

**Ennis Independent School District**  
**David S. Crockett Early Childhood Center**  
**2023-2024 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!**

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Comprehensive Needs Assessment Data Documentation	10
District Goals	12
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.	12
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.	18
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.	20
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.	22
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.	25
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.	27
Title I Personnel	28
2023-2024 Campus Site-Based Committee	29
Campus Funding Summary	30

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Crockett Early Childhood Center is a 22-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 3 classrooms of Early Childhood Special Education (ECSE), 6 Pre-K classes, 3 Bilingual Pre-K classes, 4 Bilingual Kindergarten classes, and 9 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 is comprised of 60 staff members. We have one Administrator, one Counselor, one Educational Diagnostician, one Speech and Language Pathologist, one Speech Assistant, one nurse (RN), twenty-eight 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
- Low number of migrant students
- Overall, most student's attendance for the campus is appropriate
- All certified teachers are GT certified
- Specific time for PLCs given to PreK and Kinder

# 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)
  - Kindergarten students learn through a strong Balanced Literacy and Balanced Numeracy program
  - Children that 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
  - Guided reading library in a designated area for teachers to check out guided reading books

- 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 13 classes, four of which are dual language. We use the TRS curriculum framework for all four content areas. Students learn through a Balanced Literacy and Balanced Numeracy curriculum. 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, BAS, Quarterly math assessments) to support instruction
- Vertical alignment of Pre-K guidelines and Kindergarten TEKS
- Teacher incentives (large I-Pads and Chromebooks for staff, attendance, bilingual stipend, Teacher of the Year, social activities, TERP, and teacher appreciation)
- 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.

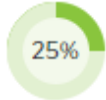



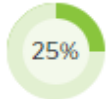

Standard #1: Instructional Leadership: The Principal is responsible for ensuring every student receives high quality instruction.







**Performance Objective 1:** (New) By the end of the 2023-2024 school year, using instructional activities that are developmentally appropriate and adhere to the Kindergarten TEKS and Pre-Kindergarten Guidelines, 85% or more of Crockett Kindergarten students will at or above benchmark on mCLASS and the Celebration of Learning Math Assessment. By the end of the 2023-2024 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.





