

Crockett Elementary School

Campus Improvement Plan

2023/2024

Focused Improvement for Every Student



Brandon Harris
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Crockett Elementary School

Mission

We are committed to growing a tradition of excellence through challenging and relevant classroom instruction, providing our students a world-class education in a safe and supportive environment, preparing them to live successfully in our ever-changing world, and encouraging them to dream big, work hard, and achieve their dreams. We celebrate effort and achievement and promote pride in ourselves, in our school, and in our community.

Vision

Crockett Elementary School will be a source of pride for our community, a school with high academic standards that promotes an atmosphere of daily excellence and effort through the collaboration of students, teachers, staff, administrators, parents, members of the community, and other elementary level schools within the district. Crockett Elementary School will be student-centered in everything it does, caring about the needs of each child, employing well trained highly qualified teachers, support staff, and administrators, creating engaging classrooms, and encouraging and providing opportunities for parental involvement and community support. Crockett Elementary School will teach its students to succeed through the development of strong leadership habits and a growth and goal-setting mindset.

Nondiscrimination Notice

Crockett Elementary School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Beliefs

- The core business of the district is classroom instruction and curriculum
- Academic achievement is a primary focus
- A growth mindset is promoted for students, staff, all district operations
- Best instructional practices move students from concrete to pictorial to abstract thinking, learning, and understanding
- Rigorous classroom instruction and high expectations are key to students reaching their academic potential
- Deep alignment between the written, taught, and tested curriculum is the foundation of academic achievement
- A physically and emotionally safe environment promotes student learning
- Student welfare is the primary focus of all decisions
- Student success is enhanced by positive relationships and mutual respect
- Commitment to continuous improvement of all district activities is vital
- All stakeholders (students, parents, district employees, board members, and community members) share the responsibility for fulfilling the district's mission.

Site Based Committee

Name	Position
Jack, Andrea	4th Math Teacher
Segovia, Nicole	Bilingual Teacher/Liaison
Gutierrez, Cynthia	4th ELAR Teacher
McLaughlin, Ashley	Admin Intern

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Goal 1. In August of 2019 TEA identified Crockett Elementary School for Targeted Improvement based upon the results of the spring 2019 STAAR. The highest need for improvement was in the area of Closing Achievement Gaps. Along with district personnel and personnel from Gateway and Paul Belton Elementary Schools, a Targeted Improvement Plan was developed and followed throughout the year. Due to the school shutdown, the 2020 STAAR was cancelled. TEA directed schools to continue their TIP through 2022.

Objective 1. We will continue progress monitoring of bilingual students during the 2023-24 school year. To achieve this, targeted interventions, ELPS, and Gomez and Gomez strategies will be utilized school-wide for all ELL students.

Objective 2. Special Ed students at Crockett are general education students first, receiving most of their instruction in that setting, with some receiving additional instruction in resource classes. Grading is done by both general education teachers and special education teachers.

Objective 3. Crockett Elementary School will increase academic achievement of students identified as At-Risk by meeting needs through various focused, TEKS-based instructional interventions.

Goal 2. Based upon 2019 STAAR data Crockett Elementary School, the school achieved an overall grade of D. The three elementary campuses developed a targeted improvement plan (TIP) which called for close monitoring of all sub-groups identified as in need of improvement which was done each six weeks. 2022-23 Goal: Student achievement will continue to improve in 2022 and the Campus will earn at least a C or better on its annual report card.

Objective 1. A PLC for the professional development of teachers in instruction will be implemented. McRel Walk-Through data, STAAR data, DMAC data, Education Galaxy data will be utilized to identify participants.

Objective 2. To better prepare our students for the new integrated STAAR ELAR test in 4th Grade, ELAR PLCs in both 3rd and 4th Grades will continue to use specific strategies for improving instruction and learning in reading and writing.

Objective 3. Crockett Elementary School teachers will continue to implement a coherent sequence of instruction which begins with the Concrete, moves to the Pictorial and then to the Abstract.

Objective 4. Crockett teachers will continue to closely monitor their students daily. Teachers will work in the Power Zone (Fundamental 5) for more than 50% of the time each class period. Teachers will note student progress and achievement and respond with appropriate interventions daily.

Objective 5. Crockett Elementary School will provide materials, supplies, and technology to support and enhance instructional programs, and campus/district initiatives.

Objective 6. To continue improvement in instructional effectiveness and increase student achievement, Crockett Elementary School Teachers and Assistants will continue to receive training in using McRel's scientifically validated instructional practices: Tools for Classroom Instruction That Works.

Objective 7. Teachers will continue to utilize The Fundamental Five by Cain and Laird to structure lessons and include each of the five fundamentals (Framing the Lesson, Work in the Power Zone, Frequent Small-Group Purposeful Talk About the Learning, Recognize and Reinforce, and Write Critically) in daily lesson plans.

Objective 8. Through weekly collaborative strategic instructional planning, Crockett Elementary School teachers and administrators will provide for the deep alignment of the written, taught, and tested curriculum.

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- Objective 9.** Crockett Elementary School will utilize the Campus Rtl Committee process to strategically and purposefully identify and address the needs of 100% of Crockett students within the three-tier intervention system - Tier 1 (classroom), Tier 2 (intra-classroom) and Tier 3 (inter-classroom).
 - Objective 10.** Crockett Elementary School will provide a targeted program of professional development opportunities for teachers new to the campus, new to the profession, and new to the district.
 - Objective 11.** Crockett Elementary School will provide high quality coaching and mentoring for all core-subject teachers to increase student achievement in identified student sub-populations focusing on students identified as Economically Disadvantaged, EB, Special Ed, and Hispanic.
 - Objective 12.** Crockett Elementary School will provide high quality professional development for all core teachers to increase student achievement by improving Teachers' and Instructional Assistants' pedagogy.
 - Objective 13.** Crockett Elementary School will improve Index 1 STAAR Math, Reading, and writing passing rates by 10% in grades 3 and 4 for all students and in the targeted sub-populations of Hispanic, English Language Learners, Special Education, and Economically Disadvantaged.
 - Objective 14.** Common Formative Assessments (CFA) will be administered regularly to students to evaluate and monitor student progress toward STAAR accountability standards, and make data-driven decisions for adjustments in classroom instruction and targeted student interventions.
 - Objective 15.** To improve their progress toward academic success and English language acquisition, Crockett Elementary School will provide rigorous instruction and language supports for all students identified as Emergent Bilingual students.
- Goal 3.** Crockett Elementary will continue to respond to and mitigate the COVID-19 Pandemic following the CDC and TEA guidance.
- Objective 1.** Crockett Elementary will address learning loss caused by the March 2020 school closure, remote learning, and absenteeism related to illness and quarantine of students and staff.
 - Objective 2.** The LEA will provide mental health supports to students.
 - Objective 3.** The LEA will pursue one-to-one device program to supplement classroom instruction.
 - Objective 4.** (Objective 4) Crockett will use a variety of educational resources in preparation for STAAR.
- Goal 4.** Crockett Elementary School will have procedures in place that provide employees with professional support which encourages personal growth opportunities directly related to individual job responsibilities with an emphasis on employee satisfaction, retention and advancement.

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- Objective 1.** Crockett administrators, teachers, and staff will strive to create a supportive atmosphere for all employees, and collaborate and cooperate to provide opportunities for building a strong sense of community.
 - Objective 2.** Crockett Elementary School administrators will utilize a positive and supportive process for staff members to utilize to resolve personal and professional issues.
 - Objective 3.** Crockett Elementary will continue to provide mental health training for staff to help support student needs.
- Goal 5.** Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.
- Objective 1.** Crockett Elementary School Teachers will maintain continuous Communication with parents by posting grades on the Parent Portal each week, by daily having students take home folders containing student work samples, classroom newsletters, and teacher notes to parents. Teachers will also maintain school-home communication by using the Class Dojo teacher-student-parent communication app and make positive and needs-based parent contact to parents each week and log the communication.
 - Objective 2.** Crockett Elementary will strive to utilize effective communication methods within the campus so that 100% of the teachers, instructional assistants, and support staff is informed of events, activities and expectations. Methods include staff meetings, emails, weekly event calendars, and staff notebooks.
 - Objective 3.** Crockett Elementary will actively enlist parental and community involvement in academic success and campus initiatives.
 - Objective 4.** The campus Parent Involvement Coordinator will facilitate parent involvement at the campus and district level, and work with administrators, teachers, and parents to develop and implement plans for improving the communication and cooperation between the school and parents.
 - Objective 5.** Crockett Elementary School, jointly with parents, develop and distribute written family engagement policies and compacts in compliance with Title I Parent and Family Engagement guidelines. These will be made available in understandable language, in English and Spanish, and will be distributed in printed form through campus means and through electronic postings on the district website.
- Goal 6.** Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members. In response to the COVID-19 Pandemic, Crockett will implement all district, state, and federal guidelines for the safety and health of students, faculty, staff, and parents.
- Objective 1.** The Crockett Elementary School Nurse, under the direction of district and campus administrators, will continue to monitor Crockett Elementary School's health and safety initiative regarding the COVID-19 Pandemic. All district, state and federal guidelines will be followed.

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- Objective 2.** Principals, teachers, and parents will collaborate to develop and review discipline strategies to maintain orderly student behavior while reducing the frequency of removing students from classrooms.
 - Objective 3.** Crockett Elementary will implement age appropriate instruction concerning bullying, drugs and alcohol, violence prevention education, and student mental health support.
 - Objective 4.** Crockett Staff members will implement established safety procedures 100% of the time.
 - Objective 5.** Crockett Elementary School will provide transition activities to newly enrolled students, incoming third graders, outgoing fourth graders, and to special education students.
 - Objective 6.** Crockett Elementary School will meet the needs of foster students by cooperating with Child Protective Services personnel including counselors, case workers, foster parents, and CASA volunteers.
 - Objective 7.** Crockett Elementary School will celebrate academic achievement of its students throughout the year by recognizing A & AB Honor Roll students.
- Goal 7.** Crockett Elementary will strive to maintain a 97% attendance rate.
- Objective 1.** Crockett Elementary will utilize a continuous program of incentives and education to encourage students to learn the importance of consistent school attendance.
 - Objective 2.** The School Attendance Officer, other school administrators, the attendance committee, teachers, and office staff will effectively monitor and address individual student attendance on a daily basis. Measures including local initiatives and interventions, including those in compliance with state attendance laws will be utilized to correct attendance problems.
 - Objective 3.** Crockett Elementary School administrators and its Attendance Committee will effectively communicate with parents and monitor state legal requirements and district policies regarding attendance.

