

Wichita Falls Independent School District

Crockett Elementary

2025-2026 Campus Improvement Plan



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.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 6

School Processes & Programs 7

Perceptions 9

Priority Problem Statements 10

Goals 11

Goal 1: Recruit, retain, and support teachers and principals. 11

Goal 2: Build a foundation of literacy and numeracy. 17

Goal 3: Connect high school to career and college. 21

Goal 4: Increase academic performance and student success on District campuses. 29

State Compensatory 36

Budget for Crockett Elementary 36

Personnel for Crockett Elementary 36

Title I Personnel 37

2025-2026 Site Based Decision Making Committee 38

Campus Funding Summary 39

Comprehensive Needs Assessment

Demographics

Demographics Summary

2024 - 2025

- Grades: Kindergarten-5th Grade
- Students: 477 students
- 69.4% Economically Disadvantaged, 22% Special Education, 3.4% ELLs
- Overall Rating: 89
 - Student Achievement = 78
 - School Progress = 89
 - Closing the Gaps = 88
- 7.8% African American, 43.2% Hispanic, 39% White, 1.5% Asian, 8.4% Two or More Races

Crockett Staff: 53 (Including Tutors)

New to Crockett: 2 First Grade Teachers, 1 Resource Teacher, 1 Diagnostician, 4 paraprofessionals

Demographics Strengths

We have a diverse group of students with a staff that works really hard to individualize instruction and support to meet the needs of every student.

We have a strong PTO that helps support staff and students through providing busses for field trips, student incentives, help with Parent/Family Engagement events, beautification of the school, and staff meals.

Crockett provides 4 afterschool programs including UIL, robotics and choir and Character 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): For our TEA Domain 3 rating, Closing the Gaps, we moved from a 92 to an 88 from 2024 to 2025. Our subgroups were two or more races and Hispanic students.

Root Cause: There is a lack of rigor during RtI instruction. Tier 2 and 3 Intervention materials were lacking depth and engagement for these students.

Student Learning

Student Learning Summary

Student Achievement Summary

2025 STAAR Results

- Overall Rating: 89
 - Domain 1 = Student Achievement = 78
 - Domain 2 = School Progress = 89
 - Domain 3 = Closing the Gaps = 88
- Students: 477 students
- 69.4% Economically Disadvantaged, 22% Special Education, 3.4% ELLs
- 7.8% African American, 43.2% Hispanic, 39% White, 1.5% Asian, 8.4% Two or More Races

Student Learning Strengths

2025

We received a solid overall rating of a B (89 to be precise) in 2025. This is a very strong score, and we beat almost all state averages.

We received distinction designations in Academic Achievement in RLA, Academic Achievement in Mathematics, Postsecondary Readiness, Top 25% Comparative Growth, and Top 25% Comparative Closing the Gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR ratings have our Domain 1 score, Student Achievement, moving from a 77 in 2024 to a 78 in 2025. Domain 1 is student achievement. Our Domain 1 score improved, but it did not improve as much as we had hoped.

Root Cause: The root cause is lack of collaboration between staff, lack of rigor in tier 1 instruction, and lack of curriculum focus during PLCs.

School Processes & Programs

School Processes & Programs Summary

2025 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 3rd 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
- Math Teachers use Bluebonnet
- 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

- Programs include Choir, Robotics, Character Club, UIL events, Student Leadership Team, and Safety Patrol
- ParentSquare is used by 100% of staff.
- 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 feel there are not enough additional programs for their kids at Crockett.

Root Cause: Communication of events and programs is lacking. Programs need to be added to support social/emotional learning of students.

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.

Mission: Physical & Social/Emotional Safety and Academic & Social/Emotional Growth

Vision: Equipped Learners, Endless Possibilities

Perceptions Strengths

- ParentSquare is used by 100% of staff
- ParentSquare is utilized for communication, calendar setting, and parent contacts
- CKH is implemented with fidelity
- Strong relationships are built between students and staff
-

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Information on events/happenings/requirements was not timely enough or frequent enough.

Root Cause: Responsibility of sharing information is not spread out equally among staff.

Priority Problem Statements

Problem Statement 1: STAAR ratings have our Domain 1 score, Student Achievement, moving from a 77 in 2024 to a 78 in 2025. Domain 1 is student achievement. Our Domain 1 score improved, but it did not improve as much as we had hoped.

Root Cause 1: The root cause is lack of collaboration between staff, lack of rigor in tier 1 instruction, and lack of curriculum focus during PLCs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: For our TEA Domain 3 rating, Closing the Gaps, we moved from a 92 to an 88 from 2024 to 2025. Our subgroups were two or more races and Hispanic students.