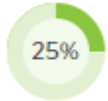

**High Priority**








**Evaluation Data Sources:** Pre-K CLI Engage  
 Kindergarten Celebration of Learning Math Assessment  
 mCLASS  
 Teacher walkthroughs & evaluations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> (New) Teachers will use a "backward design" model to plan each unit and/or lesson to ensure the written curriculum is aligned with the taught curriculum and student assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> During the planning stage of the lesson plan, the teachers will map out the unit and work backward, starting with the assessment or assessment framework.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 - General Fund: Local - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> (Revised) Pre-Kindergarten teachers will continue to utilize the Pre-K Framework to help them plan more in-depth math lessons.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> (New) Kindergarten teachers will implement our new phonics program daily.  <b>Strategy's Expected Result/Impact:</b> Students will have solid reading foundational skills.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Funding Sources:</b> Materials needed for implementation - 199 - General Fund: Local - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will provide instructional activities that are developmentally appropriate for young learners while effectively addressing the Pre-K Guidelines and the Kindergarten TEKS.  <b>Strategy's Expected Result/Impact:</b> Students will acquire the necessary knowledge and skills that are age appropriate and aligned with the curriculum.  <b>Staff Responsible for Monitoring:</b> Principal and Teachers</p> <p><b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Funding Sources:</b> leveled hands on materials and/or time to develop leveled activities - 199 - General Fund: Local - 199-11-6399-98-106-011 - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> (New) Daily lesson activities and small groups are differentiated and rigorous to provide high-quality instruction for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk-throughs will reveal the following components in place consistently: differentiation, rigor, intervention techniques, and enrichment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 - General Fund: Local - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> (New) 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><b>Strategy's Expected Result/Impact:</b> Complete administration of assessments in core content areas. Data from these assessments will be used for planning of future instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund: Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> (New) 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal and PreK Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> (New) 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal and Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Hands on materials for stations - 199 - General Fund: Local - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> 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><b>Strategy's Expected Result/Impact:</b> Children will acquire skills in both languages.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher, Instructional Coach, and Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 - General Fund: Local - 199 11 6399 98 106 011 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> 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><b>Strategy's Expected Result/Impact:</b> Intervention strategies will be successful and help students progress throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Reading Specialist</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Manipulatives for hands on learning and assessment materials if needed - 199 - General Fund: Local - 199-11-6399-98-106-011 - \$600, Manipulatives for hands on learning and assessment materials if needed - 211 - Title I, Part A Improving Basic Program - \$600</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Provide additional resources for supplemental instruction and for supplemental materials to children in need (At-Risk, Homeless, EL, Struggling Learners, GT, Sped).</p> <p><b>Strategy's Expected Result/Impact:</b> All students will demonstrate academic growth over the course of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS secretary and Principal</p> <p><b>Funding Sources:</b> school supplies, clothes, and additional hands on manipulatives - 211 - Title I, Part A Improving Basic Program - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> (Revised) Recognize perfect attendance by giving awards each nine weeks. The class with the highest attendance will receive a trophy and a treat.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk and Secretary</p> <p><b>Funding Sources:</b> the actual incentives needed to be purchased - 461 - Campus Activity Fund - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will demonstrate more knowledge in the specific related TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Funding Sources:</b> cost of buses for out of town trip and in town trips - 199 - General Fund: Local - 199-11-6412-98-106-011 - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> (New) 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff; technology department</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				



Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> 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><b>Strategy's Expected Result/Impact:</b> Staff will work collaboratively and cohesively so that student progress will be made.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - 199 - General Fund: Local - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> (New) Students will be provided opportunities to write across the content area through various activities i.e. journaling, open-ended responses, partner writing, and exit tickets. Students will be encouraged to write for longer periods throughout the year and share their writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to express themselves in writing and orally and use content vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levels:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<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.

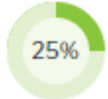



Crockett Goal 2: Retain and hire quality staff.







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:** (New) 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><b>Strategy 1:</b> Professional development opportunities will be provided for staff based on noted areas of weakness in student data assessment results and teachers' needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain more effective teaching strategies and more knowledge about specific areas which will affect student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Funding Sources:</b> lots of training opportunities for staff to pick from - 199 - General Fund: Local - 199-13-6291-98-106-799 - \$1,000, materials to support the training so staff can leave training ready to put strategies into place - 199 - General Fund: Local - 199-13-6399-98-106-799 - \$2,000, Trainings that are brought in based on teacher and student need - 211 - Title I, Part A Improving Basic Program - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> (Revised) Highly qualified teachers will be hired for needed openings and retained through proper support systems such as mentors for new teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will be knowledgeable in their teaching areas in order to help all students demonstrate growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to extend appreciation and recognition to staff through: monthly celebrations, notes, Teacher of the 9 Weeks/Year program, recognition of birthday, and small gifts.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will feel valued.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> food items, Christmas gifts, some Teacher Appreciation gifts, - 461 - Campus Activity Fund - 461-00-5755-98-106-799 - \$2,000, staff token gifts and morale booster items - 199 - General Fund: Local - 199-31-6399-98-106-099 - \$1,200</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 70%		
<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 3:** District Core Belief #3: We are committed to providing the resources necessary to ensure educational excellence.




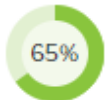


District Goal #3: Empower staff with resources to ensure student excellence.







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 2023-2024 school year, utilizing various methods to collect monies in which to supplement local and federal funds, Crockett will enhance student performance and staff morale by staying within the appropriated budget allowances.