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Objective 1. We will continue progress monitoring of bilingual students during the 2023-24 school year. To achieve this, targeted interventions, ELPS, and Gomez and Gomez strategies will be utilized school-wide for all ELL students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will utilize a Student Level Review (SLR) for ELL students each six weeks. According to DMAC data, students in Quintile 1 through Quintile 3 will receive extra help through interventions in the TEKS/SE in which they show less than adequate evidence of learning. (Title I SW: 1,3,9) (Title I SW Elements: 2.2) (Target Group: ESL,EB,3rd,4th) (Strategic Priorities: 2) (CSFs: 1,2,4)</p>	Core Subject Teachers	October thru May	(F)Title 1 SIP Effective Strategies, (F)Title III Bilingual / ESL, (O)Staff Time, (S)Local Funds	Summative - 6 weeks Student Level Reviews (SLR) Tutorial Logs
<p>2. To extend and enhance learning the campus will continue to purchase Education Galaxy and use it in a variety of ways in the classroom using Chromebooks and at home. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4)</p>	Campus Intstructional Technologist, Director of Technology, Principal, Special Education Teachers, Teacher(s)	August - June	(S)Local Funds	Formative - Student records of technology usage
<p>3. 3rd Grade students will continue to receive instruction in phonics. Crockett Elementary School has adopted Really Great Reading as it's phonics curriculum and it is used in all 3rd grade ELAR classes. In addition, due to the 2020 shutdown, struggling 4th grade students who could continue to benefit from phonics instruction will be included in 2022-2023. Training in Really Great Reading will be provided to new 3rd and 4th grade ELAR teachers. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)</p>	Core Subject Teachers	August through May	(F)Title I	<p>Criteria: STAAR Results Six Weeks Test Grades Running Records</p> <p>11/08/19 - Pending</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The teachers will utilize a Student Level Review (SLR) for Special Education students each six weeks. According to DMAC data, students in Quintile 1 through Quintile 3 will receive extra help through tutorials in the TEKS/SE in which they show inadequate evidence of learning. (Title I SW: 1,3,9) (Target Group: SPED,3rd,4th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Core Subject Teachers, Special Education Teachers	October thru May	(F)IDEA Special Education, (S)Local Funds	Summative - SLRs and tutorial schedules and logs.

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Objective 3. Crockett Elementary School will increase academic achievement of students identified as At-Risk by meeting needs through various focused, TEKS-based instructional interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Accelerated instruction, including summer school is provided for At-Risk students to meet individual needs. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August - June	(S)State Compensatory	Formative - Documentation in Cumulative Folders reviewed regularly Student data will be monitored closely each six weeks Summer School decisions and rosters based upon data
2. Targeted and strategic interventions are provided to At-Risk students through Rtl. (Title I SW Elements: 2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3,4) (CSFs: 1)	Counselor(s), Principal, Teacher(s)	August - June	(S)State Compensatory	Formative - Rtl class rosters Student data At-Risk documentation and monitoring (green card)
3. The Master Schedule was revised in December 2019 to provide school wide academic interventions for 50 minutes each day. In 2022-23, all students, teachers, instructional assistants, and administrators will continue to participate. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Core Subject Teachers, CTE Coordinator, District CTE Coordinator, Dyslexia specialist, G/T Lead Teacher, Instructional Liaison, Principal, Special Education Teachers, Teacher(s)	August thru May	(F)IDEA Special Education, (O)Personnel, (O)Staff Time, (S)State Compensatory	Criteria: Rtl Schedules and Student Lists Six Weeks test data 12/02/19 - Pending

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Objective 1. A PLC for the professional development of teachers in instruction will be implemented. McRel Walk-Through data, STAAR data, DMAC data, Education Galaxy data will be utilized to identify participants.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A PLC for the professional development of teachers in instruction will be conducted as needed. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Principal(s), Instructional Liaison, Literacy Coordinator, Math Coordinator, Principal	August - May	(O)Staff Time, (S)Local Funds	Formative - Records of PLC meetings and attendance

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Objective 5. Crockett Elementary School will provide materials, supplies, and technology to support and enhance instructional programs, and campus/district initiatives.

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1. Crockett Elementary will utilize instructional technology and programs to enhance classroom instruction. These will include but are not limited to: Education Galaxy, Reading A-Z, Flocabulary, ST Math, Fast Forward. We will pursue the purchase of an additional TEKS-based technology program called IXL to enhance learning. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,9,10) (Target Group: All)	Director of Curriculum and Instruction, Director of Technology, Principal	August thru June	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Resource Calibration Instrument	Summative - Summative-Increased student performance on state and local assessments
2. Technology hardware and software will be maintained and upgraded as needed and appropriate. (Title I SW: 1) (Target Group: All)	Director of Technology, Principal	August thru June	(L)Local Taxes and State Per Capita Allotments	Summative - Campus Needs Assessment will assess effectiveness of current programs and needs for changes/additions. STAR Chart data will help determine strength and needs, technology notebook records
3. Crockett Elementary will continue to utilize Chromebooks in tested subjects to support and enhance district instructional delivery initiatives designed to increase student achievement and deepen the depth of knowledge and rigor in the classroom. (Title I SW: 1,10) (Target Group: All)	Director of Federal Programs and Instruction, Director of Technology, Principal	August thru June	(F)Federal Grants	Summative - Walk through observation data showing use of technology by teacher increase, district initiatives for instructional delivery observed
4. Crockett Bilingual classrooms will be provided with iPads to supplement instruction and provide support for bilingual students. (Target Group: EB)	Assistant Superintendent(s), Campus Instructional Technologist, Director of Technology	August - May	(F)Title III Bilingual / ESL	Summative - District Title III Federal Funds Budget expenditures
5. Crockett intervention reading teachers (Rtl and Special Ed) will utilize the Fountas & Pinnell Leveled Literacy Intervention (LLI) system to provide daily, intensive, small-group	Assistant Superintendent(s), Principal, Special Education Teachers, Teacher(s)	January through June	(F)Title 1 SIP Effective Strategies, (O)Personnel	Summative - 2020 STAAR Report in Reading

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instruction, which supplements classroom literacy teaching. The purpose of LLI is to assist struggling readers in becoming successful readers with engaging leveled books and fast-paced, systematically designed lessons. (Title I SW: 1,9) (Target Group: ECD,SPED,Dys,3rd,4th) (Strategic Priorities: 2,4) (CSFs: 1)				

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Objective 6. To continue improvement in instructional effectiveness and increase student achievement, Crockett Elementary School Teachers and Assistants will continue to receive training in using McRel's scientifically validated instructional practices: Tools for Classroom Instruction That Works.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett Elementary School will cooperate with the district personnel to provide ongoing support, guidance, coaching, and mentoring to teachers in the area of lesson planning and lesson delivery with the specific purpose of increasing student achievement for all students and specifically for Hispanic, ELL, Special ED, and Economically Disadvantaged students. (Title I SW: 1,2,4,9) (Target Group: All,H,ECD,EB,SPED) (Strategic Priorities: 1,4) (CSFs: 1)	Assistant Principal(s), Assistant Superintendent(s), Instructional Liaison, Literacy Coordinator, Math Coordinator, Principal	August thru May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative - PLC Records Professional Development Records

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Objective 7. Teachers will continue to utilize The Fundamental Five by Cain and Laird to structure lessons and include each of the five fundamentals (Framing the Lesson, Work in the Power Zone, Frequent Small-Group Purposeful Talk About the Learning, Recognize and Reinforce, and Write Critically) in daily lesson plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each teacher will receive a copy of The Fundamental 5 book by Cain and Laird. Training will be provided through professional development in faculty meetings, PLCs, district New Teacher Boot Camp, and on campus new staff monthly PLC's. (Title I SW: 1,4) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,7)	Assistant Principal(s), Core Subject Teachers, Instructional Liaison, Literacy Coordinator, Math Coordinator, Principal, Special Education Teachers	August thru May	(F)Title IIA Principal and Teacher Improvement, (O)Staff Time, (O)Teacher pedagogy	Formative - Professional Development Records Power Walk Data Teacher Lesson Plans

