

Ennis Independent School District
David S. Crockett Early Childhood Center
2024-2025 Campus Improvement Plan



Mission Statement

Crockett Early Childhood Center strives to see that each child leaves the school with a solid foundation for success throughout his/her educational career. We are dedicated to provide high quality instruction as well as instilling habits and skills that will help our students be successful individuals.

Vision

Educate, Encourage, Empower

Motto

Building the Foundation of the Future!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Crockett Early Childhood Center is a 23-year-old campus that meets the unique needs of approximately 480 three, four, and five-year-old children in the district. We are located in Ennis, Texas, which is 38 miles southeast of Dallas. We are a Title 1 campus that houses 4 classrooms of Early Childhood Special Education (ECSE), 6 Pre-K classes, 3 Bilingual Pre-K classes, 4 Bilingual Kindergarten classes, and 10 Kindergarten classrooms. Crockett's students feed into Bowie and Sam Houston Elementary Campuses. Currently, we have 62.16% Hispanic, 27% White, and 9.39% African American. 12.56% are identified to have one or more disabilities. The children with disabilities are served in our ECSE, Life Skills, Inclusion Pre-K, and/or Kindergarten classrooms. 27.80% of our children are Limited English Proficiency (LEP) students.

Our campus has 62 staff members: one Administrator, one Counselor, one Educational Diagnostician, one Speech and Language Pathologist, one Speech Assistant, one nurse (RN), twenty-nine teachers, and twenty-two support staff.

Demographics Strengths

- Stable demographics over the last few years
- Great support for students that fall below performance levels
- Backpack program for the children that need extra food
- Inclusion for Sped children
- All certified teachers are GT certified
- Specific time for PLCs given to PreK, Kinder, and SPED

Student Learning

Student Learning Summary

Crockett ECC administers assessments to identify the needs of ECSE, Pre-K, and Kindergarten students. Each tool is limited in scope but provides an immediate snapshot. The results of the Letter ID, Brigance, I.E.P.'s, CLI Engage, Quarterly math assessment, mCLASS, CoGAT, IOWA, and iReady are analyzed collectively to further plan individual, small group, and class instruction. At the beginning of the year, each Kindergarten teacher administers the letter ID assessment to place children in skills-based guided reading groups. In addition, this assessment helps to determine which children need intervention. If so, the intervention is either provided by our Reading Interventionist or the reading /Title 1 paraprofessional. Assessment data is analyzed throughout the school year to readjust groups to provide interventions. Pre-Kindergarten teachers will administer the CLI-Engage assessment two times per school year.

Student Learning Strengths

- - Teachers have more targeted instruction time because of master schedule
 - Pre-K and Kindergarten teachers follow a specified scope and sequence of instruction
 - Pre-K follows the new framework and will utilize Frog Street as a resource
 - Kindergarten teachers utilize the Texas Resource System (TRS) and implement the Texas Essential Knowledge and Skills (TEKS)
 - Children who attended EISD Pre-K came to Kindergarten with more overall skills
 - iReady support intervention
 - Pre-K children get weekly motor lab time to build their core strength
 - Good balance between developmentally appropriate activities and the Pre-K framework and the Kindergarten TEKS
 - Student needs are identified through a variety of methods, and interventions are based on those results
 - All students have a Chromebook
 - Our CARE/RTI process
 - Dual Language One Way Model for our English Learners
 - Crockett teachers meet weekly in Professional Learning Communities (PLCs) to analyze data and research best practices

- Purposeful planning occurs on a weekly basis

School Processes & Programs

School Processes & Programs Summary

Crockett ECC maximizes instruction time within each teacher's schedule. Each content area is covered daily with appropriate time spent in each. Crockett procedures and guidelines are in a digital folder that all staff can access. Events are posted on the school-wide calendar, Crockett website, and Facebook and through classroom teacher communication. Campus and district goals are linked together to ensure progress and improvement.