Root Cause 2: There is a lack of rigor during RtI instruction. Tier 2 and 3 Intervention materials were lacking depth and engagement for these students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Crockett families feel there are not enough additional programs for their kids at Crockett.

Root Cause 3: Communication of events and programs is lacking. Programs need to be added to support social/emotional learning of students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Information on events/happenings/requirements was not timely enough or frequent enough.

Root Cause 4: Responsibility of sharing information is not spread out equally among staff.

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, focus on new curriculum, MAP scores, Internalizations, and

Evaluation Data Sources: PLC Agendas, MAP Scores, Crockett Data Spreadsheet, STAAR scores

Strategy 1 Details	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 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 Funding Sources: - Not Funded	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	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: Student Learning 1 Funding Sources: Instructional Coach/COVID-19 Paras/Gen. Ed Paras Salaries - SCE - \$156,900	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	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: Student Learning 1	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: For our TEA Domain 3 rating, Closing the Gaps, we moved from a 92 to an 88 from 2024 to 2025. Our subgroups were two or more races and Hispanic students. Root Cause: There is a lack of rigor during Rtl instruction. Tier 2 and 3 Intervention materials were lacking depth and engagement for these students.
Student Learning
Problem Statement 1: STAAR ratings have our Domain 1 score, Student Achievement, moving from a 77 in 2024 to a 78 in 2025. Domain 1 is student achievement. Our Domain 1 score improved, but it did not improve as much as we had hoped. Root Cause: The root cause is lack of collaboration between staff, lack of rigor in tier 1 instruction, and lack of curriculum focus during PLCs.

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

Performance Objective 2: New Teachers will be given extra support from the Instructional Coach, Administration, Instructional Walks, and purposeful direction and constructive feedback.

Evaluation Data Sources: Walkthroughs, Evaluations, Purposeful discussions

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Coach will have more time to support new teachers. Strategy's Expected Result/Impact: New teachers are better prepared to meet the needs of their students, both academically and social/emotionally. Staff Responsible for Monitoring: Instructional Coach Admin Team - 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: Substitutes and Tutor Money - General	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: All non-ESL certified teachers will be asked to attempt the ESL certification exam by Summer 2026. Strategy's Expected Result/Impact: Compliance with ESL certifications Staff Responsible for Monitoring: Admin Team - 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: Student Learning 1 Funding Sources: - General	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details		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: Student Learning 1		Formative			Summative
		Nov	Feb	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: STAAR ratings have our Domain 1 score, Student Achievement, moving from a 77 in 2024 to a 78 in 2025. Domain 1 is student achievement. Our Domain 1 score improved, but it did not improve as much as we had hoped. Root Cause: The root cause is lack of collaboration between staff, lack of rigor in tier 1 instruction, and lack of curriculum focus during PLCs.

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	Reviews			
Strategy 1: Implementation of Sensory Room, Reflection group messaging system, and training for behavior support. Strategy's Expected Result/Impact: Support SPED students needing regulation of emotions. Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers, Paraprofessionals Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: For our TEA Domain 3 rating, Closing the Gaps, we moved from a 92 to an 88 from 2024 to 2025. Our subgroups were two or more races and Hispanic students. Root Cause: There is a lack of rigor during RtI instruction. Tier 2 and 3 Intervention materials were lacking depth and engagement for these students.

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	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 Paraprofessionals 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 Funding Sources: Tutors - Title 1 Part A, RtI Curriculum - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	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: Student Learning 1 Funding Sources: Substitutes - Title 1 Part A, Tier 1 Curriculum - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
Strategy 3: Use additional resources such as IXL, Lowman, and Think Up, and Forde Ferrier 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: Student Learning 1 Funding Sources: Forde Ferrier, Think Up, STAAR Master - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June

Strategy 4 Details	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 Funding Sources: Tutors and Substitutes - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: For our TEA Domain 3 rating, Closing the Gaps, we moved from a 92 to an 88 from 2024 to 2025. Our subgroups were two or more races and Hispanic students. Root Cause: There is a lack of rigor during RtI instruction. Tier 2 and 3 Intervention materials were lacking depth and engagement for these students.
Student Learning
Problem Statement 1: STAAR ratings have our Domain 1 score, Student Achievement, moving from a 77 in 2024 to a 78 in 2025. Domain 1 is student achievement. Our Domain 1 score improved, but it did not improve as much as we had hoped. Root Cause: The root cause is lack of collaboration between staff, lack of rigor in tier 1 instruction, and lack of curriculum focus during PLCs.