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Objective 8. Through weekly collaborative strategic instructional planning, Crockett Elementary School teachers and administrators will provide for the deep alignment of the written, taught, and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. In order to achieve district and campus goals related to PBMAS and SYSTEM SAFEGUARDS, the ELPS, Sheltered Instruction, and high yield teacher and student instructional strategies such as The Fundamental 5, McRel, Units of Study, Guided Reading, Guided Math, and cooperative learning groups will be utilized to document and execute differentiated instruction, language development and interactive activities of all students at Crockett Elementary and especially students identified as Hispanic, Special Education, Economically Disadvantaged, and English Language Learners (ELL). FOCUS/TAIS (Title I SW: 1,2,3,8,9,10) (Title I TA: 1,2) (Target Group: All,H,ECD,ESL,EB,SPED,504) (Strategic Priorities: 4) (CSFs: 1,2)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Instructional Liaison, Literacy Coordinator, Math Coordinator, Principal, Professional Educational Consultants, Teacher(s)</p>	<p>August thru June</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Formative Lesson Plan Audit Sustainability Plan</p> <p>Summative Success on STAAR</p>
<p>2. Davy Crockett Elementary School teachers will utilize small group instruction in math and reading (Guided Reading and Guided Math) to target the individual needs of their students. Teachers will receive ongoing professional development and coaching in small group instruction and the use of running records. (Title I SW: 1,2,3,4,9) (Target Group: All,H,ECD,EB,SPED,504) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Assistant Principal(s), Literacy Coordinator, Math Coordinator, Principal, Teacher(s)</p>	<p>August thru May</p>	<p>(F)Title 1 Part A Funds, (O)Teacher pedagogy</p>	<p>Summative - Common Assessments SLR/Tracking Forms 2020 STAAR Data</p>
<p>3. All core teachers will track the weekly progress of students through the use of "running records" and this information will be available to administrators and ARD, 504, and Rtl committees as requested. (Title I SW: 1,8,10) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Assistant Principal(s), Core Subject Teachers, Principal, Special Education Teachers</p>	<p>August thru May</p>	<p>(O)Staff Time</p>	<p>Formative - Teacher made Running Records</p>
<p>4. Teachers and administrators will participate</p>	<p>Assistant Principal(s), Director</p>	<p>August thru May</p>	<p>(L)Local Taxes and State Per</p>	<p>Summative - agendas and</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>in lesson planning Treasure Hunt Days to align the written, taught and tested curriculum, calibrate resources and develop common formative assessments. Crockett will align instruction, curriculum, and resources to address the content, context, verb and academic vocabulary to the depth and complexity of the TEKS/SE utilizing the district created resource rubric and resource calibration instrument. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,8,9,10) (Target Group: All)</p>	<p>of Federal Programs and Instruction, Principal, Teacher(s)</p>		<p>Capita Allotments, (O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time</p>	<p>minutes assessment data lesson plans</p>
<p>5. Davy Crockett Elementary School will utilize the KILGO method of TEKS/SE analysis to guide the development of higher cognitive levels of learning by raising the lesson's level of rigor and DOK. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,8,10) (Title I TA: 1,2,3) (Target Group: All)</p>	<p>Principal, Teacher(s)</p>	<p>August thru May</p>	<p>(O)Materials, (O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time, (S)Local Funds</p>	<p>Summative - Formative Implementation of increased rigor observed through administrator and instructional liaison walk-throughs. Lesson Plan Audits Summative Success on STAAR</p>
<p>6. Borger ISD will provide reading supports for students transitioning from second grade balanced literacy to the third grade state assessment (STAAR). Aligned reading instruction will utilize a Balanced Literacy approach for students. Teachers will implement and monitor guided reading components in elementary bilingual classrooms through collaboration, planning, co-teaching and monitoring. This includes</p>	<p>Core Subject Teachers, Director of Federal Programs and Instruction, Literacy Coordinator, Principal</p>	<p>August - July</p>	<p>(O)Materials, (O)Teacher pedagogy</p>	<p>Summative - Summative- Increased reading proficiency as measured by second grade local assessments, third grade benchmarks and state assessments (Spring 2013). Formative-RTI records, running records, anecdotal records</p>

Crockett Elementary School

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Objective 8. Through weekly collaborative strategic instructional planning, Crockett Elementary School teachers and administrators will provide for the deep alignment of the written, taught, and tested curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
professional development and the purchase of materials to increase reading instruction. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,3,4,9,10) (Target Group: All)				
7. Crockett Elementary School teachers will provide reading instruction to all students utilizing elements of the Continuum of Literacy, including Guided Reading, and incorporating "The Daily Five" to manage student learning activities in the classroom. (Title I SW: 1,2,10) (Target Group: All,3rd,4th)	Assistant Principal(s), Literacy Coordinator, Math Coordinator, Principal, Teacher(s)	August thru June	(O)Personnel, (O)Resource Calibration Instrument, (O)Staff Time, (O)Teacher pedagogy	Summative - Walkthrough data, PDAS evaluations, STAAR scores
8. Grade level scope and sequence will be reviewed regularly by PLC's and when appropriate, recommendations for amendments will be presented to the principal, superintendent, and assistant superintendent for approval. (Title I SW: 1,2,4,8,10) (Target Group: All)	Assistant Superintendent(s), Principal, Superintendent(s), Teacher(s)	August and January	(F)KILGO Training and Resources, (O)Staff Time	Summative - PLC minutes Superintendent responses

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Objective 9. Crockett Elementary School will utilize the Campus RtI Committee process to strategically and purposefully identify and address the needs of 100% of Crockett students within the three-tier intervention system - Tier 1 (classroom), Tier 2 (intra-classroom) and Tier 3 (inter-classroom).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Informed, instructional decisions for classroom instruction and student placements in tutorials and RtI, will be made based on NWEA and Education Galaxy testing, CFA results and other student assessment data, formal and informal. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 2,8,9,10) (Target Group: All)</p>	<p>Designee(s), Instructional Liaison, Principal, Teacher(s)</p>	<p>August thru June</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Personnel, (O)Staff Time, (S)Local Funds</p>	<p>Summative - Formative Appropriate placement in interventions as evidenced by increased CFA results and other data sources. Summative STAAR results</p>
<p>2. Crockett Elementary will utilize an RtI problem solving committee who will meet regularly to evaluate student data and progress and make strategic decisions for student intervention utilizing the district RTI procedures. Special attention will be given to students identified as Hispanic, Special Ed, English Language Learners, and Economically Disadvantaged and appropriate specific intervention strategies will be implemented. (Title I SW: 8,9,10) (Target Group: All)</p>	<p>Assistant Principal(s), Dyslexia specialist, Principal, Teacher(s)</p>	<p>September thru May</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time</p>	<p>Summative - RTI minutes Universal screening results Progress monitoring schedules Student achievement data</p>
<p>3. Crockett Elementary School teachers will utilize RtI Tier 2 interventions including after-school tutorials and the Academic Assistance Center's "AAC-After School" program as needed as a means to provide timely and strategic academic assistance and intervention to identified students. (Title I SW: 9,10) (Target Group: All)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>September thru May</p>	<p>(O)Materials, (O)Personnel, (O)Staff Time</p>	<p>Summative - Extended day lesson plans, RTI minutes and progress monitoring, student attendance data from ZAP and tutorials</p>
<p>4. Students who fail reading and/or math for the year will be required to receive high quality, TEKS/SE based, accelerated instruction during summer school. Promotion decisions will be made with respect to successful completion of summer school. (Title I SW: 3,9) (Target Group: All)</p>	<p>Director of Curriculum and Instruction, Personnel Director, Principal, Superintendent(s), Teacher(s)</p>	<p>June</p>	<p>(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel</p>	<p>Summative - Lesson plans, attendance data, grade reports and STAAR data</p>

Crockett Elementary School

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Objective 9. Crockett Elementary School will utilize the Campus Rtl Committee process to strategically and purposefully identify and address the needs of 100% of Crockett students within the three-tier intervention system - Tier 1 (classroom), Tier 2 (intra-classroom) and Tier 3 (inter-classroom).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. A screening plan involving teachers, parents, and district dyslexia staff will be maintained for the identification and implementation of dyslexia interventions. Qualifying students will be provided Dyslexia support through daily dyslexia classes. (Title I SW: 9) (Target Group: All)	Counselor(s), Director of Curriculum and Instruction, Dyslexia specialist	August thru May	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - Dyslexia/504 data and reports. Dyslexia assessment data to track progress and growth in deficit skill sets
6. A campus based Rtl intervention teacher will provide interventions to students identified for Tier 3 interventions. This teacher will serve as the Rtl coordinator for Crockett Elementary School, will chair the school's Rtl Committee, and will assist teachers in providing Tier 1 and Tier 2 interventions to identified students. (Title I SW: 1,2,3,9) (Target Group: AtRisk)	Core Subject Teachers, Teacher(s)	August - June	(F)Title I, (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Rtl Committee Minutes Intervention Records SLR, DMAC
7. In accordance with HB4545 requirements, students who fail the reading and/or math STAAR tests will receive 30 hours of high-quality, accelerated instruction per test failed. Accelerated instruction will be provided during summer school, Power Hour, Rti, and tutoring before or after school. Instruction will be provided in small group of 3:1 ratio, unless parents sign a waiver. (Target Group: All) (Strategic Priorities: 2)	Director of Curriculum and Instruction, Interventionist, Principal, Teacher(s)	June thru May	(F)ESSER, (O)Materials, (O)Personnel, (S)Local Funds	Criteria: STAAR assessment data 06/03/22 - Pending

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Objective 10. Crockett Elementary School will provide a targeted program of professional development opportunities for teachers new to the campus, new to the profession, and new to the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. First year teachers and teachers new to district will attend a district new teacher academy training, new teacher field trips, and monthly ongoing campus PLC meetings. These will provide ongoing instructional coaching, support and mentoring. EQUITY PLAN (Title I SW: 1,3,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2,6,7)</p>	<p>Assistant Superintendent(s), Literacy Coordinator, Math Coordinator, Principal</p>	<p>August thru May</p>	<p>(L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Sign-In Sheets Meeting Agendas Lesson plans Walk Through observations</p>
<p>2. In order to assist new employees in assimilating into their new school, a "New to Campus In-Service" will be provided to all Teachers and Instructional Assistants to inform them concerning campus specific expectations, procedures, practices, and traditions. EQUITY PLAN (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 6,7)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Liaison, Principal, School Nurse</p>	<p>August</p>	<p>(O)No Associated Cost, (O)Staff Time</p>	<p>Summative - In-Service sign-in sheets and copy of agenda.</p>
<p>3. All new to campus Crockett Elementary teachers will be paired with a guide teacher to assist them in learning the written and unwritten practices and procedures of the campus in order to successfully transition as new staff members. EQUITY PLAN (Title I SW: 1,4,9) (Target Group: All)</p>	<p>Instructional Liaison, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(O)No Associated Cost, (O)Staff Time</p>	<p>Summative - PLC Minutes Staff Survey Liaison Reports</p>

Crockett Elementary School

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Objective 11. Crockett Elementary School will provide high quality coaching and mentoring for all core-subject teachers to increase student achievement in identified student sub-populations focusing on students identified as Economically Disadvantaged, EB, Special Ed, and Hispanic.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District's Curriculum Coordinator will provide resources as needed to PLCs and instructional coaching to teachers in need of assistance as a strategy for improving the classroom instruction and achievement of Hispanic, Economically Disadvantaged, English Language Learners, and Special Education students. FOCUS/TAIS (Title I SW: 1,2,3,4,9) (Target Group: H,ECD,EB,SPED) (Strategic Priorities: 1,4) (CSFs: 1,7)	Director of Curriculum and Instruction, Principal	August - May	(L)Local Taxes and State Per Capita Allotments, (O)District Aligned Professional Development	Summative - 2020 STAAR Data Coordinator records