Technology utilized in the classrooms is very important to Ennis ISD and Crockett. A computer lab is used weekly by Pre-K and Kindergarten students. Students are taught computer literacy skills. All students have their own Chromebook, which is utilized daily.

The youngest students at Crockett are enrolled in Early Childhood Special Education (ECES). The three, four, and five-year-old children come from the Early Intervention Program of Ellis County (ECI), medical references, or other sources. Our ECSE students have various challenges met by a caring professional staff who are well trained and current with research on working with children with disabilities. Each one of these students has an individual evaluation plan (IEP). Children can access an indoor motor lab fully equipped for various activities, including fine and gross motor skills. If a child is delayed in any way, our campus diagnostician skillfully determines the child's needs to prepare them for their first years of school.

The Pre-Kindergarten is a full-day program consisting of three dual language classes and six regular education classes. Each teacher is assisted by a paraprofessional. In addition to their academics, their day includes lunch, PE class, weekly computer classes, and a weekly visit to the library and science lab. Our Pre-K students write their first and last names, shapes, colors, counting, and numerous pre-reading skills. Some are beginning to read. Children who miss this Pre-K year typically have extensive work facing them in the first nine weeks of Kindergarten. All Pre-K students are assessed two times a year with the CLI-Engage test to determine their academic progress.

The Kindergarten program has 14 classes, four of which are dual language. We use the TRS curriculum framework for all four content areas. Students learn through whole groups, small groups, and independent activities. Technology is integrated throughout the day in various forms and programs. All Kindergarten students are assessed to determine if they qualify for the gifted and talented program. All Crockett teachers have successfully completed a minimum of thirty hours in gifted. In addition, they receive six additional hours of training per year. If children need additional help in reading, they are offered a daily tutorial session with a different delivery system where the instruction is modified to meet the students' challenges. In addition to this resource, a full-time Title 1 paraprofessional and a Reading Specialist work with small groups of students.

School Processes & Programs Strengths

- Administration consistently seeks input from staff

- Safety procedures are in place
- Campus procedures and policies are given to every staff member. Our paraprofessionals receive a Paraprofessional Handbook.
- Data is analyzed frequently to provide intervention support
- Teachers utilize a variety of teaching strategies (manipulatives, guided reading, guided math, and developmentally appropriate activities) as well as scope and sequence, TRS, and assessment data (CLI Engage, mCLASS, Quarterly math assessments) to support instruction
- Vertical alignment of Pre-K guidelines and Kindergarten TEKS
- The district offers relative and valuable staff development for our teachers, including technology training.
- Multiple forms of technology

Perceptions

Perceptions Summary

Crockett provides foundational skills to students as they begin their educational journey. It is an environment where the staff is dedicated, devoted, nurturing, and loving. Our goal is to provide foundational skills in a developmentally appropriate manner. Crockett provides children a solid foundation and an inspiring introduction to academics. Hallways are decorated with theme-related decor as well as students' work. In addition, we have a tricycle path that children utilize once a week.

Families are an integral part of all that we do here at Crockett. They are invited to help in the classrooms, participate in special events, and attend PTO meetings. We have two-night events: Monster Math and Christmas at Crockett. Monster Math Night is a fun evening for students and parents. The students come dressed in their costumes and participate in various math activities. Christmas at Crockett is a night that is an excellent source of information for our parents on how to support their child's foundational reading skills better.

Perceptions Strengths

- Monster Math and Christmas at Crockett events
- High percentages of parent involvement in daytime and nighttime events
- Communication is good and is done through a variety of methods
- All Safety drills completed regularly: fire, lock down, tornado, etc.
- Awards Assemblies are held every nine weeks for academic progress and classroom behavior
- Monthly social committees plan and implement social gatherings for the staff
- Administration gives incentives to staff members regularly to promote a positive working environment
- Lots of promotion for parent involvement, a positive kid-friendly environment, and student successes
- Friendly and knowledgeable office staff
- Artwork and activities are displayed in main areas of the building
- PBIS implemented with consistent procedures and behavior incentives

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

District Goals

District Goal 1: Core Belief #1: We believe in working to improve the performance of all students, while closing achievement gaps.

