San Marcos CISD

Crockett Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

Crockett strives to be the best elementary school in Texas based on academics, unique after-school opportunities, engaging teachers, parental support and our involvement with the community. Serving our students is at the center of everything we do.

Vision

Crockett Elementary faculty and staff will provide all children with quality instruction and equal educational opportunities. Together we will guide our students as they develop into educated, caring and productive citizens.

Value Statement

We believe that students can learn to their maximum potential. We believe that if they haven't learned it, then we haven't taught it. We value an individualized approach where all stakeholders share responsibility for reaching every child. We believe that by engaging a student and maximizing our resources we can help them be well rounded and inspired.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 7
School Processes & Programs 9
Perceptions 11
Priority Problem Statements 13
Goals 14
Goal 1: SMCISD expects high performance and continuous improvement. 14
Goal 2: All SMCISD students receive rigorous academic instruction. 16
Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success. 19
Campus Improvement Committee 25
Policies, Procedures, and Requirements 26

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment

- Total Enrollment: 459

Student Demographics

- Black/African American: 4.8%
- Hispanic/Latino: 46.4%
- White: 42.3%
- Asian: 2.6%
- Two or More Races: 3.7%

Socioeconomic Status

Economically Disadvantaged: 61.4%

Special Programs

- Special Education: 26%
- English Language Learners (ELLs or EBs): 3%
- Gifted and Talented: 20%

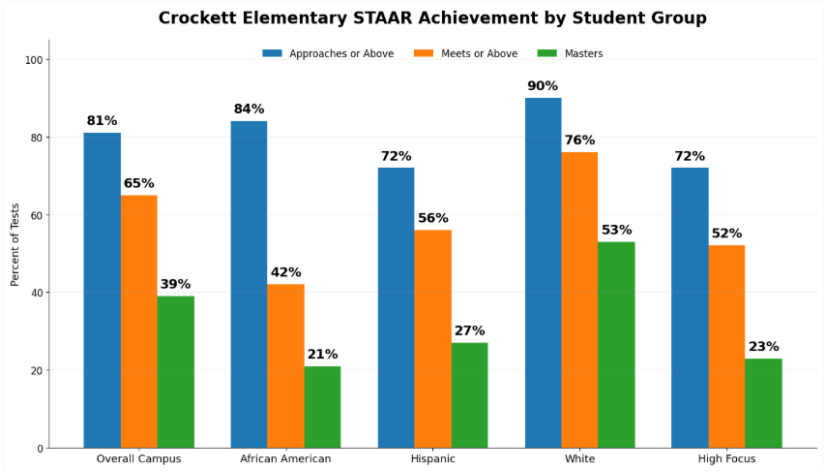
Community Context

Neighborhood Characteristics: The school is situated in a diverse community with a mix of residential areas and local businesses. The socioeconomic range varies, with a significant portion of families falling within lower to middle-income brackets.

Parent and Community Involvement: Crockett has an active Parent Teacher Organization (PTO) and various community engagement initiatives aimed at fostering collaboration between the school and local residents including Grandparents' Sock Hop, Math Night, SPARK Night, Literacy Night, and Camp Crockett.

Academic Performance

STAAR Performance Scores:



Demographics Strengths

- **High Community Engagement:** The active Parent Teacher Organization (PTO) and various community events like Grandparents' Sock Hop and Literacy Night foster strong school-community relationships.
- **Diverse Student Body:** A diverse student population enhances cultural richness and prepares students for a globalized world.
- **Continuously enrolled students** outperform the overall campus average in both achievement and growth indicating that consistent enrollment at Crockett correlates with stronger academic outcomes.
- **Former Special Education students** (students who have exited SpEd services) demonstrate strong growth, reaching 100% growth in Reading, reflecting effective transition support once students move out of SpEd services.
- **Hispanic students**, Crockett's largest reliably-sized subgroup show solid growth - a meaningful indicator given this group represents roughly half the tested population and heavily influences overall campus performance.
- **High Gifted and Talented Enrollment:** A notable 20% of students are identified as Gifted and Talented, indicating a strong emphasis on advanced learning opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1:
Current Special Education students at Crockett demonstrate achievement significantly below the campus average in both Reading and Math. While their year-over-year growth is