Crockett Elementary School

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Objective 12. Crockett Elementary School will provide high quality professional development for all core teachers to increase student achievement by improving Teachers' and Instructional Assistants' pedagogy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. As an identified Focus School, Crockett Elementary administrators and teachers, along with district leaders and Region 16 ESC personnel will collaborate to develop and implement a Texas Accountability Intervention System (TAIS) improvement plan which includes staff training strategies necessary to achieve the goals of the plan which includes improving the performance of Hispanic, ELL, Special Ed, and Economically Disadvantaged students on the 2022-23 STAAR. FOCUS/TAIS and PBMAS (Title I SW: 2,8,10) (Target Group: ECD,EB,SPED,M,3rd,4th)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Director of Special Education , Instructional Liaison, Principal, Superintendent(s), Teacher(s)</p>	<p>September thru May</p>	<p>(O)Personnel, (O)Staff Time, (S)Local Funds</p>	<p>Summative - 2020 State Accountability Report for Davy Crockett Elementary School</p>
<p>2. Crockett Elementary will participate in professional development on topics including but not limited to: McRel, Lead4Ward, DMAC, Fundamental 5, Sheltered Instruction, English Language Proficiency Standards (ELPS), Units of Study and other curriculum implementation, the lesson cycle, lesson planning and instructional implementation, in order to increase rigor and align to the depth and complexity of the TEKS and to understand the depth of knowledge required to be successful. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,10) (Target Group: All,H,ECD,EB,SPED,3rd,4th) (Strategic Priorities: 1,4) (CSFs: 1,7)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Core Subject Teachers, Literacy Coordinator, Math Coordinator, Principal, Superintendent(s)</p>	<p>August -July</p>	<p>(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Staff Time</p>	<p>Summative - Sign in sheets, agendas and meeting minutes. Evidence of learning as seen through walk through observations and T-TESS as well as six weeks assessment data and data from the Education Galaxy tests.</p>
<p>3. Crockett Elementary will have sustained training in the areas of Curriculum Scope and Sequence, Data Driven Decision Making, and Common Formative Assessments. (Title I SW: 1,2,3,4,8,10) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,6,7)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Core Subject Teachers, Principal, Teacher(s)</p>	<p>August - July</p>	<p>(F)Federal Grants, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - Training sign-in sheets, certificates of completion, lesson plan audits. Local assessments, STAAR results</p>

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Objective 12. Crockett Elementary School will provide high quality professional development for all core teachers to increase student achievement by improving Teachers' and Instructional Assistants' pedagogy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Teachers will work with the District Director of Curriculum and Instruction to increase teacher pedagogy in providing literacy support through Guided Reading. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,5,8,10) (Target Group: All)</p>	<p>Director of Curriculum and Instruction, Principal</p>	<p>August thru July</p>	<p>(O)Materials, (O)Staff Time, (S)Local Funds</p>	<p>Summative - Summative-Increased literacy proficiency as evidenced by local and state assessment Teacher contact data, professional development sign-in sheet (every 6-9 weeks).</p>
<p>5. All instructional staff will seek out and participate in chosen professional development opportunities aligned to campus and districts needs and initiatives and will include but are not limited to topics such as: ELPS, Inclusion, Austism, Literacy, behavioral supports, Content area topics. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,2,3,4,10) (Target Group: All)</p>	<p>Assistant Principal(s), Director of Curriculum and Instruction, Director of Federal Programs and Instruction, Principal, Teacher(s)</p>	<p>August thru July</p>	<p>(F)Title 1 Part A Funds, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments</p>	<p>Summative - professional development request forms, lesson plan audits, observation of implementation of new learning seen through walk-thoughts and PDAS</p>
<p>6. Crockett Elementary will continue to provide information and training to staff members concerning the seamless integration of the Fundamental 5, McRel strategies, Units of Study, the Continuum of Literacy (including Guided Reading), the ELPS, and Sheltered Instruction. FOCUS (Title I SW: 1,4) (Target Group: 3rd,4th)</p>	<p>Assistant Principal(s), Director of Federal Programs and Instruction, Literacy Coordinator, Principal, Professional Educational Consultants</p>	<p>August - May</p>	<p>(F)Title IIA Principal and Teacher Improvement, (O)Staff Time</p>	<p>Summative - Professional development agendas and sign-in sheets</p>
<p>7. Classroom observations will be conducted using the PowerWalk observation tool by administrators. Data from the observations will be used to discover campus trends and individual teacher implementation of the Fundamental 5 as well as other best practices. Information will be shared with the faculty as a whole and with individual teachers to assist them in developing personal improvement goals. (Title I SW: 1,2,4,9) (Title I SW</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Director of Federal Programs and Instruction, Instructional Liaison, Principal, Superintendent(s), Teacher(s)</p>	<p>August thru June</p>	<p>(F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Summative - Power Walks Reports</p>

Crockett Elementary School

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 1.1)				
8. Teachers will receive ongoing training for the continued utilization of Guided Math in all math classrooms. (Title I SW: 1,2,3,4) (Target Group: All)	Assistant Superintendent(s), Principal, Teacher(s)	July -May	(F)Professional Development, (F)Title IIA Principal and Teacher Improvement, (O)Staff Time, (S)Local Funds	Summative - Six Weeks Tests DMAC Power Walks Observations 2020 STAAR results Student Level Review (SLR) ELL Tracking

Crockett Elementary School

- Goal 2.** Based upon 2019 STAAR data Crockett Elementary School, the school achieved an overall grade of D. The three elementary campuses developed a targeted improvement plan (TIP) which called for close monitoring of all sub-groups identified as in need of improvement which was done each six weeks. 2022-23 Goal: Student achievement will continue to improve in 2022 and the Campus will earn at least a C or better on its annual report card.
- Objective 13.** Crockett Elementary School will improve Index 1 STAAR Math, Reading, and writing passing rates by 10% in grades 3 and 4 for all students and in the targeted sub-populations of Hispanic, English Language Learners, Special Education, and Economically Disadvantaged.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers of English Language Learners will utilize the ELL Tracking Form to monitor academic progress on Education Galaxy, Fast Forward, and three week and six week assessments throughout the year (Title I SW: 1) (Target Group: ESL,EB) (Strategic Priorities: 4) (CSFs: 1,2)	Principal, Teacher(s)	October thru May	(O)No Associated Cost	Formative - Tracking Forms and intervention plans

Crockett Elementary School

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Objective 14. Common Formative Assessments (CFA) will be administered regularly to students to evaluate and monitor student progress toward STAAR accountability standards, and make data-driven decisions for adjustments in classroom instruction and targeted student interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All core subject teachers will utilize Student Level Reviews (SLR) to track student growth throughout the year and identify students and groups in need of targeted interventions. (Title I SW: 1,2,4,8,9) (Target Group: All,H,ECD,EB,GT,AtRisk)	Core Subject Teachers, Instructional Liaison	October - June	(O)Access to Student Performance Data, (O)Campus Based Professional Development, (O)Educator Lesson Plans, (O)No Associated Cost, (O)Staff Time, (S)Local Funds	Summative - Teacher SLRs Intervention plans STAAR Data
2. The Principal, teachers and Instructional Liaisons will build Common Formative Assessments using DMAC and other resources. (Title I SW: 1,8) (Title I SW Elements: 2.5) (Target Group: All)	Designee(s), Instructional Liaison, Principal	August thru May	(O)Materials, (O)Personnel, (O)Staff Time	Summative - Testing records Student achievement data STAAR data
3. Teachers, principal and assistant principal will participate in data disaggregation upon completion of Common Formative Assessments. Trends in student data, power TEKS, reteaching needs, etc. will be identified. Data will be used to determine accelerated instruction interventions on specific TEKS/SE to be provided in Power Hour and after-school tutorials (Title I SW: 8) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August thru May	(O)Materials, (O)Personnel, (O)Staff Time	Summative - tracking of TEKS and performance data, lesson plans to show re-teaching opportunities, leadership review notes
4. Students demonstrating academic risk through limited academic progress on the TEKS/SE they will be provided with targeted interventions such as Rtl classes, after-school tutorials, and opportunities to receive help in the Academic Assistance Center(AAC) during and after the school day as needed. (Title I SW: 1,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,4)	Assistant Principal(s), Instructional Liaison, Principal, Teacher(s)	August thru May	(S)Local Funds, (S)State Compensatory	Formative - Teacher made SLRs DMAC Data Rtl Committee minutes Teacher Analysis of Six Weeks Data
5. Student academic progress will be assessed at the BOY, MOY, and EOY using online diagnostic tests from NWEA and Education Galaxy. Data will be used along with formative assessments to determine student needs and	Campus Instructional Technologist, Director of Technology, Principal, Teacher(s)	September and January	(O)Staff Time, (S)Local Funds	Summative - Education Galaxy reports and intervention plans

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Objective 14. Common Formative Assessments (CFA) will be administered regularly to students to evaluate and monitor student progress toward STAAR accountability standards, and make data-driven decisions for adjustments in classroom instruction and targeted student interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
strengths and intervention strategies needed. (Title I SW: 8,9) (Target Group: All,3rd,4th)				
6. DMAC Quintile Reports of six weeks tests will be used by teachers to identify students for Tier 3 interventions and STAAR tutorials. (Title I SW: 1,2,8) (Target Group: AtRisk)	Core Subject Teachers, Instructional Liaison, Principal, Teacher(s)	October - May	(O)Educator Lesson Plans, (O)Staff Time, (S)Local Funds	Summative - Teacher analyses of Six Weeks test scores Student Level Reviews Rtl Committee Meetings