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	Reviews			
Strategy 1: Increase rigor in all Tier 1 instruction using Amplify, Bluebonnet, 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			Summative
	Nov	Feb	May	June
Strategy 2 Details	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, Teachers Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Feb	May	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: For our TEA Domain 3 rating, Closing the Gaps, we moved from a 92 to an 88 from 2024 to 2025. Our subgroups were two or more races and Hispanic students. Root Cause: There is a lack of rigor during RtI instruction. Tier 2 and 3 Intervention materials were lacking depth and engagement for these students.
Student Learning
Problem Statement 1: STAAR ratings have our Domain 1 score, Student Achievement, moving from a 77 in 2024 to a 78 in 2025. Domain 1 is student achievement. Our Domain 1 score improved, but it did not improve as much as we had hoped. Root Cause: The root cause is lack of collaboration between staff, lack of rigor in tier 1 instruction, and lack of curriculum focus during PLCs.

Goal 3: Connect high school to career and college.

Performance Objective 1: Decrease by 5% the number of students requiring accelerated instruction due to STAAR assessment results from Spring 2025 to Spring 2026.

Evaluation Data Sources: STAAR results

Strategy 1 Details	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 Funding Sources: - Not Funded	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	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, Tutors and Substitutes - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details	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			Summative
	Nov	Feb	May	June
Strategy 4 Details	Reviews			
Strategy 4: Provide teachers with STAAR resources to support Reading and Math instruction and assessment to fill in gaps. Amplify and Bluebonnet for Reading and Math all grade levels. Think Up and Forde Ferrier in Reading and Math, Lowman in Reading and Math and Science, STAAR Master 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 Funding Sources: STAAR prep material - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: For our TEA Domain 3 rating, Closing the Gaps, we moved from a 92 to an 88 from 2024 to 2025. Our subgroups were two or more races and Hispanic students. Root Cause: There is a lack of rigor during RtI instruction. Tier 2 and 3 Intervention materials were lacking depth and engagement for these students.

Goal 3: Connect high school to career and college.

Performance Objective 2: Increase overall campus attendance rate from 92% to 95% by May 2026.

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

Strategy 1 Details	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: Perceptions 1 Funding Sources: - Not Funded	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	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			Summative
	Nov	Feb	May	June

Strategy 3 Details	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. ParentSquare messaging and Attendance Clerk 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			Summative
	Nov	Feb	May	June
Strategy 4 Details	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 - Perceptions 1 Funding Sources: - Not Funded	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	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			Summative
	Nov	Feb	May	June

Strategy 6 Details	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: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Feb	May	June
Strategy 7 Details	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 - Perceptions 1 Funding Sources: - Title 1 Part D	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: For our TEA Domain 3 rating, Closing the Gaps, we moved from a 92 to an 88 from 2024 to 2025. Our subgroups were two or more races and Hispanic students. Root Cause: There is a lack of rigor during RtI instruction. Tier 2 and 3 Intervention materials were lacking depth and engagement for these students.
School Processes & Programs
Problem Statement 1: Crockett families feel there are not enough additional programs for their kids at Crockett. Root Cause: Communication of events and programs is lacking. Programs need to be added to support social/emotional learning of students.

Perceptions
Problem Statement 1: Information on events/happenings/requirements was not timely enough or frequent enough. Root Cause: Responsibility of sharing information is not spread out equally among staff.

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 2025-2026.

Evaluation Data Sources: Spring 2025 STAAR reports and 2026 reports

Strategy 1 Details	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			Summative
	Nov	Feb	May	June
Strategy 2 Details	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	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
Strategy 3: Responsibilities communicating to Crockett Families will be distributed to more Crockett staff members. Strategy's Expected Result/Impact: Better communication and greater frequency of communication Staff Responsible for Monitoring: Admin Team Librarian Counselor ClassroomTeachers Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning
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Perceptions
Problem Statement 1: Information on events/happenings/requirements was not timely enough or frequent enough. Root Cause: Responsibility of sharing information is not spread out equally among staff.

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 2025-2026 school year by integrating instructional technology and collecting data using resources for RTI and targeted instruction.

Evaluation Data Sources: IXL, Lowman, Forde Ferrier, STAAR Master, RTI times, IFPs, student Chromebooks, Amplify curriculum, Bluebonnet curriculum

Strategy 1 Details	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 Funding Sources: STAAR Materials - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	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 Funding Sources: Manipulatives - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: For our TEA Domain 3 rating, Closing the Gaps, we moved from a 92 to an 88 from 2024 to 2025. Our subgroups were two or more races and Hispanic students. **Root Cause:** There is a lack of rigor during RtI instruction. Tier 2 and 3 Intervention materials were lacking depth and engagement for these students.

