>Alignment with MTSS and IB Philosophy - Reinforces IB traits of principled and reflective, while providing documented evidence for MTSS implementation and IB evaluation.</p> <p>Increased Academic Engagement - Students with improved behavior are more focused and prepared to learn, contributing to overall academic performance.</p> <p>Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers, SpEd Department Head, SpEd Team,</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div data-bbox="1444 207 1549 311" style="text-align: center;"> </div> <p data-bbox="1444 328 1549 393" style="text-align: center;">Some Progress</p>			


Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.


Performance Objective 3: Crockett MS will strengthen its College, Career, and Military Readiness (CCMR) initiatives by expanding AVID strategies campus-wide, integrating college and career exploration into daily lessons, and hosting career days along with student-led goal-setting conferences.

Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett will intentionally integrate AVID strategies and IB MYP Approaches to Learning (ATL) across all subjects, explicitly teaching organization, collaboration, inquiry, and note-taking. Students will engage in structured leadership and public speaking opportunities--such as IB exhibitions, debates, and/or student-led conferences--to strengthen communication skills and confidence. Technology and digital literacy will be embedded into instruction through coding, design software, digital presentation tools, and online research, ensuring students are prepared for advanced coursework, career pathways, and technology-driven industries.</p> <p>Strategy's Expected Result/Impact: Increased Academic Readiness - Students will enter high school better equipped to handle advanced coursework, including IB Diploma Programme, AP, and dual-credit classes.</p> <p>Stronger Organizational & Study Skills - AVID and ATL strategies will foster habits that improve time management, note-taking, and academic self-monitoring.</p> <p>Enhanced Communication & Leadership - Structured speaking opportunities will increase confidence, poise, and the ability to articulate ideas clearly in academic, professional, and civic settings.</p> <p>Improved Collaboration Skills - Students will learn how to work productively in diverse teams, a critical skill for both college and workplace success.</p> <p>Digital Literacy Competence - Mastery of coding, design tools, and online research will prepare students for technology-based careers and postsecondary expectations.</p> <p>Consistent Skill Integration Across Curriculum - Teachers will intentionally embed AVID and ATL skills into daily instruction, increasing instructional alignment.</p> <p>Increased Use of Inquiry-Based Learning - Lessons will more frequently push students toward critical thinking, problem-solving, and creative expression.</p> <p>Greater Cross-Department Collaboration - Leadership and public speaking opportunities will encourage joint projects between departments, fostering interdisciplinary learning.</p> <p>Higher Preparedness for CCMR - Students will develop academic, communication, and technology skills that are foundational for meeting CCMR benchmarks in high school.</p> <p>Positive School Culture - A focus on leadership, collaboration, and innovation will strengthen school pride and align with the IB Learner Profile.</p> <p>Competitive Edge for IB Authorization - This approach will provide strong evidence to IB evaluators of meaningful ATL integration and real-world skill application.</p> <p>Long-Term College & Career Success - Students will leave Crockett with the skills, mindset, and confidence to succeed in postsecondary education and careers.</p> <p>Staff Responsible for Monitoring: Principal, APs, IB Coordinator, Counselors, Teachers</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Crockett will expand career awareness by hosting an annual IB MYP Career Week, showcasing the Global Context "Orientation in Space and Time" through guest speakers, job shadowing, and hands-on workshops connected to diverse career clusters. Career-focused interdisciplinary units (IDUs) will engage students in solving real-world problems in STEM, business, and public service, simulating authentic workplace experiences. Military and public service awareness will be embedded through visits from a variety of public servants and other service organizations linking IB Learner Profile traits--principled, caring, reflective--to pathways of service and leadership</p> <p>Strategy's Expected Result/Impact: Expanded Career Awareness & Aspirations - Students will gain exposure to a broad range of career clusters, helping them make informed decisions about high school endorsements, CTE pathways, and postsecondary goals.</p> <p>Increased Relevance of Learning - Interdisciplinary Units (IDUs) that solve real-world problems will show students how classroom skills connect directly to career fields and community needs.</p> <p>Stronger Connection to Service & Leadership - Engagement with military and public service professionals will help students see the value of principled, caring, and reflective leadership in society.</p> <p>Higher Engagement in STEM & Public Service Pathways - Early exposure to hands-on, career-connected experiences will spark interest in high-demand fields like engineering, healthcare, law enforcement, and education.</p> <p>Improved Communication & Problem-Solving Skills - Career week and IDUs will strengthen students' collaboration, critical thinking, and presentation abilities.</p> <p>More Interdisciplinary Collaboration - Teachers will work together to design IDUs, promoting cross-curricular connections and cohesive instruction.</p> <p>Stronger Integration of IB Global Contexts - Instruction will consistently connect learning to real-world applications and service-oriented goals.</p> <p>Enhanced Use of Project-Based Learning - Career-focused activities will increase authentic, inquiry-driven instruction across subjects.</p> <p>Increased Future CCMR Readiness - Students will enter high school with clearer career interests and a stronger foundation for postsecondary success.</p> <p>Positive Community Partnerships - Relationships with local businesses, service organizations, and military branches will strengthen school-community connections.</p> <p>Evidence for IB Authorization - Career-connected learning tied to IB Global Contexts will demonstrate Crockett's commitment to real-world relevance in teaching and learning.</p> <p>Improved Student Motivation - When students see direct links between school and their futures, engagement, attendance, and effort are likely to increase.</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>			

 No Progress


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Board Goal 4: Classroom Excellence

Performance Objective 1: Crockett Middle School will improve teacher retention from 87% to 95% by the end of the 2026 school year through targeted support systems and a positive campus culture initiative.







Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett Middle School will strengthen mentorship and coaching programs by pairing new and early-career teachers with experienced mentors through a structured induction process that includes regular observations, feedback cycles, and collaborative planning. In addition, the campus will provide ongoing, job-embedded instructional coaching aligned with IB MYP principles, Teach Like a Champion strategies, and district priorities to ensure consistent support and professional growth.</p> <p>Strategy's Expected Result/Impact: Increased Teacher Retention: New and early-career teachers will feel more supported and confident, reducing turnover and helping the campus reach its 95% retention goal.</p> <p>Improved Instructional Practices: Teachers will internalize high-leverage strategies from IB MYP, Teach Like a Champion, and district priorities, resulting in stronger classroom instruction and student engagement.</p> <p>Higher Student Achievement: Consistency in instructional practices, coupled with effective coaching, will lead to improved student outcomes on STAAR, MAP, and IB-aligned assessments.</p> <p>Stronger Professional Culture: A structured mentoring and coaching framework will promote collaboration, trust, and continuous improvement among staff, creating a positive campus culture.</p> <p>Leadership Development: Experienced teachers serving as mentors will refine their leadership skills, expanding the pool of future instructional leaders and contributing to long-term sustainability.</p> <p>Staff Responsible for Monitoring: Principal, APs, IB Coordinator, MCLs, Department Heads, and Counselors</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Crockett Middle School will recognize staff contributions and celebrate them through monthly appreciation events, teacher spotlights, and faculty acknowledgments. To ensure teachers feel valued and heard, Crockett will establish consistent feedback loops--including listening sessions, surveys, and advisory groups--so that staff voice informs school policies, instructional priorities, and cultural events.</p> <p>Strategy's Expected Result/Impact: Increased Teacher Retention: Staff who feel valued and supported are more likely to remain at the campus, helping move retention rates toward the 95% goal.</p> <p>Improved Morale and Job Satisfaction: Regular recognition and opportunities for input foster a sense of belonging and pride among teachers, leading to higher workplace satisfaction.</p> <p>Stronger Campus Culture: Celebrations and acknowledgments build community and reinforce a culture of respect, collaboration, and shared success.</p> <p>Greater Teacher Voice and Buy-In: Feedback loops and advisory groups ensure staff feel heard, resulting in stronger ownership of campus initiatives and instructional practices.</p> <p>Enhanced Student Outcomes: A positive and stable teaching staff creates continuity in instruction, which directly supports improved student learning and achievement.</p> <p>Staff Responsible for Monitoring: Principal, APs, IB Coordinator, Department Heads, Counselors, and MCLs</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
  Accomplished
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  Discontinue







Board Goal 5: Culture of Excellence

Performance Objective 1: Crockett will increase the connectedness indicator within Panorama from 33% to 40% for the 2025-26 school year.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will host monthly assemblies and recognition boards highlighting academic achievements, IB Learner Profile traits, and acts of kindness, so students feel valued and noticed.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Crockett will create regular opportunities for students to give input on school events, classroom projects, and policies through surveys, student advisory councils, and IB exhibition planning committees.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

Board Goal 5: Culture of Excellence

Performance Objective 2: Crockett will increase the belonging indicator within Panorama from 35% to 40% for the 2025-26 school year.

Strategy 1 Details	Reviews			
Strategy 1: Crockett will dedicate weekly COLT time to activities that strengthen peer relationships, promote empathy, and encourage inclusion through IB Approaches To Learning social skills.	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Crockett will train a diverse group of student ambassadors to welcome new students, guide campus tours, and act as inclusion advocates during school events.	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	5	2	Provide ongoing, targeted professional development and job-embedded coaching in partnership with Region 18 ESC, to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks for Individuals and Societies teachers through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Social Studies criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge.
1	6	2	Provide ongoing, targeted professional development and job-embedded coaching for Science teachers in partnership with Region 18 ESC, to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Science criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge.
3	2	1	Counselors and administrators will work cooperatively to implement personalized tiered behavior intervention plans through the MTSS framework to provide targeted support for students with repeated behavior incidents. Crockett MS will implement the Emergent Tree framework to build proactive, tiered systems of behavior support that align expectations, interventions, and family partnerships across the campus. Through data-driven decision making, coaching, and consistent practices, the framework will reduce exclusionary discipline and strengthen a positive, equitable school culture.

Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	5	2	Provide ongoing, targeted professional development and job-embedded coaching in partnership with Region 18 ESC, to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks for Individuals and Societies teachers through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Social Studies criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge.
1	6	2	Provide ongoing, targeted professional development and job-embedded coaching for Science teachers in partnership with Region 18 ESC, to strengthen classroom practices, facilitate PLCs, and support lesson planning and design aligned to TEKS, STAAR, and IB MYP frameworks through regularly scheduled sessions focused on high-impact, actionable classroom practices; development and use of assessment question stems aligned to TEKS, STAAR, and IB MYP Science criteria; and intentional integration of IB Global Contexts, Approaches to Learning, and inquiry-based strategies to strengthen conceptual understanding, problem-solving skills, and application of mathematical knowledge.

Campus Funding Summary

Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	2	2			\$0.00
1	5	2			\$40,000.00
1	6	2			\$40,000.00
Sub-Total					\$80,000.00