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Objective 15. To improve their progress toward academic success and English language acquisition, Crockett Elementary School will provide rigorous instruction and language supports for all students identified as Emergent Bilingual students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The academic progress of each ELL student will be closely monitored using a Student Level Review (SLR) document which tracks performance on six weeks assessments. This data will provide information for planning and delivering immediate interventions which target specific TEKS for instruction in whole group instruction, Power Hour, and after-school tutorials (Title I SW: 1,8,9) (Target Group: EB,3rd,4th)	Instructional Liaison, Principal, Teacher(s)	September thru May	(O)Staff Time, (S)Local Funds	Summative - SLR document, records of interventions, RTI committee minutes
2. All core subject teachers, including bilingual and special education classroom teachers, will incorporate STAAR Vocabulary Kits from El Saber into their instruction as needed by using a variety of activities utilizing the multiple resources provided. (Title I SW: 1,4) (Target Group: All,EB) (Strategic Priorities: 2,4) (CSFs: 1)	Core Subject Teachers, Special Education Teachers	August thru May	(F)Title III Bilingual / ESL, (S)Local Funds	Formative - Six Weeks tests Classroom Quizzes Teacher Observations Walk-Through Observations
3. Qualifying students will be provided strategic instruction using best practices for second language acquisition. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,3,10) (Target Group: EB)	Director of Curriculum and Instruction, Principal, Teacher(s)	August thru May	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel	Summative - Lesson plan audits Observations TELPAS and STAAR data
4. Staff will participate in targeted trainings and other professional development activities to improve instructional strategies specifically targeted toward language learners, including by not limited to: Sheltered Instruction, ELPS, and TELPAS monitoring. Focus will be made on rigor, relevance and alignment. PBMAS and SYSTEM SAFEGUARDS (Title I SW: 1,3,10) (Target Group: EB)	Director of Curriculum and Instruction, Principal	August thru May	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Sign in sheets, agendas, minutes, lesson plan audits
5. Crockett Elementary will provide appropriate supplies, materials and supplemental curriculum to support	Director of Curriculum and Instruction, Principal	August thru May	(F)Title III Bilingual / ESL, (L)Local Taxes and State Per Capita Allotments	Summative - surveys, needs assessment, purchase orders and expenditure reports

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Objective 15. To improve their progress toward academic success and English language acquisition, Crockett Elementary School will provide rigorous instruction and language supports for all students identified as Emergent Bilingual students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
instructional needs of EBs in ESL/Bilingual programs. (Title I SW: 1,10) (Target Group: EB)				
6. All LPAC procedures and legal requirements will be followed to identify, make placement and programming decisions and monitor student progress. (Title I SW: 1,10) (Target Group: EB)	Assistant Principal(s), Counselor(s), Director of Federal Programs and Instruction, Principal	August thru July	(O)No Associated Cost	Summative - LPAC minutes and agendas, training documentation, PEIMS reporting
7. Through Peer Pairing, Bilingual students will build relationships with non-bilingual students in order to enhance English language development. (Title I SW: 1,9) (Target Group: EB)	Assistant Principal(s), Counselor(s), Instructional Liaison, Principal, Teacher(s)	October - May	(O)No Associated Cost	Student Surveys LEP STAAR and TELPAS student Progress Measures

Crockett Elementary School

Goal 3. Crockett Elementary will continue to respond to and mitigate the COVID-19 Pandemic following the CDC and TEA guidance.

Objective 1. Crockett Elementary will address learning loss caused by the March 2020 school closure, remote learning, and absenteeism related to illness and quarantine of students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett Elementary will utilize staff and resources available to provide necessary intervention and acceleration to address student learning gaps (RTI). (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal, Superintendent(s), Teacher(s)	August - July	(F)ESSER Funds (from American Rescue Plan)	
2. Instructional assistants will be recruited and hired to help provide additional assistance to students in classrooms and other settings. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal, Superintendent(s)	August - July	(F)ESSER Funds (from American Rescue Plan)	
3. Summer school, enrichment learning, after-school instruction will be provided to address learning gaps for students. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal, Superintendent(s)	August - July	(F)ESSER Funds (from American Rescue Plan)	
4. All teachers will receive at least one formal TIL coaching session every school year. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Aug. - May	(F)Professional Development, (S)Local Funds	

Crockett Elementary School

Goal 3. Crockett Elementary will continue to respond to and mitigate the COVID-19 Pandemic following the CDC and TEA guidance.

Objective 2. The LEA will provide mental health supports to students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA will provide T-CHAT, tele-medicine targeted to mental health, for students in grades 4-12 through counselor/principal referral processes.	Assistant Superintendent(s), Counselor(s), Principal	August - July	(F)ESSER Funds (from American Rescue Plan)	

Crockett Elementary School

Goal 3. Crockett Elementary will continue to respond to and mitigate the COVID-19 Pandemic following the CDC and TEA guidance.

Objective 3. The LEA will pursue one-to-one device program to supplement classroom instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The LEA will continue to utilize one-to-one devices for all students and staff to supplement classroom instruction and planning. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Assistant Superintendent(s), Director of Technology, Principal	August - July	(F)ESSER Funds (from American Rescue Plan)	
2. The LEA will explore the need for storage and charging stations for classrooms for device management.	Director of Technology, Principal	August - July	(F)ESSER Funds (from American Rescue Plan)	

Crockett Elementary School

Goal 3. Crockett Elementary will continue to respond to and mitigate the COVID-19 Pandemic following the CDC and TEA guidance.

Objective 4. (Objective 4) Crockett will use a variety of educational resources in preparation for STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett will utilize Think it Up Math and Countdown to STAAR for extending learning in STAAR preparation. (Target Group: All)	Assistant Principal(s), Core Subject Teachers, Principal	Aug. - May	(F)Title 1 Part A Funds	

Crockett Elementary School

Goal 4. Crockett Elementary School will have procedures in place that provide employees with professional support which encourages personal growth opportunities directly related to individual job responsibilities with an emphasis on employee satisfaction, retention and advancement.

Objective 1. Crockett administrators, teachers, and staff will strive to create a supportive atmosphere for all employees, and collaborate and cooperate to provide opportunities for building a strong sense of community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve the school morale and climate among school staff through (1)quarterly luncheons for staff birthdays, (2) snack and drink carts for staff, (3) periodic challenges for staff (ex: school-wide riddles and prizes), (4) Lead4ward BINGO for staff, and (5) sneaky pals for staff throughout the year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August - May	(S)Local Funds	Formative - Record of activities

Crockett Elementary School

Goal 4. Crockett Elementary School will have procedures in place that provide employees with professional support which encourages personal growth opportunities directly related to individual job responsibilities with an emphasis on employee satisfaction, retention and advancement.

Objective 2. Crockett Elementary School administrators will utilize a positive and supportive process for staff members to utilize to resolve personal and professional issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Crockett Elementary School

Goal 4. Crockett Elementary School will have procedures in place that provide employees with professional support which encourages personal growth opportunities directly related to individual job responsibilities with an emphasis on employee satisfaction, retention and advancement.

Objective 3. Crockett Elementary will continue to provide mental health training for staff to help support student needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Crockett Elementary School

Goal 5. Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.

Objective 1. Crockett Elementary School Teachers will maintain continuous Communication with parents by posting grades on the Parent Portal each week, by daily having students take home folders containing student work samples, classroom newsletters, and teacher notes to parents. Teachers will also maintain school-home communication by using the Class Dojo teacher-student-parent communication app and make positive and needs-based parent contact to parents each week and log the communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will keep a digital log containing a record of each parent contact made throughout the year which includes the date, time, purpose, and results of the contact. (Title I SW: 1,6) (Target Group: All,H,ECD,EB,SPED) (Strategic Priorities: 4) (CSFs: 1,5,6)	Teacher(s)	August thru May	(O)No Associated Cost, (O)Staff Time	Summative - Teachers' contact logs

Crockett Elementary School

Goal 5. Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.

Objective 2. Crockett Elementary will strive to utilize effective communication methods within the campus so that 100% of the teachers, instructional assistants, and support staff is informed of events, activities and expectations. Methods include staff meetings, emails, weekly event calendars, and staff notebooks.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration will communicate campus initiatives and news to the staff through weekly calendar information, emails and staff meetings. (Title I SW: 1,6,10) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, School Nurse	August thru May	(L)Local Taxes and State Per Capita Allotments, (O)Materials, (O)Personnel, (O)Staff Time	Summative - Copies of communications End of Year Summative Conferences with Teachers
2. Administration will maintain open communications will all stakeholders and will effectively communicate with the group when needed. (Title I SW: 1,2,10) (Target Group: All)	Principal	August - July	(O)No Associated Cost, (O)Staff Time	Formative - Conference notes, surveys
3. The principal and staff members will communicate with faculty, parents and other district stakeholders. The communication process at Crockett Elementary will include: faculty to faculty - Meeting agendas and minutes, emails, faculty to parents - parent teacher conferences, parent phone calls and written communication to parents, newsletters; (Title I SW: 1,2,6,10) (Target Group: All)	Designee(s), Principal, Teacher(s)	August thru June	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Meeting Agendas and Minutes, surveys
4. Instructional Liaison Teacher will meet regularly with teachers and administrators in order to promote open communication, problem solving, improve educational programming, enhance school climate, and encourage staff input and participation. (Title I SW: 1,2,8,9,10) (Target Group: All)	Assistant Principal(s), Instructional Liaison, Principal, Teacher(s)	August - May	(O)No Associated Cost, (O)Staff Time	Summative - PLC Minutes Faculty Meeting Agendas
5. A Crockett Elementary School newsletter will be created and distributed each six weeks. The newsletter will be compiled by teachers and distributed to school staff and parents. Information about school events and initiatives will be included. (Title I SW: 1,2,6,10) (Target Group: All)	Assistant Principal(s), Instructional Liaison, Principal, Teacher(s)	September through May	(O)Staff Time, (S)Local Funds	File of newsletters

Crockett Elementary School

Goal 5. Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.