School Processes & Programs

Problem Statement 1: Crockett families feel there are not enough additional programs for their kids at Crockett. **Root Cause:** Communication of events and programs is lacking. Programs need to be added to support social/emotional learning of students.

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 2025-2026 by at least 5%.

Evaluation Data Sources: Monthly and yearly campus discipline reports.

Strategy 1 Details		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			Summative
		Nov	Feb	May	June
Strategy 2 Details		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			Summative
		Nov	Feb	May	June

Strategy 3 Details	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	Formative			Summative
	Nov	Feb	May	June
Strategy 4 Details	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	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	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	Formative			Summative
	Nov	Feb	May	June

Strategy 6 Details	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: School Processes & Programs 1	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Crockett families feel there are not enough additional programs for their kids at Crockett. Root Cause: Communication of events and programs is lacking. Programs need to be added to support social/emotional learning of students.

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

Performance Objective 3: Conduct a minimum of two (2) events during the 2025-2026 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: ParentSquare, Newsletters, Dojo, Sign-In Sheets, Social Media

Strategy 1 Details	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 TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1 Funding Sources: Books, Snacks , Printed Information for Parents - Title 1 Part A	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: Increase communication of teachers and parents through ParentSquare, newsletters,social media to daily/weekly communication, Marquee Strategy's Expected Result/Impact: Increase parent involvement Increase Student performance Staff Responsible for Monitoring: Classroom Teachers Librarian Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details		Reviews			
Strategy 3: 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 ParentSquare, email, etc. at least once a month. Staff Responsible for Monitoring: Principal Families Admin Team Teachers 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			Summative
		Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Crockett families feel there are not enough additional programs for their kids at Crockett. Root Cause: Communication of events and programs is lacking. Programs need to be added to support social/emotional learning of students.
Perceptions
Problem Statement 1: Information on events/happenings/requirements was not timely enough or frequent enough. Root Cause: Responsibility of sharing information is not spread out equally among staff.

State Compensatory

Budget for Crockett Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Personnel for Crockett Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Granado, Irma	Para	1
Lisa Wilbur	Para	1
Teresa Shawn	Para	1
Wright, Tami	Para- PE	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lori Vinson	Instructional Coach	School Wide	1

2025-2026 Site Based Decision Making Committee

Committee Role	Name	Position
Community Representative	Whitni Simmons	Nurse
Parent	Jennifer Coronado	Parent
Parent	Ashley Swanson	Parent
Community Representative	Ford Swanson	Business owner in community
Non-classroom Professional	Loring Vinson	Reading Instructional Coach
District-level Professional	Cassie Cook	District Elementary Math Curriculum Specialist
Non-classroom Professional	Christi Chapa	SPED Teacher
Non-classroom Professional	Amie Quintero	Librarian
Classroom Teacher	Natalie Hefner	5th Grade Teacher
Classroom Teacher	Angela Christian	4th Grade Teacher
Classroom Teacher	Christina Standish	3rd Grade Teacher
Classroom Teacher	Kim Jennings	2nd Grade Teacher
Classroom Teacher	Skyler Sparks	1st Grade Teacher
Classroom Teacher	Kelli Carpenter	Kinder Teacher
Non-classroom Professional	Kori Hall	Counselor
Administrator	Jennifer Shean	Assistant Principal
Administrator	Lydia Coyle	Principal

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	RtI Curriculum		\$0.00
2	1	1	Tutors		\$0.00
2	1	2	Tier 1 Curriculum		\$0.00
2	1	2	Substitutes		\$0.00
2	1	3	Forde Ferrier, Think Up, STAAR Master		\$0.00
2	1	4	Tutors and Substitutes		\$0.00
3	1	2	Tutors and Substitutes		\$0.00
3	1	2	Instructional Coaches		\$0.00
3	1	4	STAAR prep material		\$0.00
4	1	1	STAAR Materials		\$0.00
4	1	2	Manipulatives		\$0.00
4	3	1	Books, Snacks , Printed Information for Parents		\$0.00
4	3	3	Parent Involvement Activities (supplies)	211.e.61.6399.00.107.9.30.215	\$0.00
4	3	3	Parent Involvement Activities (food)	211.e.61.6499.00.107.9.30.215	\$0.00
4	3	3	Parent Involvement Activities (Contracted Services)	211.e.61.6299.00.107.9.30.251	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$148,032.00
+/- Difference					\$148,032.00
Grand Total Budgeted					\$148,032.00
Grand Total Spent					\$0.00
+/- Difference					\$148,032.00