closer to campus norms, the persistent achievement gap indicates these students are not closing the distance to grade-level proficiency at a sufficient pace.
Root Cause: Special Education students spend a significant portion of instructional time working to fill prior skill gaps rather than accessing grade-level content, resulting in achievement that remains below grade level even as students make measurable growth -- the growth reflects real progress within their current skill trajectory, but doesn't close the gap to grade-level standards.

Problem Statement 2: While Hispanic students, Crockett's largest subgroup, show adequate year-over-year growth, their overall achievement levels remain notably lower in both Reading and Math.
Root Cause: Hispanic students are disproportionately represented within Crockett's High Focus (56.8%) and Special Education (59.6%) subgroups relative to their overall share of campus enrollment (~50%). Because both of these subgroups show achievement gaps well below the campus average, the disparity in Hispanic student achievement is more accurately explained by this structural overlap

Problem Statement 3: 4th grade Math consistently underperforms relative to other grade levels at Crockett, posting the campus's lowest STAAR Meets rate (50%) and the lowest percentage of students meeting i-Ready Typical Growth (52%) in Math.
Root Cause: 4th grade teachers transitioned last year from a departmentalized model, where they taught a single content area, to a self-contained model requiring them to teach all content areas -- including Math -- for the first time. This shift, combined with being new to the 4th grade level and its content demands, limited teachers' depth of preparation and pacing familiarity in Math specifically.

Student Learning

Student Learning Summary

Student Enrollment

- Total Enrollment: 459

Socioeconomic Status

Economically Disadvantaged: 61.4%

Special Programs

- Special Education: 26%
- English Language Learners (ELLs or EBs): 3%
- Gifted and Talented: 20%

Attendance

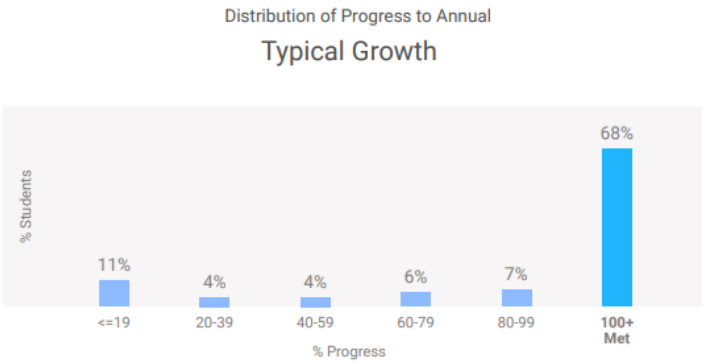
- 2024 - 2025 Average Daily Attendance: 92.97%
- 2025 - 2026 Average Daily Attendance: 94.1%

Academic Performance

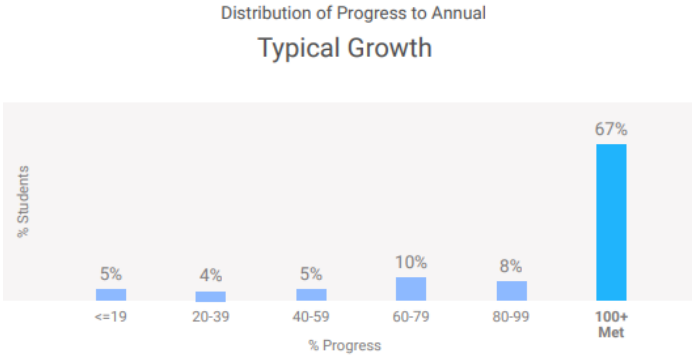
STAAR Performance Scores:

Assessment	Approaches	Meets	Masters
3rd Reading	88%	75%	45%
4th Reading	80%	65%	36%
5th Reading	87%	76%	54%
Assessment	**Approaches**	**Meets**	**Masters**
3rd Math	72%	62%	32%
4th Math	70%	50%	33%
5th Math	82%	63%	32%

Reading i-Ready EOY Data:



Math i-Ready EOY Data:



Student Learning Strengths

Crockett's reading performance is strong at every tested grade level on STAAR, and i-Ready growth data shows students broadly exceeding Typical Growth expectations campus-wide. 3rd and 4th grade Reading post the campus's highest rates of students meeting Typical Growth (73% and 72%), and 5th grade Math leads STAAR performance with 82% of students reaching Approaches.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 4th grade Math consistently underperforms relative to other grade levels at Crockett, with the campus's lowest STAAR Meets rate (50%) and the lowest percentage of students meeting i-Ready Typical Growth (52%).
Root Cause: 4th grade Math introduces a significant conceptual shift from 3rd grade that requires stronger scaffolding, while the grade level teachers were new to the grade level and less experienced with this content and grade band. The increased content complexity paired with less experienced instructional delivery - likely limited students' ability to build proficiency.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction: Crockett follows district-adopted instructional materials — including Amplify, Bluebonnet, and McGraw Hill Science — implementing them with fidelity in both Tier 1 and small-group settings. Math instruction is further supported through Bluebonnet Math and Greg Tang Math, including in special education resource settings where instruction is tied directly to IEP goals.

Professional Development: Staff participate in district-provided professional development throughout the year, supplemented by campus-specific training aligned to identified student and teacher needs. T-TESS Goal Setting is managed through Eduphoria (Strive).

Leadership & Decision-Making: Campus decisions are guided by four core considerations: data, teacher input, student needs, and feasibility within existing policy and law. The Instructional Leadership Team (ILT) meets regularly to provide input on campus priorities.

Communication: Crockett maintains several consistent communication channels with families and staff, including the weekly Crockett Connection newsletter and weekly classroom newsletters.

Organization, Context & Scheduling: The campus operates on an A/B rotation calendar that governs duty, specials, and intervention scheduling. The master schedule is built to reflect student need, including protected time for special education service delivery.

Support Services: Students have access to a range of support services, including the Communities in Schools (CIS) partnership, a Tier 1 counseling rotation for all students, the CARE team, and MTSS support delivered in part through a dedicated general education aide who assists with small-group instruction.

Extracurricular/Cocurricular Opportunities: Crockett offers a robust selection of after-school clubs, including Run Club, Sketch Club, Drawing Club, Photo Club, Choir Club, Garden Club, Nature Club, Skate Club, Newspaper Club, and Comic Club, along with a Ukulele Club and an annual full student musical production.

School Processes & Programs Strengths

- **Consistent, fidelity-driven curriculum implementation** — campus-wide use of district-adopted materials (Amplify, Bluebonnet, McGraw Hill Science) paired with targeted math resources (Bluebonnet Math, Greg Tang Math), including intentional alignment to IEP goals in special education settings.
- **Structured, multi-channel decision-making** — campus decisions are grounded in a clear, consistent framework (data, teacher input, student needs, feasibility).
- **Well-established communication infrastructure** — the Crockett Connection newsletter provides reliable, consistent channels that were specifically and repeatedly praised in parent feedback this year.
- **Comprehensive, layered support services** — CIS, Tier 1 counseling for all students, CARE team, and MTSS with dedicated staffing reflect a support system that reaches students at multiple tiers, not just those in crisis.
- **Exceptionally strong extracurricular offerings** — a broad range of clubs (11+ options spanning arts, athletics, writing, and music) plus a full student musical, giving students wide-ranging opportunities to find a fit outside the core school day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Crockett Elementary ended the 2025-2026 school year at 94.1% attendance, below the campus goal of 97%. A subset of students crossing into chronic absenteeism are not being escalated to attendance contracts or CIS referral consistently or in a timely manner, due to an undefined escalation threshold in the campus protocol.
Root Cause: While Crockett's attendance protocol clearly defines contact procedures through the 5th absence, the threshold for escalating to formal attendance contracts and CIS referral is not explicitly defined, resulting in inconsistent timing and application of escalation across chronically absent students.