Objective 3. Crockett Elementary will actively enlist parental and community involvement in academic success and campus initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Crockett Elementary School will host informational parent meetings once each semester and at other times as needed. Activities will include but are not limited to: Title One information distribution, Value and Utility of Parents, Bilingual/ESL information, STAAR information and preparation, "Open House" activities. (Title I SW: 1,2,6,10) (Target Group: All)</p>	<p>Assistant Principal(s), Counselor(s), Designee(s), Dyslexia specialist, Literacy Coordinator, Parent Involvement Coordinators, Principal, School Nurse, Special Education Teachers, SRO Officer, Teacher(s)</p>	<p>August thru April</p>	<p>(F)Title 1 Part A Funds, (L)Agency Funds (ie: Student Activity Funds), (O)Access to facilities, (O)Access to Student Performance Data, (O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds</p>	<p>Summative - sign in sheets, agendas, meeting minutes, surveys-formal and informal</p>
<p>2. Crockett Elementary will provide many opportunities for the interaction of staff, students, parents and community members. Activities will include but are not limited to: New Year's Party, Parent Teacher Conference Day, Book Fair, PTO meetings, and Parent Volunteer programs. (Title I SW: 1,2,6,10) (Target Group: All)</p>	<p>Assistant Principal(s), Counselor(s), Dyslexia specialist, G/T Lead Teacher, Literacy Coordinator, Principal, School Nurse, SRO Officer, Teacher(s)</p>	<p>August thru May</p>	<p>(L)Agency Funds (ie: Student Activity Funds), (O)Materials, (O)Personnel, (S)Local Funds</p>	<p>Summative - sign in sheets and agendas, meeting minutes, surveys, Raptor reports</p>
<p>3. Schedule activities to encourage parents to come to the school and become more involved such as Math and Reading STAAR review nights held yearly, Honor Grandparents Day with a celebration, K.I.S.S. (Kids Invite Someone Special), Reading Across America Night, and conduct Career Day and invite a variety of speakers to talk to students about their jobs. (Title I SW: 1,6) (Target Group: All)</p>	<p>Assistant Principal(s), Assistant Superintendent(s), Counselor(s), Parent Involvement Coordinators, Principal, Teacher(s)</p>	<p>August through May</p>	<p>(F)Title I, (L)Local Projects, (O)Staff Time, (S)Local Funds</p>	<p>Formative - Campus Calendar Sign-in sheets publicity materials parent surveys</p>
<p>4. The Campus Improvement Committee of Crockett Elementary School will discuss and schedule when appropriate, special events that bring teachers, parents, and students together for informal interactions such as game nights, movie nights, cook outs, etc. (Title I SW: 1,2,6) (Target Group: All)</p>	<p>Assistant Principal(s), Counselor(s), Parent Involvement Coordinators, Principal, Teacher(s)</p>	<p>August - May</p>	<p>(L)Agency Funds (ie: Student Activity Funds), (O)Staff Time, (S)Local Funds</p>	<p>School Calendar Sign-in sheets</p>

Crockett Elementary School

Goal 5. Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.

Objective 4. The campus Parent Involvement Coordinator will facilitate parent involvement at the campus and district level, and work with administrators, teachers, and parents to develop and implement plans for improving the communication and cooperation between the school and parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Parent Involvement Coordinator will support parent involvement initiatives at Crockett Elementary and at the District Parent Involvement Center. (Title I SW: 1,2,4,6,9,10) (Target Group: All)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August thru May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL	Summative - sign in sheets, agendas, meeting minutes, surveys
2. The Parent Involvement Coordinator will assist Borger ISD in offering ESL classes and GED classes for parents and community members through the Borger ISD Parental Involvement Center. (Title I SW: 1,4,6,10) (Target Group: All)	Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal	August thru May	(F)Title 1 Part A Funds, (F)Title III Bilingual / ESL	Summative - sign in sheets, agendas, meeting minutes, surveys
3. The Parent Involvement Coordinator will ensure that all district Parent Involvement Policies and Compacts are reflective of district, state and federal requirements and are distributed according to requirements. (Title I SW: 1,2,6,10) (Target Group: All)	Director of Federal Programs and Instruction, Parent Involvement Coordinators	August thru May	(F)Title 1 Part A Funds	Summative - All compliance pieces will be validated by the Federal Programs Director

Crockett Elementary School

Goal 5. Crockett Elementary School will do more to improve Family Engagement and community involvement by utilizing an effective communication structure to inform Parents/Families, students, teachers and the community about opportunities to participate in campus activities that develop, communicate, and demonstrate the purpose and vision of the school.

Objective 5. Crockett Elementary School, jointly with parents, develop and distribute written family engagement policies and compacts in compliance with Title I Parent and Family Engagement guidelines. These will be made available in understandable language, in English and Spanish, and will be distributed in printed form through campus means and through electronic postings on the district website.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Distribute Compacts during Parent/Teacher Conference Day in November. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Parent Involvement Coordinators, Teacher(s)	November	(S)Local Funds	Criteria: Logs of Parent Receipt of Compact 12/02/19 - Completed

Crockett Elementary School

Goal 6. Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members. In response to the COVID-19 Pandemic, Crockett will implement all district, state, and federal guidelines for the safety and health of students, faculty, staff, and parents.

Objective 1. The Crockett Elementary School Nurse, under the direction of district and campus administrators, will continue to monitor Crockett Elementary School's health and safety initiative regarding the COVID-19 Pandemic. All district, state and federal guidelines will be followed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Crockett Elementary School

- Goal 6.** Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members. In response to the COVID-19 Pandemic, Crockett will implement all district, state, and federal guidelines for the safety and health of students, faculty, staff, and parents.
- Objective 2.** Principals, teachers, and parents will collaborate to develop and review discipline strategies to maintain orderly student behavior while reducing the frequency of removing students from classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Crockett Elementary School

Goal 6. Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members. In response to the COVID-19 Pandemic, Crockett will implement all district, state, and federal guidelines for the safety and health of students, faculty, staff, and parents.

Objective 3. Crockett Elementary will implement age appropriate instruction concerning bullying, drugs and alcohol, violence prevention education, and student mental health support.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett Elementary School students will participate in a character education program aligned Pre-K through 4th grade that meets the social and emotional needs of students to positively improve discipline and academic progress. (Title I SW: 1,3,9) (Target Group: All)	Counselor(s), Principal, SRO Officer, Teacher(s)	August thru June	(O)Materials, (O)Personnel, (S)Local Funds	Summative - Counselor plans, class rolls, student attendance during lessons.
2. Crockett Elementary will actively work to eliminate bullying and to increase awareness of bullying. Victims and witnesses of bullying will be encouraged to report bullying to teachers and administrators. (Title I SW: 1,2,3) (Target Group: All)	Counselor(s), Principal, Teacher(s)	August thru June	(L)Agency Funds (ie: Student Activity Funds), (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - incident reports, lesson plans, meeting agendas and minutes, surveys, student conferences
3. Crockett Elementary will participate in district sponsored activities including but not limited to Red Ribbon Week. (Title I SW: 10) (Target Group: All)	Assistant Principal(s), Counselor(s), Director of Federal Programs and Instruction, Parent Involvement Coordinators, Principal, SRO Officer, Teacher(s)	October and August thru May	(F)Title 1 Part A Funds, (O)Access to facilities, (O)Personnel	Summative - weekly agenda of activities, participation rates
4. Crockett Elementary students will have the opportunity to interact with positive role models through Red Ribbon visits by Borger High School students, by participation in a weekly mentoring program bringing at-risk students and high school and community mentors together, and through special programs which utilize outside providers of events in which they present positive messages for specific challenges students face at school and in life outside school. (Title I SW: 1,2,9) (Target Group: All,AtRisk)	Assistant Principal(s), Counselor(s), Parent Involvement Coordinators, Principal, Teacher(s)	October - May	(L)Agency Funds (ie: Student Activity Funds), (O)Staff Time	Mentoring sign-in sheets School Calendar Weekly Events Calendar
5. Crockett Elementary will seek mental health support program and/or strategies to help support mental health needs of students. (Target Group: All,AtRisk)	Assistant Principal(s), Counselor(s), Director of Curriculum and Instruction, Principal	August thru May	(F)ESSER Funds (from American Rescue Plan)	

Crockett Elementary School

Goal 6. Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members. In response to the COVID-19 Pandemic, Crockett will implement all district, state, and federal guidelines for the safety and health of students, faculty, staff, and parents.

Objective 4. Crockett Staff members will implement established safety procedures 100% of the time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Crockett staff will follow procedures for all drills/actual incidences as outlined in the established campus Emergency Operations Plan. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal	September thru June	(O)No Associated Cost, (O)Staff Time	Summative - Documentaiton of safety drills, incident reports.
2. Identified members of Crockett Elementary will be certified in Handle with Care to ensure the safety, security and welfare of all students. (Target Group: All)	Assistant Principal(s), Director of Special Education , Principal, School Nurse, Special Education Teachers, SRO Officer, Teacher(s)	August thru May	(O)Campus Based Professional Development, (O)No Associated Cost, (O)Staff Time	Summative - Certificate of completion and attendance records.
3. Crockett will utilize the RAPTOR visitor management system to track student leaving patterns, parent and volunteer numbers, and substitute teachers. (Title I SW: 6) (Target Group: All)	Principal	August thru June	(O)Materials, (O)Personnel, (S)Local Funds	Summative - Campus visitor data records
4. Crockett Elementary will utilize the Student Resource Officer to maintain a safe school environment. (Title I SW: 1) (Target Group: All)	Assistant Superintendent(s), Personnel Director, Principal, SRO Officer	August thru May	(S)Local Funds	
5. Crockett Elementary will utilize and maintain surveillance cameras and monitors to monitor facilities. (Target Group: All)	Director of Environmental Services, Principal, SRO Officer	August thru July	(S)Local Funds	Summative - Surveillance records Decrease in vandalism, loitering, facility safety. Timely intervention
6. An entrance "buzz in" security system at the front entrance of Crockett Elementary School will be utilized in order to provide a primary level of protection for our students, teachers, and visitors. (Title I SW: 1) (Target Group: All)	Assistant Superintendent(s), Director of Environmental Services, Principal	August thru June	(O)No Associated Cost	Summative - Documentation of installation and media coverage

Crockett Elementary School

Goal 6. Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members. In response to the COVID-19 Pandemic, Crockett will implement all district, state, and federal guidelines for the safety and health of students, faculty, staff, and parents.