District Goal #1: Ensure all students receive high-quality instruction.

Crockett's Goal #1: Crockett will provide high quality instruction in order to build foundational skills.

Standard #1: Instructional Leadership: The Principal is responsible for ensuring every student receives high quality instruction.

Performance Objective 1: By the end of the 24-25 school year, 85% or more of Crockett Kindergarten students will be at or above the benchmark on mCLASS and on the quarterly math assessment.

By the end of the 24-25 school year, 85% or more of Pre-Kindergarten students will be prepared to advance to the next grade level by being "On-Track", as measured by CLI assessments.

High Priority

Evaluation Data Sources: Pre-K CLI Engage
mCLASS
Quarterly Math Assessment
Teacher walkthroughs & evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the appropriate curriculum adopted by the state and/or district. Pre-K will use newly adopted Pre-K guidelines, and kindergarten teachers will continue to use the TEKS embedded in the TRS system.</p> <p>Strategy's Expected Result/Impact: Students will acquire the necessary knowledge and skills that are age-appropriate and aligned with the curriculum.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Pre-Kindergarten teachers will continue to utilize the Pre-K Framework to help them plan more in-depth math lessons.</p> <p>Strategy's Expected Result/Impact: Students will acquire the necessary knowledge and skills that are age-appropriate and aligned with the curriculum.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide instructional activities that are developmentally appropriate for young learners while effectively addressing the Pre-K Guidelines and the Kindergarten TEKS.</p> <p>Strategy's Expected Result/Impact: Students will acquire the necessary knowledge and skills that are age-appropriate and aligned with the curriculum.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: leveled hands on materials and/or time to develop leveled activities - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Daily lesson activities and small groups are differentiated and rigorous to provide high-quality instruction for At-Risk and struggling learners while also providing enrichment opportunities for GT students.</p> <p>Strategy's Expected Result/Impact: Walk-throughs will reveal the following components in place consistently: differentiation, rigor, intervention techniques, and enrichment.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Kindergarten teachers will administer planned quarterly math assessments and performance assessments in reading, math, science, and social studies to all students to measure student success of the written curriculum and to gather data that will drive future instructional decisions.</p> <p>Strategy's Expected Result/Impact: Complete administration of assessments in core content areas. Data from these assessments will be used for planning of future instruction.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: All Pre-K students will be assessed two times during the school year using the CLI-Engage assessment to identify their developmental strengths and weaknesses, plan and implement appropriate interventions, measure progress, and send progress reports home to parent(s).</p> <p>Strategy's Expected Result/Impact: The CLI-Engage assessment will be administered according to the testing calendar. Data from the two assessments will be readily available to view and discuss. Teachers will plan appropriate interventions for students based on their academic needs.</p> <p>Staff Responsible for Monitoring: Principal and PreK Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Assessment and performance data will be disaggregated and analyzed so that teachers can plan and deliver effective and differentiated instruction to small groups and establish effective stations based on grade-level content and students' readiness levels.</p> <p>Strategy's Expected Result/Impact: The number of students working at or above grade level in reading and math will increase to 85% or higher by the end of the school year.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Hands on materials for stations - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Bilingual teachers will continue to implement the one-way dual language model in their classrooms to provide an opportunity for students to acquire a second language while maintaining their native language and culture.</p> <p>Strategy's Expected Result/Impact: Children will acquire skills in both languages.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, Instructional Coach, and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Multiple sources of assessment and performance data will be evaluated and analyzed in order to provide individual and small-group academic intervention for at-risk students. The Reading Specialist and Title 1 paraprofessional will be used to assist students throughout the year in a tier intervention system.</p> <p>Strategy's Expected Result/Impact: Intervention strategies will be successful and help students progress throughout the year.</p> <p>Staff Responsible for Monitoring: Principal and Reading Specialist</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: The students will be recognized for their accomplishments in academic achievement, attendance, and conduct each nine weeks. As part of the award recognition, students will receive a certificate and/or medal/prize.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>Funding Sources: the actual incentives needed to be purchased - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Students will have opportunities to attend study trips to various places of interest in the community and one out of town trip to increase their experiences and to enhance their understanding of the TEKs and/or guidelines.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate more knowledge in the specific related TEKS.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Funding Sources: cost of buses for out of town trip and in town trips - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Students will use online or computer-based programs for math and reading to increase student achievement and close achievement gaps. Programs will be utilized for progress monitoring.</p> <p>Strategy's Expected Result/Impact: Students will use the available online programs for math and reading on a daily basis at school. Student achievement in math and reading will increase as the students spend time working with these online programs.</p> <p>Staff Responsible for Monitoring: All staff; technology department</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Professional Learning Communities (PLC's) will be effectively implemented in order to identify a specific area of need, design engaging lessons, plan and share, and analyze student progress for all sub populations (GT, EL, At-risk, Sped.).</p> <p>Strategy's Expected Result/Impact: Staff will work collaboratively and cohesively so that student progress will be made.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 14 Details	Reviews			
<p>Strategy 14: Students will be provided opportunities to write across the content area through various activities, such as journaling, open-ended responses, partner writing, and exit tickets. They will also be encouraged to write for longer periods throughout the year and share their writing.</p> <p>Strategy's Expected Result/Impact: Students will be able to express themselves in writing and orally and use content vocabulary.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: All Kindergarten teachers will administer the mCLASS to their students three times per school year and periodically administer Running Record Assessments to identify student small groups for reading intervention.</p> <p>Strategy's Expected Result/Impact: Students will be tiered and grouped by their teacher based on their reading ability and level. Individual student reading needs will be tracked and monitored.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Gomez & Gomez, "Going Blue" model will be utilized in our non-DL classrooms to focus on the best practices for engagement, writing, grouping, and rigorous instruction.</p> <p>Strategy's Expected Result/Impact: Close reading and writing gaps through implementation</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 17 Details	Reviews			
<p>Strategy 17: The campus will continue Positive Behavior Intervention and Support (PBIS) initiative, incorporating the Lion's Pride Way, to decrease negative student behavior incidents.</p> <p>Strategy's Expected Result/Impact: A significant decrease in the number of student referrals compared to historical data. Teachers will have more strategies to use when handling a student with behavior issues. The campus will be cohesive on student expectations.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, and Behavior Support Paraprofessional</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 2: Core Belief #2: We believe that all employees are critical to the success of our students.