Perceptions

Perceptions Summary

Parent Feedback (EOY Parent Survey): Response patterns show strong overall satisfaction with campus culture, safety, and staff care — welcome, respect, and safety ratings were consistently high, with many parents specifically praising staff dedication and the CIS/counseling program. Recurring themes across open-ended responses include strong appreciation for the weekly newsletter as a communication tool and enthusiasm for Camp Crockett and family events. Concerns include inconsistency in teacher-level communication, discomfort with the volume of screen/device time in instruction, and a desire for smaller class sizes.

Staff Feedback (EOY Staff Survey): Most respondents rated administrator relationships, respect, and professional treatment positively, with several highlighting strong leadership, follow-through, and support for problem-solving as genuine strengths. Recurring staff requests include more protected planning/PLC time and clearer, more consistent communication around discipline referrals. Staff broadly affirmed CARE team (CIS/counseling) impact.

Staff Retention: Turnover this year was primarily driven by personal and career circumstances — including family/caregiving needs, career advancement, and retirement — rather than dissatisfaction with the campus.

Community Partnerships & Volunteer Engagement: Crockett maintains active community and university partnerships, including a Texas State University Teacher Residency program, student teacher placements, and observation opportunities for education, art, and math education students. The campus also works closely with local businesses, the San Marcos Police Department, the San Marcos Fire Department, and the Hays County Food Bank. Additionally, 45 individual volunteers contributed a combined 192.75 hours this year, averaging roughly 4.3 hours per volunteer, reflecting an active and engaged parent/community volunteer base.

Perceptions Strengths

- **Strong parent trust and satisfaction with campus culture** — welcome, respect, and safety consistently rated highly amongst parents.
- **Effective communication tools** — the weekly newsletter was repeatedly cited by parents as a valued, reliable way to stay informed, and staff affirmed that families are kept well-informed of school activities.
- **Positive staff-administrator relationships** — the majority of staff rated their relationship with administration favorably, citing strong leadership, follow-through on commitments, and support in problem-solving as genuine strengths.
- **Stable, non-dissatisfaction-driven retention** — staff turnover this year was tied to personal and career circumstances (family needs, career advancement, retirement) rather than concerns about the campus, suggesting a generally positive working environment.
- **Robust community and university partnerships** — active relationships with Texas State University, along with strong ties to local businesses, SMPD, SMFD, and the Hays County Food Bank, reflect strong support by the broader community.
- **Engaged volunteer base** — 45 volunteers contributing nearly 193 hours this year shows meaningful parent/community investment in campus life.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While overall communication systems at Crockett (weekly newsletter, campus-wide updates) are consistently well-regarded, teacher-level communication is inconsistent -- both parents and staff cite variability in how effectively individual classroom communication and discipline-referral information is delivered, with staff specifically noting gaps when referrals are issued by non-classroom personnel.
Root Cause: Crockett has documented expectations for parent communication and a formal system for non-classroom staff to notify teachers of referrals, but adherence to both is inconsistent across staff -- meaning the gap is not a missing system, but uneven follow-through on an existing one.

Problem Statement 2: Crockett's Optimal Power Equalization score on the Organizational Health Inventory (OHI) is 45% (Spring 2026), indicating that staff perceive limited influence over campus decision-making relative to a healthy benchmark.
Root Cause: Staff input is solicited on select campus initiatives, but is not consistently extended across the full range of decisions that affect daily practice, resulting in staff experiencing decision-making power as inconsistently distributed.