Objective 5. Crockett Elementary School will provide transition activities to newly enrolled students, incoming third graders, outgoing fourth graders, and to special education students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The School Counselor will collaborate with other appropriate staff members to develop and implement a transition plan for newly enrolled students. The plan may include an orientation to the school as a whole, an introduction to the school discipline plan, the assignment of a staff member for the student talk to about problems or difficulties the student may encounter, the pairing of the student with another student trained to help the new student assimilate into the classroom. (Title I SW: 1) (Target Group: All,2nd,3rd,4th) (Strategic Priorities: 4) (CSFs: 6)	Counselor(s)	August thru May	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Formative - Transition Plan Record

Crockett Elementary School

- Goal 6.** Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members. In response to the COVID-19 Pandemic, Crockett will implement all district, state, and federal guidelines for the safety and health of students, faculty, staff, and parents.
- Objective 6.** Crockett Elementary School will meet the needs of foster students by cooperating with Child Protective Services personnel including counselors, case workers, foster parents, and CASA volunteers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Borger ISD will collaborate with Texas Department of Family and Protective Services to develop and implement clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin (unless it is not in the student's best interest) will be provided, arranged and funded. (Title I SW: 10) (Target Group: All)	Instructional Services Coordinator, Superintendent(s)	December -May	(F)Title I, (S)Local Funds	

Crockett Elementary School

Goal 6. Crockett Elementary will create and maintain a positive, nurturing, safe, and orderly campus environment that is conducive to learning and inviting to students, parents, visitors, and staff members. In response to the COVID-19 Pandemic, Crockett will implement all district, state, and federal guidelines for the safety and health of students, faculty, staff, and parents.

Objective 7. Crockett Elementary School will celebrate academic achievement of its students throughout the year by recognizing A & AB Honor Roll students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Crockett Elementary School

Goal 7. Crockett Elementary will strive to maintain a 97% attendance rate.

Objective 1. Crockett Elementary will utilize a continuous program of incentives and education to encourage students to learn the importance of consistent school attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To achieve a daily and annual attendance goal of 97%, students will participate in an attendance contest between grade levels each day and week. The grade level with the highest average daily attendance each week will receive an extra five minutes for recess during Dog Time on Fridays. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4)	Assistant Principal(s), Principal, Teacher(s)	August thru May	(O)No Associated Cost	Summative - PIEMS Data
2. Crockett Elementary School, along with Gateway elementary School, will continue to cooperate with the local Rotary Club and WalMart to encourage parents and students to make school attendance a priority. Each six weeks, all students with perfect attendance will be entered into a drawing for a new bicycle. One student each in first, second, third and fourth grades will be chosen to receive a new bicycle and accessories. A joint Attendance Assembly will be held in cooperation with Gateway Elementary School at the end of six weeks where the names of the winning students will be selected. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 4,5,6)	Assistant Principal(s), Parent Involvement Coordinators, Principal	August thru May	(L)Local Projects, (O)No Associated Cost	Summative - Records of Bike assemblies and bike giveaways
3. Classroom incentives for perfect attendance will be developed, planned and implemented. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August thru May	(L)Agency Funds (ie: Student Activity Funds), (O)Materials, (O)Personnel, (S)Local Funds	Summative - Attendance will be monitored for increased percentages overall.

Crockett Elementary School

Goal 7. Crockett Elementary will strive to maintain a 97% attendance rate.

Objective 2. The School Attendance Officer, other school administrators, the attendance committee, teachers, and office staff will effectively monitor and address individual student attendance on a daily basis. Measures including local initiatives and interventions, including those in compliance with state attendance laws will be utilized to correct attendance problems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily attendance phone calls will be made to check on absent students who have not called in the absence. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Designee(s), Principal	August thru May	(O)Personnel, (O)Staff Time	Summative - overall attendance rate increase
2. The district Truancy Officer will be utilized to check on children who are experiencing an attendance problem. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal, SRO Officer	September thru May	(O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Truancy procedures will reflect need and us of truancy officer for intervention
3. Letters, parent phone conferences, In-Office parent conferences and other interventions as directed by the Texas Education Code and District policy and procedures will be executed for students who have excessive absences. Plans and resources developed collaboratively by the School Districts Superintendents of Hutchinson County will be utilized to improve school attendance. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Superintendent(s)	September thru May	(O)Materials, (O)Personnel, (O)Staff Time, (S)Local Funds	Summative - Documentation paired with trends in attendance will be reviewed and monitored for effectiveness
4. The attendance committee will meet when necessary and appropriate to address specific attendance issues with parents of students with excessive absences. This committee will also determine methods for students to recover credit when absences exceed 10% for the year. (Title I SW: 1) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	September thru May	(O)No Associated Cost, (O)Personnel, (O)Staff Time	Summative - Truancy Procedure records will be evaluated. Individual attendance records, student performance data, teacher/parent conference data will be considered.
5. In compliance with the requirements of the Texas Education Code, Davy Crockett Elementary School will file truancy against parents of students who accumulate 10 or more unexcused absences during a six month period. Also in compliance with the Texas Education Code, prior to that, specific methods and efforts will be attempted by the school to	Assistant Principal(s), Counselor(s), Parent Involvement Coordinators, Principal, School Nurse, Teacher(s)	Agust - May	(S)Local Funds	Attendance Records Attendance Committee Minutes Public Court Records

Crockett Elementary School

Goal 7. Crockett Elementary will strive to maintain a 97% attendance rate.

Objective 2. The School Attendance Officer, other school administrators, the attendance committee, teachers, and office staff will effectively monitor and address individual student attendance on a daily basis. Measures including local initiatives and interventions, including those in compliance with state attendance laws will be utilized to correct attendance problems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
assist parents in improving their student's attendance. (Title I SW: 1,6,9,10) (Target Group: AtRisk)				

Crockett Elementary School

Goal 7. Crockett Elementary will strive to maintain a 97% attendance rate.

Objective 3. Crockett Elementary School administrators and its Attendance Committee will effectively communicate with parents and monitor state legal requirements and district policies regarding attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance information, laws and polices will be given to parents at enrollment, the New Year Party, and through the Student Handbook. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Principal	August thru May	(O)Materials, (O)Personnel, (S)Local Funds	Summative - Attendance data will be used to determine effectiveness on communication. Focus will be the number/frequency of Truancy Procedure implementation.

Demographics**Demographics Strengths:**

- Crockett has a high percentage of students with disabilities that are receiving instruction in inclusive settings with Special Ed teachers and instructional assistants working in Regular Ed classrooms.
- Relatively stable student population. Diversity in student population.
- Positive teacher to student ratio (21:1).
- The student population in the percentages of Whites and Hispanics ethnicities has remained stable over the years. This allows us to know our students' strengths and weaknesses and allows us to focus on training and resources that are necessary to help us maximize learning outcomes and learning potential.
- Crockett Elementary has maintained about 5% of all 3rd and 4th grade students in the Gifted and Talented Program (PEAK).
- Crockett Elementary School hosted one back to school meet the teacher night during 2022-2023 school year.
- All teachers included ELPS within their lesson plans. Grade levels had representatives from Gomez and Gomez provide constructive feedback.
- Based on our subpopulations and needs, Crockett implemented changes in our school intervention system within the last several years, based upon benefiting the changing individual data of our students.
- Utilizing the Fundamental 5 with fidelity in all core classrooms will help Economically Disadvantaged students access the curriculum.

Demographics Needs:

- As a campus with a significant number of Economically Disadvantaged students that do not typically perform well on the STAAR test, we need to increase parent community involvement.
- Our EB students are approximately 13.7% of Crockett Elementary school population. One area of concern is for the isolation of our bilingual students. A Peer Pairing system would help students build relationships with non-bilingual students which in turn can help them build their vocabulary, expose them to other classroom environments as well as help build confidence.
- Gomez and Gomez materials and plans will continue to be utilized in 2023-2024 in our Bilingual program. Crockett will continue school-wide initiatives as approved by the administration.
- Continued awareness about cultural diversity and the needs of special populations.
- Encourage teachers to become ESL certified based upon our high percentages of ELL populations.
- Continue thorough support, training, and communication throughout the 2022-2023 school year for our new teachers, as well as book studies and studies of best practices.
- Appropriate pairing of mentors and new teachers with consideration to similar grade level and partnerships.
- Continue to participate in the Snack Pack for Kids program and encourage parents of economically disadvantaged students to take advantage of free and reduced lunch programs.

Student Achievement

Student Achievement Strengths:

- Accelerated instruction, including summer school is provided for At-Risk students
- Targeted and strategic interventions are provided to all students through strategic instructional interventions during “Power Hour” and WIN (What I Need) time.
- Instructional Assistants provide assistance to general ed and Special Ed students in classrooms
- Fundamental 5 Training is provided to teachers and then implemented in classrooms.
- Three lesson planning days (Treasure Hunts) involving all core teachers in August.
- PLC teams consistently unpacked TEKS to ensure that they were taught to their depth and complexity.
- Computer software (ST Math, Education Galaxy, and Raz-Kids) is utilized to extend learning.
- Subject PLCs meet each week to plan.
- The use of DMAC to manage student assessment data and make instructional decisions
- PLC teams utilized overall data tracking room to monitor overall student growth of all students, and drive instruction.
- Teachers use the Sheltered Instruction Model to meet the needs of EB students.
- Transition ARDS involving BIS and Crockett personnel are held for students with special needs to plan the student’s move to the 5th grade.
- Continued training and support in SPED students- resource and inclusion students (HD Word, Guided Reading with LLI books)
- Recognize and actively promote student success such as A & AB Honor Roll, Perfect Attendance, and good leadership habits/citizenship through Pizza with the Principal, academic growth on assessments through Meets and Masters Growth Celebrations, and other special ceremonies held at Crockett Elementary.
- Consistently use Lead4ward strategies.

Student Achievement Needs:

- Utilize data from multiple sources to improve student performance.
- The Principal, in cooperation with the Assistant Principal, Administrative Intern, and Campus Liaison, will develop all common assessments based solely upon the scope and sequence of each grade level subject.
- Expand and enhance Academic Assistance Center (AAC) services offered to all students and teachers by utilizing IA personnel more effectively in classrooms and through pull-out groups.
- Continued emphasis on curriculum alignment between Crockett, Gateway, and BIS classrooms is needed for all teachers.
- Crockett Teachers will continue to conduct data analysis meetings with the Principal after each six-week test to improve alignment and achievement.
- Training in the Borger ISD fundamentals (McRel, Fundamental 5, Webb's Depth of Knowledge, Data Analysis, etc.) of teaching and lesson planning will be provided to all teachers new to Crockett.
- Continued training and support in rigor and relevance across all groups.
- Continue to expand the program of providing student mentors
- Continue Literacy Initiative implementation including Guided Reading and math for all students throughout all classrooms.
- Use Lead4ward and McRel strategies from the beginning of the school year.
- Utilize supplemental TEKS-based instructional technology called IXL. The free version has been used in math classrooms and has been effective.