**Evaluation Data Sources:** 2023-2024 Budget

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Principal will communicate with staff collaboratively to make decisions regarding the resources needed to improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have a voice in the decisions that are made to purchase the necessary resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will demonstrate basic technology skills as well as an increase in student learning through the use of technology.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Funding Sources:</b> devices and programs to put on those devices - 199 - General Fund: Local - 199-12-6399-98-106-799 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Monies acquired will be used to purchase necessary resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** For the 2023-2024 school year, using PBIS, Crockett will promote and encourage positive behaviors and character traits, which in turn will 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Kindergarten students will be excited about moving to an elementary campus and their transition will be smoother.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and feeder School Principals</p> <p><b>Funding Sources:</b> 5 buses and gas used per mile - 199 - General Fund: Local - 199-11-6412-98-106-011 - \$50</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Crockett will teach and model demonstrating acts of kindness, compassion, and gratitude for others in the community and in our school district.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will exhibit character traits of kindness and generosity.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers and Principal</p> <p><b>Funding Sources:</b> making little thoughtful art projects and notes throughout the year - 199 - General Fund: Local - 199-11-6399-98-106-011 - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Children are making better choices and demonstrating less disruptions at school. Students will be well rounded and feel good about themselves.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff Members</p> <p><b>Funding Sources:</b> All the positive incentives used school wide all year - 461 - Campus Activity Fund - \$1,000, All the positive incentives used school wide all year - 199 - General Fund: Local - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Crockett will provide a comprehensive counseling program which will teach students appropriate social and emotional behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Our students will be able to independently manage their own behaviors in a productive manner.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Funding Sources:</b> - 199 - General Fund: Local - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**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 2023-2024 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><b>Strategy 1:</b> Crockett will use the district-wide emergency response plan (Standard Response Protocol). Drills and training will occur routinely.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be better prepared and more knowledgeable if an emergency were to arise.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus nurse will provide health and safety education to students, parents, and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff, students, and parents will be more knowledgeable regarding their own health habits.</p> <p><b>Staff Responsible for Monitoring:</b> School Nurse</p> <p><b>Funding Sources:</b> materials needed to education students, staff, and parents - 199 - General Fund: Local - 199-33-6399-98-106-099 - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**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.

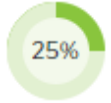





Crockett Goal #5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.

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 2023-2024 school year, Crockett will host a minimum of 5 events in an effort to promote parental involvement.

**Evaluation Data Sources:** Raptor Report, sign in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Parents will gain insight regarding skills and how to enhance the learning at home.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers and Principal</p> <p><b>Funding Sources:</b> Materials needed for the nights - 199 - General Fund: Local - 199-11-6399-98-106-011 - \$500, Materials needed for the nights - 211 - Title I, Part A Improving Basic Program - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Our curriculum will continue to consist of activities which will invite parents and families to participate at school.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel welcomed and valued at Crockett.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> need lots of visitor passes and supplies for each event - 199 - General Fund: Local - 199-23-6294-98-106-099 - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Families will be informed about events and activities at Crockett; consequently, attendance will be higher.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Principal</p> <p><b>Funding Sources:</b> Printed reminders - 199 - General Fund: Local - \$100</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				









**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:** For the 2023-2024 school year, using the district maintenance procedure and teacher and student decorations, Crockett will continue to be a pleasing environment to educate students as reflected in the end of year parent survey as well as 95% of maintenance tickets completed.