District Goal #2: Provide and support high quality staff for all classrooms.

Crockett Goal 2: Retain and hire quality staff.





Standard #2: Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Performance Objective 1: Provide a safe and healthy working environment for all staff so the employees feel valued and empowered and strive for the students to experience academic success.

High Priority

Evaluation Data Sources: Throughout the school year, Crockett will recruit, grow, and sustain high-quality staff members to support the success of our students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development opportunities will be provided for staff based on noted areas of weakness in student data assessment results and teachers' needs.</p> <p>Strategy's Expected Result/Impact: Teachers will gain more effective teaching strategies and more knowledge about specific areas which will affect student growth.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Highly qualified teachers will be hired for needed openings and retained through proper support systems such as mentors for new teachers.</p> <p>Strategy's Expected Result/Impact: All teachers will be knowledgeable in their teaching areas in order to help all students demonstrate growth.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: In coordination with the office and the PTO, the staff will receive periodic lunches, treats, special gifts, acknowledgment of teacher and para of the quarter, team building opportunities, and positive notes to improve and sustain morale.</p> <p>Strategy's Expected Result/Impact: Morale and unity will be high among the staff.</p> <p>Staff Responsible for Monitoring: Principal, Office and PTO</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will be trained or updated on Promethean Boards used in the classrooms by district technology staff.</p> <p>Strategy's Expected Result/Impact: Staff and students will become proficient on Promethean Board engagement</p> <p>Staff Responsible for Monitoring: Principal, Technology staff</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: NEW 2.2.6 Staff will embed the district-wide concept of "E is for Excellence"- "Excellence is building relationships while engaging all students to exceed expectations and inspiring growth as lifelong learners."</p> <p>Strategy's Expected Result/Impact: District unity and expectation</p> <p>Staff Responsible for Monitoring: All Staff and Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
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District Goal 3: District Core Belief #3: We are committed to providing the resources necessary to ensure educational excellence.