Priority Problem Statements

Problem Statement 1: Crockett Elementary ended the 2025-2026 school year at 94.1% attendance, below the campus goal of 97%. A subset of students crossing into chronic absenteeism are not being escalated to attendance contracts or CIS referral consistently or in a timely manner, due to an undefined escalation threshold in the campus protocol.

Root Cause 1: While Crockett's attendance protocol clearly defines contact procedures through the 5th absence, the threshold for escalating to formal attendance contracts and CIS referral is not explicitly defined, resulting in inconsistent timing and application of escalation across chronically absent students.

Problem Statement 1 Areas: School Processes & Programs

Goals

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 1: By the end of the 2026-2027 school year, Crockett Elementary will increase its TEA Domain 2 (School Progress) score from 83 to 87, as measured by the TEA State Accountability system, Academic Growth measure.

High Priority

Evaluation Data Sources: STAAR Growth Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strengthen Tier 1 instruction and small-group intervention aligned to individual student growth targets, prioritizing students who "Did Not Meet" the prior year and maintain students at the "Masters" level. **Strategy's Expected Result/Impact:** Increased year-over-year student growth in STAAR performance, particularly among students who previously scored "Did Not Meet," resulting in a higher percentage of students demonstrating academic growth and an increase in the campus Domain 2 score from 83 to 87. **Staff Responsible for Monitoring:** Classroom teachers, Instructional coach, assistant principal, principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SMCISD expects high performance and continuous improvement.

Performance Objective 2: By the end of the 2026-2027 school year, Crockett Elementary will strengthen campus wide instructional coherence as evidenced by progress towards average performance levels of 90% Approaches, 60% Meets, and 40% Masters on district common assessments in core curriculum.

Evaluation Data Sources: District common assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct regular, structured instructional walkthroughs across all grade levels and content areas to monitor grade-level appropriate implementation of high-quality instructional materials (HQIM), providing teachers with timely, actionable feedback to support alignment to grade-level standards and inform instructional adjustments. **Strategy's Expected Result/Impact:** Increased consistency of grade-level, standards-aligned instruction across classrooms, resulting in stronger campus-wide instructional coherence and improved student performance on common assessments. **Staff Responsible for Monitoring:** Principal, assistant principal, instructional coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Facilitate data-driven PLCs in which teachers regularly analyze student performance on common assessments to identify trends, address gaps, and adjust instruction in real time. **Strategy's Expected Result/Impact:** Improved teacher capacity to use data to drive instructional decisions, resulting in earlier identification of skill gaps and more targeted interventions that increase the percentage of students reaching Meets and Masters. **Staff Responsible for Monitoring:** Principal, assistant principal, instructional coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction.

Performance Objective 1: By the end of the 2026-2027 school year, each STAAR-tested grade level will show growth in all tested subjects and performance categories, with all grade levels showing growth on common assessments -- including for at-risk, migrant, emergent bilingual, 504, GT, and special education students.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement high-quality instructional materials with fidelity (Amplify, Bluebonnet, McGraw Hill Science) in Tier 1 and small-group accelerated instruction. **Strategy's Expected Result/Impact:** Consistent, high-quality Tier 1 instruction across all classrooms, vertically and horizontally aligned to the district's scope and sequence, resulting in demonstrable student growth in math, reading, and science performance. **Staff Responsible for Monitoring:** Principal, assistant principal, instructional coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Employ a general education aide to support small-group MTSS instruction **Strategy's Expected Result/Impact:** The aide allows teachers to divide students into smaller groups for more targeted instruction, providing personalized support to students who are struggling or need additional help, so they receive the support necessary to catch up with grade-level peers. **Staff Responsible for Monitoring:** Principal, Instructional coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use BrainPOP, Greg Tang Math and Writable to support engagement and differentiated instruction **Strategy's Expected Result/Impact:** Increased student engagement through interactive, multimedia-rich content, leading to improved comprehension and retention. Integration of these tools supports differentiated instruction, allowing teachers to address diverse learning needs more effectively. **Staff Responsible for Monitoring:** Principal, Instructional coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: All SMCISD students receive rigorous academic instruction.