**Evaluation Data Sources:** Percentage of tickets completed, fewer number of complaints from parents and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Visitors to our building will feel welcome and view it as aesthetically pleasing.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Funding Sources:</b> seasonal decorations to support the school wide theme and culture - 461 - Campus Activity Fund - 461-00-5755-98-106-799 - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 75%		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to monitor the outside facilities to make Crockett not only aesthetically pleasing but safe as well.</p> <p><b>Strategy's Expected Result/Impact:</b> The outside of Crockett will be well maintained. Crockett will also be a safe building.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> garden supplies, flowers, and signs - 461 - Campus Activity Fund - 461-00-5755-42-106-799 - \$450</p>	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 30%		
<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>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Honza	Instructional Coach- Position #1000153	Admin. Other	1.0
Laurie Butler	Teacher- Position #1000702	General Instruction	1.0

# 2023-2024 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Linsey Cikanek	Classroom Teacher
Classroom Teacher	Courtney Montelongo	Classroom Teacher
Classroom Teacher	Samantha Cervantes	Classroom Teacher
Classroom Teacher	Jennifer Fraga	Classroom Teacher
Classroom Teacher	Melissa Brown	Special Education Inclusion Teacher
Classroom Teacher	Kelsey Falls	P.E. Teacher
Classroom Teacher	Elma Thornton	Paraprofessional
Counselor	Tracey Sadler	Counselor
Community Representative	Beverly Campbell	Community
Administrator	Cindy Honza	Principal

# Campus Funding Summary

199 - General Fund: Local					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$500.00
1	1	3	Materials needed for implementation		\$2,000.00
1	1	4	leveled hands on materials and/or time to develop leveled activities	199-11-6399-98-106-011	\$10,000.00
1	1	5			\$500.00
1	1	6			\$0.00
1	1	8	Hands on materials for stations		\$1,000.00
1	1	9		199 11 6399 98 106 011	\$2,000.00
1	1	10	Manipulatives for hands on learning and assessment materials if needed	199-11-6399-98-106-011	\$600.00
1	1	13	cost of buses for out of town trip and in town trips	199-11-6412-98-106-011	\$2,500.00
1	1	15			\$1,000.00
2	1	1	lots of training opportunities for staff to pick from	199-13-6291-98-106-799	\$1,000.00
2	1	1	materials to support the training so staff can leave training ready to put strategies into place	199-13-6399-98-106-799	\$2,000.00
2	1	3	staff token gifts and morale booster items	199-31-6399-98-106-099	\$1,200.00
3	1	3	devices and programs to put on those devices	199-12-6399-98-106-799	\$5,000.00
4	1	1	5 buses and gas used per mile	199-11-6412-98-106-011	\$50.00
4	1	2	making little thoughtful art projects and notes throughout the year	199-11-6399-98-106-011	\$200.00
4	1	3	All the positive incentives used school wide all year		\$1,000.00
4	1	4			\$1,000.00
4	2	2	materials needed to education students, staff, and parents	199-33-6399-98-106-099	\$200.00
5	1	1	Materials needed for the nights	199-11-6399-98-106-011	\$500.00
5	1	2	need lots of visitor passes and supplies for each event	199-23-6294-98-106-099	\$400.00
5	1	3	Printed reminders		\$100.00
<b>Sub-Total</b>					<b>\$32,750.00</b>
211 - Title I, Part A Improving Basic Program					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Manipulatives for hands on learning and assessment materials if needed		\$600.00

**211 - Title I, Part A Improving Basic Program**

<b>District Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	11	school supplies, clothes, and additional hands on manipulatives		\$200.00
2	1	1	Trainings that are brought in based on teacher and student need		\$5,000.00
5	1	1	Materials needed for the nights		\$1,000.00
<b>Sub-Total</b>					\$6,800.00

**461 - Campus Activity Fund**

<b>District Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	12	the actual incentives needed to be purchased		\$2,000.00
2	1	3	food items, Christmas gifts, some Teacher Appreciation gifts,	461-00-5755-98-106-799	\$2,000.00
4	1	3	All the positive incentives used school wide all year		\$1,000.00
6	1	1	seasonal decorations to support the school wide theme and culture	461-00-5755-98-106-799	\$400.00
6	1	2	garden supplies, flowers, and signs	461-00-5755-42-106-799	\$450.00
<b>Sub-Total</b>					\$5,850.00