District Goal #3: Empower staff with resources to ensure student excellence.





Crockett Goal 3: Crockett will continually collaborate and take personal responsibility to improve student outcome through best practice instruction and incorporation of resources.

Standard #3: Executive Leadership: The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcome.

Performance Objective 1: For the 2024-2025 school year, to enhance student achievement, monies from fundraisers, local, state, and federal sources will be allocated for expenditures based on students' needs and the current school inventory of materials and programs.

Evaluation Data Sources: 100% of all funds allocated to the Crockett campus will be spent on needed resources and staffing, according to the campus improvement plan.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will ensure that Crockett will stay within their allotted budget amounts while still making sure that teachers have what they need to teach.</p> <p>Strategy's Expected Result/Impact: The end of the year budget reports will show that Crockett spent within their limits and teachers were pleased with the supplies they had access to.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Principal will communicate with staff collaboratively to make decisions regarding the resources needed to improve student performance.</p> <p>Strategy's Expected Result/Impact: Staff will have a voice in the decisions that are made to purchase the necessary resources.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement and utilize technology to supplement our Pre-K and Kindergarten curriculum. These devices and applications will help build age appropriate technology skills as well as review skills in Reading, Math, Social Studies, and Science.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate basic technology skills as well as an increase in student learning through the use of technology.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Funding Sources: devices and programs to put on those devices - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Crockett will obtain and utilize money from various sources (i.e., PTO fundraiser, local restaurants, donations from businesses, local budget funds) to support student achievement.</p> <p>Strategy's Expected Result/Impact: Monies acquired will be used to purchase necessary resources.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 4: Core Belief #4: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.

District Goal #4: Provide a safe and secure learning environment, cultivating character and high expectations.





Crockett Goal 4: Crockett will foster a shared vision and culture of high expectations in a positive and safe environment.

Standard#4: School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Performance Objective 1: Using PBIS for the 2024-2025 school year, Crockett will promote and encourage positive behaviors and character traits, which will, in turn, be demonstrated by fewer behavior incidents.

Evaluation Data Sources: The number of students that have to come to the principal's office.

Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett will collaborate with feeder elementary schools in order to help lessen anxiety in the Kindergarten students about moving to a new campus the following year. A transition field trip will be scheduled and regular communication between the schools will occur.</p> <p>Strategy's Expected Result/Impact: Kindergarten students will be excited about moving to an elementary campus and their transition will be smoother.</p> <p>Staff Responsible for Monitoring: Principal and feeder School Principals</p> <p>Funding Sources: 5 buses and gas used per mile - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Crockett will teach and model demonstrating acts of kindness, compassion, and gratitude for others in the community and in our school district.</p> <p>Strategy's Expected Result/Impact: Students will exhibit character traits of kindness and generosity.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Crockett will encourage positive behaviors in students and/or classrooms using our PBIS procedures as well as through the district Lion Pride Way program.</p> <p>Strategy's Expected Result/Impact: Children are making better choices and demonstrating less disruptions at school. Students will be well rounded and feel good about themselves.</p> <p>Staff Responsible for Monitoring: All Staff Members</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Crockett will provide a comprehensive counseling program which will teach students appropriate social and emotional behaviors.</p> <p>Strategy's Expected Result/Impact: Our students will be able to independently manage their own behaviors in a productive manner.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will track students' attendance quarterly and report by email to the principal when a student reaches double-digit absences and or multiple unexcused tardies, and the principal will contact and document these students for the remainder of the year</p> <p>Strategy's Expected Result/Impact: More students learning and attaining the state-required 90% of days</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 4: Core Belief #4: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.