Performance Objective 2: By the end of the 2026-2027 school year, 3rd grade students at Crockett Elementary will increase STAAR Meets performance to 65% in Math and 75% in Reading, with 3rd grade Special Education students reaching 50% Meets in both Math and Reading, and 3rd grade Emergent Bilingual students reaching 100% Meets in both Math and Reading.

Evaluation Data Sources: Spring 2027 STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement high-quality instructional materials with fidelity (Amplify, Bluebonnet, McGraw Hill Science) in Tier 1 and small-group accelerated instruction. **Strategy's Expected Result/Impact:** Consistent, high-quality Tier 1 instruction across all classrooms, vertically and horizontally aligned to the district's scope and sequence, resulting in demonstrable student growth in math, reading, and science performance. **Staff Responsible for Monitoring:** Principal, assistant principal, instructional coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

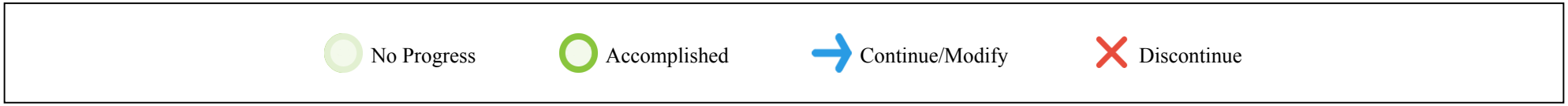
Performance Objective 1: By the end of the 2026-2027 school year, Crockett Elementary will increase positive parent feedback on school climate and communication to 90%, as measured by the end-of-year parent survey.

Evaluation Data Sources: End of year parent survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host four "Coffee with the Principal" events throughout the year to share campus/district information and provide a space for parent questions **Strategy's Expected Result/Impact:** Increased direct access between families and campus leadership, fostering trust and transparency and giving parents a consistent forum to ask questions and raise concerns. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Distribute a consolidated weekly/monthly newsletter (staff and parent-facing) covering instructional focus, events, and campus updates **Strategy's Expected Result/Impact:** Improved flow of information between the campus and families, leading to greater awareness of instructional focus, events, and campus updates, and strengthened school-home communication. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide transition support events -- Pre-K tours/Kinder Roundup in spring, and a 6th grade panel for outgoing 5th graders and their families **Strategy's Expected Result/Impact:** Incoming and outgoing families feel prepared for and connected to their new school setting, easing the Pre-K-to-Crockett and Crockett-to-middle-school transitions. **Staff Responsible for Monitoring:** School counselor, Kindergarten team, Assistant Principal, Principal **ESF Levers:** Lever 3: Integrated Student Support Systems				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 2: By the end of the 2026-2027 school year, Crockett Elementary will ensure 85% of students and parents report feeling supported by the campus's social/emotional and community resource services, as measured by the end-of-year parent survey and CARE team service data.

Evaluation Data Sources: End of year parent survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Maintain the Communities in Schools (CIS) partnership, including a CIS program manager, to connect students/families to academic, social, and emotional support resources **Strategy's Expected Result/Impact:** Students and families have access to additional academic, social, and emotional support resources, helping to remove barriers to learning and connecting families to community-based services. **Staff Responsible for Monitoring:** Principal, assistant principal, school counselor, Communities in Schools Program Manager **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Maintain a volunteer system to extend campus capacity and connect community members to classroom/campus needs **Strategy's Expected Result/Impact:** Increased community involvement in campus operations, freeing staff capacity for instruction while strengthening the sense of shared ownership between the campus and the community it serves. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Integrated Student Support Systems				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 3: By the end of the 2026-2027 school year, Crockett Elementary will increase overall student attendance from 94.1% to 97%, as measured by district attendance data.