School Culture and Climate Strengths:

- Crockett Elementary School has a positive culture and climate.
- Administrators and teachers promote an open and accepting environment in which all students, parents, and community members are welcomed and appreciated.
- Teacher/Office Communication: Communication between teachers and the office, and the office and parents, is good according to informal conversations and feedback from teachers.
- The **Parent Survey** was sent out on BISD social media. The information and feedback gathered was helpful to continue improving best practices for students.
- Crockett is a one-to-one technology campus with each student having an assigned a Chromebook.
- **Campus Drills:** This year we completed 1 Secure Lockdown Drill, 1 Evacuation Drill, 2 Lockdown Drills, 1 Shelter in Place for Hazmat, 1 Shelter for Severe Weather and 4 Fire Drills. The committee recommends a lockdown drill at the beginning, middle, and end of the school year.
- **Security:** Daily walk-throughs to inspect doors by campus administrators, campus SRO, and district designee.

School Culture and Climate Needs:

- Communication/transparency in campus news should continue, as well as social media announcements.
- Continuing to use of a communication app that all staff can enroll in for campus notifications is still needed.
- Continuing to use a communication app for Instructional Assistants to communicate adjustments in schedules.
- Weekly recognition of a staff member, student, and parent to continue strengthening school climate and community connection

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths:

- The T-TESS System tracks continuing education of teachers and ensures that there is continuous improvement as well as provides feedback regarding teacher performance.
- TIL coaching, Reading Academy and other professional development is offered and implemented for all.
- School theme, Leader in Me, helps build unity, creates a strong sense of community, and build leaders of tomorrow.
- Classroom budgets are adequate for purchasing needed classroom materials.
- Chrome Books are available for classroom use by students and teachers.
- A weekly agenda called the Crockett Connection is sent out by the Principal each week and includes important events for the week, professional development tips for instruction, behavior tips for students, and overall keeps staff informed on a weekly basis.
- Weekly team PLCs ensure team unity and alignment in lesson planning.
- Showing of appreciation by Bulldog Brags on social media and gifts/prizes/lunches during IA/Teacher Appreciation days and weeks.

Staff Quality, Recruitment, and Retention Needs:

- New teachers on campus and especially new teachers to the profession need to be mentored specific to Crockett Elementary as well as New Teacher Book studies to be continued throughout the year.
- Communication/Transparency in campus news through emails, text messages, Facebook page, communication app such as Remind 101
- For New Teachers: Ensure mentor teacher is new teacher's partner, so they have the same conference. Mentor teacher should do a follow-up with new teacher on a weekly basis for first semester.
- Staff Morale Boosters: continue luncheons for staff, snacks/drinks for staff, and periodic challenges for staff, such as school-wide riddles and Lead4ward BINGO, and sneaky pals for staff
- Continue to seek to employ staff with Borger roots when available.
- Hiring teachers with high content knowledge and strong classroom management skills

Curriculum, Instruction, and Assessment

Curriculum, Instruction and Assessment Strengths:

- Continue to utilize DMAC to collect and disaggregate data from the STAAR administrations and common assessments that are conducted each six weeks so that classroom instruction, tutorials, and accelerated instruction can be specific to student needs.
- Teachers collaborate in lesson planning on a weekly basis. (Reference #1-Summary of Needs below.) The Fundamental 5 is incorporated into all classroom instruction daily.
- Technology-Each student has their own Chromebook. Teachers use differentiated instruction and various resources in their classrooms daily. Data is used to plan instruction and interventions with students. (Reference #1-Summary of Needs.)
- Teachers were trained on analyzing assessment information and how to apply Lead4ward review strategies to the data.
- PLC teams meet weekly, for resource calibration and collaborative lesson planning with other teachers in their subject area.
- Data meetings and leadership meetings are held after each 6 weeks assessment.
- Continue having the counselor address test anxiety to help students and other high-need concerns

Curriculum, Instruction and Assessment Needs:

- To better meet the needs of our students, try to re-implement a once per six weeks planning day, by utilizing IA's
- Teachers will work together and analyze assessment data across the grade level and use the data to drive instruction. Teachers will implement best practices in each classroom based on individual data compared to grade level.
- Continue to utilize a variety of research- based resources to provide instruction, assessment, and STAAR preparation
- All new teachers need to be trained on analyzing assessment information and how to apply Lead4ward review strategies to the data.
- Consider hiring a RTI math interventionist to focus on math interventions for both grade levels.
- Proposed dedicated RTI pull our time pod specific as to not interrupt instruction time (Changing how power hour works).
- Support and challenge our higher students, which would result in more mastery level scores on STAAR.

Family and Community Involvement

Family and Community Involvement Strengths:

- Meet the Teacher

- Spelling Bee
- Music Programs & Instrument Day
- Title 1 parent meeting
- Awards Ceremony
- Timely access to information is currently provided in a variety of ways including: a call-out phone system, Google Classroom, BISD social media, Class Dojo and School Messenger app, Peach Jar that informs parents of events that affect student/ parent participation and involvement (bad weather, report cards, progress reports, school events).
- Collaboration with Borger Rotary Club for perfect attendance rewards each six weeks.
- Collaboration with NJHS to read to and mentor Crockett students.
- Borger ISD and United Way provide a back-to-school fair in August to provide parents and students with school supplies and services.
- Canned Food Drive
- Tab collection for Ronald McDonald House

Family and Community Involvement Needs:

- STAAR Meets & Master Informational Parent Meeting
- “Watch Dogs” (Dads/Grandpas) and Crosswalk Volunteers
- BHS Mentors
- Send positive postcards home
- Weekly positive calls home
- We need more events for Crockett Elementary that will bring parents, students, and staff members together for fun activities and creative ways to recognize parents and community members who volunteer for the school, such as K.I.S.S. (Kids Invite Someone Special), Math STAAR Review Night, Reading Night—Reading Across America (volunteers read to classes), and conduct a Career Day.
- Crockett Elementary School teachers and staff will continue to involve parents more in the progress of their children’s academics and behavior by increased direct contact through phone calls and email, the regular distribution of campus publications, social media, and campus events directed toward parents which will provide relevant information and opportunities for parents to grow in their involvement.

School Context and Organization

School Context and Organization Strengths:

- Lunch bunch as needed—offered by the counselor
- Pizza with the Principal

- Dictionary donation by Rotary for all 3rd graders
- Grade level PLC's
- Assemblies for perfect attendance and honor roll achievement
- Sticker charts with a reward for good behavior
- Weekly "Crockett Connection" from the Principal
- A honor roll, AB honor roll, and perfect attendance recognized each six weeks in the hallway
- Communication has improved to inform and include IA's
- Class achievement wall
- Communication has improved for teachers that are not in a traditional teaching role (classroom teachers) on the details that are happening.
- The Master Schedule provides time for accelerated instructions specifically for STAAR preparation and HB4545 needs.
- Teachers and staff have high expectations for students.
- Rotating PLC leaders
- IA's consistently were in their assigned places working with and building a rapport with students.

School Context and Organization Needs:

- 7:45-8:15 bi-weekly positive and needs-based parent contact time
- Parent contact logs for communication and documentation
- Continued direct line of communication from principal to teacher

Technology

Technology Strengths:

- The district provided Chromebooks for every student at Crockett Elementary and wireless access to the internet is available throughout the school.
- Education Galaxy, Formative, DMAC, Lead4ward, ST Math, Flocabulary, and Raz-Kids are provided by the district

- A Campus Tech is provided by the Technology Department
- Smart boards, document cameras, teacher computers, and teacher Chromebooks are in every classroom.
- Teachers utilize Google Classroom to supplement instruction
- Crockett Elementary utilizes Go Guardian to securely monitor Chromebooks during lessons and testing.
- Have an on-campus district technology committee member
- Purchased kids A-Z accounts for all students
-

Technology Needs:

- Student training on uses of one-to-one devices, Google Classroom, Google Apps, and Go Guardian.
- Professional development needed to help with implementing instructional technology in the classroom.
- Continue to utilize the district notification System to communicate more effectively with parents
- NWEA testing again
- iXL Math and Prodigy as a TEKS-based, focused review

Other Summary

Data Sources Reviewed:

- Six weeks test DMAC data held steady at or above state meets averages in reading and math.
- Power Walk Data shows that teachers are effectively utilizing Fundamental 5 in the classroom
- MTSS identifies and serves students who are functioning below grade level (tier 2) and significantly below grade level (tier 3) in reading and math. 2nd Grade Guided Reading benchmarking, STAAR scores, and Education Galaxy scores provide the data for determining academic levels)

MTSS EOY Report

Grade 3:

Tier 2 reading; 4 students
 Tier 2 math; 5 students
 Tier 3 reading; 1 student

Grade 4:

Tier 2 reading; 5 students
 Tier 2 math; 5 students

- SPED Referral Process: The process has improved greatly since transitioning the initial referral process through our campus Principal and Assistant Principal.
- SPED Student Reading Progress: The average reading level growth among all students was four levels
- The Parent Survey showed that overall parents have a positive view of Crockett Elementary School, expressing that they believe Crockett has high expectations for students, and they feel their students are prepared for the next grade level. Parents generally believe their child is physically safe at school and that discipline is fair and consistent. Overall, parents feel strongly that their students enjoy attending Crockett.
- Parent Survey 2022-2023
- 2021-2022 Campus Improvement Plan
- DMAC Data, Master Schedule, Staff Duty Rosters, Behavior Records, and School Budget

Crockett Elementary—Important Changes to Campus Improvement Plan—June 2023

Goal _ / Objective _ / Strategy _

Crockett Elementary will