District Goal #4: Provide a safe and secure learning environment, cultivating character and high expectations.

Crockett Goal 4: Crockett will foster a shared vision and culture of high expectations in a positive and safe environment.

Standard#4: School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Performance Objective 2: For the 2024-2025 school year, following drill/safety procedures with 100% compliance, Crockett will be a safe environment for children to learn.

Evaluation Data Sources: Safety/Compliance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Crockett will use the district-wide Emergency Response Plan. Drills and training will occur routinely.</p> <p>Strategy's Expected Result/Impact: Staff will be better prepared and more knowledgeable if an emergency were to arise.</p> <p>Staff Responsible for Monitoring: Principal and school officer</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The safety committee will implement, revise, and monitor the campus security plan to ensure the security of all Crockett occupants at all times.</p> <p>Strategy's Expected Result/Impact: All potential risks and safety threats will be eliminated or minimized to a safe standard. An internal safety audit from the Safety Committee will be completed. Door locks will be used 24 hours a day to prevent the entry of an unauthorized person. Raptor background checks will be conducted for all campus visitors.</p> <p>Staff Responsible for Monitoring: Principal, EISD police officers and team members</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Goal 5: District Core Belief #5: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school system's appeal.

District Goal #5: Maintain a positive collaboration/partnership with our community.





Crockett Goal #5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.

Standard #5: Strategic Operations: The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Performance Objective 1: For the 2024-2025 school year, Crockett will host at least five events to promote parental involvement.

Evaluation Data Sources: Raptor Report, sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will collaborate to plan two night events. The purpose is to educate parents about our curriculum and how they can participate in core subject activities at home. As a result, social skills and learning will be enhanced while at the same time cultivating our school vision.</p> <p>Strategy's Expected Result/Impact: Parents will gain insight regarding skills and how to enhance the learning at home.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Our curriculum will continue to consist of activities which will invite parents and families to participate at school.</p> <p>Strategy's Expected Result/Impact: Parents will feel welcomed and valued at Crockett.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: need lots of visitor passes and supplies for each event - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Various forms of communication will be utilized to encourage better family participation (i.e. calendars, newsletters, website, Facebook, sign in the car loop, and reminder notes).</p> <p>Strategy's Expected Result/Impact: Families will be informed about events and activities at Crockett; consequently, attendance will be higher.</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>Funding Sources: Printed reminders - 199 - General Fund: Local</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





District Goal 6: District Core Belief #6: We believe that our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

District Goal #6: Maintain high-quality facilities with an instructional focus.

Crockett Goal 6: Ensure Crockett is a welcoming and pleasant environment for children and their families.

Performance Objective 1: The Principal will make it a daily priority that the building's interior and exterior are checked for maintenance needs and request any needed work orders as needs arise.

Evaluation Data Sources: Throughout the 24-25 school year, the building will remain clean, proactively maintained, and welcoming to all stakeholders. Data from stakeholder surveys and direct feedback from visitors will be evidence that the performance objective was met.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to make the inside of our building pleasing to the students and their families by changing the interior decorations seasonally and updating our halls with students' work.</p> <p>Strategy's Expected Result/Impact: Visitors to our building will feel welcome and view it as aesthetically pleasing.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to monitor the outside facilities to make Crockett not only aesthetically pleasing but safe as well.</p> <p>Strategy's Expected Result/Impact: The outside of Crockett will be well maintained. Crockett will also be a safe building.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

199 - General Fund: Local					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3	leveled hands on materials and/or time to develop leveled activities		\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7	Hands on materials for stations		\$0.00
1	1	10	the actual incentives needed to be purchased		\$0.00
1	1	11	cost of buses for out of town trip and in town trips		\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
3	1	3	devices and programs to put on those devices		\$0.00
4	1	1	5 buses and gas used per mile		\$0.00
5	1	2	need lots of visitor passes and supplies for each event		\$0.00
5	1	3	Printed reminders		\$0.00
Sub-Total					\$0.00