Evaluation Data Sources: State attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow established tiered attendance contact protocol in collaboration with CIS. **Strategy's Expected Result/Impact:** Increased daily attendance rates through early identification and consistent follow-up with chronically absent students and families, resulting in fewer students reaching truancy thresholds and measurable progress toward the campus 97% attendance goal. **Staff Responsible for Monitoring:** Classroom teachers, school counselor, Communities in Schools program manager, assistant principal, principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strengthen recognition and family communication around attendance. **Strategy's Expected Result/Impact:** Increased family awareness of attendance expectations, paired with positive reinforcement for good and improved attendance, contributing to reduced absenteeism and progress toward the campus 97% attendance goal. **Staff Responsible for Monitoring:** Classroom teachers, school counselor, Communities in Schools program manager, assistant principal, principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Crockett Elementary ended the 2025-2026 school year at 94.1% attendance, below the campus goal of 97%. A subset of students crossing into chronic absenteeism are not being escalated to attendance contracts or CIS referral consistently or in a timely manner, due to an undefined escalation threshold in the campus protocol. **Root Cause**: While Crockett's attendance protocol clearly defines contact procedures through the 5th absence, the threshold for escalating to formal attendance contracts and CIS referral is not explicitly defined, resulting in inconsistent timing and application of escalation across chronically absent students.

Goal 3: SMCISD stewards resources and partners with families to maximize opportunities for student success.

Performance Objective 4: By Spring 2027, Crockett's Optimal Power Equalization score on the Organizational Health Inventory (OHI) will increase from 45% (Spring 2026) to 55%.

Evaluation Data Sources: Organizational Health Inventory

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide distributed leadership opportunities for teachers and staff to facilitate professional learning, lead initiatives, and support campus improvement efforts. **Strategy's Expected Result/Impact:** Teachers and staff will report increased perceived influence over campus decisions, as measured by improved scores on the Optimal Power Equalization dimension of the OHI (moving toward the 55% target). Distributed leadership roles (committee chairs, initiative leads, PLC facilitators) will be filled by a broadening pool of staff -- not just those already in formal leadership -- and staff will be able to identify specific examples of decisions they influenced. **Staff Responsible for Monitoring:** Principal and assistant principal **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase opportunities for staff voice and input in campus decision-making through committees, leadership teams, and collaborative planning structures. **Strategy's Expected Result/Impact:** Staff will have documented, recurring opportunities to participate in campus decisions through defined structures (e.g., a leadership team, grade-level/department representation on key committees, structured planning sessions). Participation records will show broad representation across grade levels and roles, and staff will be able to name specific committees or structures through which their input reached campus decisions. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Improvement Committee

Committee Role	Name	Position
Parent	Leticia Gonzalez	Parent
Other Professional Staff	Zavier Clark	School Counselor
Other Professional Staff	Rachel Miller	Information Literacy Specialist
Other Professional Staff	MIchelle Sandoval	Instructional Coach
Special Education Teacher	Leighann Maldonado	Special Education Teacher
Classroom Teacher	Laura Cerda	5th Grade Teacher
Classroom Teacher	Yesenia Burleson	4th Grade Teacher
Classroom Teacher	Stacey Doege	3rd Grade Teacher
Classroom Teacher	Amanda Saczawa	2nd Grade Teacher
Classroom Teacher	Jennifer Sierra	1st Grade Teacher
Classroom Teacher	Michelle Vela	Kindergarten Teacher
Principal	Analeasa Holmes	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Darren Cole-Ochoa	8/10/2026	Twila Guajardo	8/10/2026
Student Welfare: Discipline/Conflict/Violence Management	Walker Cleveland	9/3/2026	Twila Guajardo	9/3/2026