

Grand Prairie Independent School District

Crockett EES

2023-2024 Campus Improvement Plan



Mission Statement

Our **mission** is to provide a safe, nurturing and engaging early learning environment that effectively supports the diverse needs of children and families in our community and creates a foundation for children to become lifelong learners and critically-thinking citizens.

Vision

Our **vision** is a community where all children feel loved, respected, and encouraged to achieve their fullest potential.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)	16
Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2024, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)	27
Goal 3: Parent/Community Engagement: By August 2024, all campuses will have a documented parent/family engagement plan that will engage parents/families opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4) (Local Strategic Priority 6)	31
Goal 4: Instructional Technology: By August 2024, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 6)	34
Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)	36
Campus Funding Summary	42

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics:

Crockett Early Education School serves Pre-Kindergarten students from across Grand Prairie and surrounding neighborhoods. Additionally, Crockett EES will continue to support GPISD's focus on improving Early Childhood Education.

At-risk data shows 77%. Ethnic distribution of Pre-K students is 72% Hispanic, 21% African American, 3% White, 2% Asian. 94% of students are from economically disadvantaged households. Enrollment for the 2022-2023 school year was 473 students. The attendance rate was at 90%.

Crockett is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school. Crockett is an Early Education School, and receives State Compensatory Education (SCE) funds.

Components of Schoolwide Program:

7. Plans on Assisting Preschool Students in the Successful Transition from Early Childhood Programs.

Staff Quality:

TAPR records for the 2021-2022 school year shows 86% of teachers hold a bachelors degree and 11% hold master's degrees. Teacher experience is as follows: 1-5 years: 64%; 6-10 years: 14.5%; 11-20 years: 7% and over 20 years: 0%. Crockett is comprised of female teachers with 100% representing minority groups. Staff participate in district and campus professional development. Course offerings have addressed all sections of the DIP and CIP. Professional development and training sessions have been expanded to include necessary preparation for the continuation of the Crockett Early Education School. Sessions include:

- Professional Learning Communities
- Dual Language (one-way)
- Language Acquisition
- Phonemic Awareness
- Science Inquiry
- Numeracy
- Individualized teacher professional goal/setting
- Guided Groups (ELA/SLA/Math)
- Social and Emotional Learning/Mindfulness

Demographics Strengths

Demographics:

- Campus specializes in Early Childhood Education with free and tuition based full-day Pre-K 3 and Pre-K 4
- School of Choice
- Free transportation for PK4 Students
- DL/BIL Program to serve our increasing Hispanic population; 67% PK4 students.
- Communication in English and Spanish
- PACT and Family Events
- Attendance Plan to increase student attendance and decrease tardies. May 2023 attendance rate at 90%.
- 6% decrease in teachers with 11-20 years experience
- 9% decrease in staff with Masters degrees
- CEES continues to grow in diversity. We make efforts to celebrate diversity and create a positive culture with students and staff (C.U.B.S., HPH, Kindness Crew)
- Low student-teacher ratio (11:1)

Staff Quality:

- Further implementation of the Texas Teacher Evaluation and Support System (T-TESS)
- Teacher/administrator professional goal setting
- Campus based training plan is well planned and implemented for the unique needs of Early Education
- Edugence is utilized to track teachers' participation in Campus/ District training
- Continued opportunities for teacher training in numeracy and literacy at the campus and District level
- Intentional/individualized campus support for new staff members based on needs
- Employment of Highly Qualified teachers
- New teachers have mentors
- iCoach support
- WLM provide ongoing professional development throughout the year
- SPED Inclusion teacher to serve students
- Behavior Interventionist provided support to staff and students

Problem Statements Identifying Demographics Needs

Problem Statement 1: On average, 5% of students arrive late on a daily basis. About 2% of students are picked up after 3:45 p.m. **Root Cause:** Parents have children in different schools and traffic presents a problem. Other issues involve other parent reasons.

Problem Statement 2: Lack of educational opportunities/regression and 2021-2022 TAPR data shows a need for SEL intervention with 94% ED and 77% at-risk population. Our at-risk students require additional support in developing Social and Emotional skills. **Root Cause:** According to the 2020-2021 showed a 60% at-risk population; the 2021-2022

showed 77%; and increase of 17%.

Problem Statement 3: Student/teacher demographics not aligned as reported in 2021-22 TAPR with 20.7% AA students and 13.2% teachers; 72% Hispanic students and 40% teachers; 3% White students and 44% teachers.

Student Learning

Student Learning Summary

Student Learning Summary

Using CLI Progress Monitoring data, our teachers will utilize research-based strategies to address the academic areas indicated as “emergent.” Teachers will also use 9-week performance assessments to ensure students are mastering Pre-K guidelines and will use the data generated to implement individualized instruction to meet students' needs.

Teachers use DRA/EDL 2 results in the Spring, along with the results of other assessments, to determine students reading level and plan for small group, guided reading instruction, including targeted interventions and supplemental support. Teachers select materials that match students’ instructional levels and provide appropriate instruction to challenge them.

Teachers and support staff will share school-home strategies with parents that address their child's developmental and academic needs. Low performing skills from data analysis will be used as a focus for teacher and parent training opportunities at Crockett EES.

Student Learning Strengths

Student Academic Achievement:

- 2021-2022 return to face to face instruction and hands on learning
- Collaboration through PLC for data driven instruction, lesson design and implementation to meet student needs
- Identification of students for intervention and supports through screeners and testing
- Monitoring and adjusting instruction based on student data
- RtI Process
- Content PLCs
- Team PLCs
- Staff Development/WLM
- Quarterly Data Meetings

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Training for all staff in the areas of differentiated instruction and behavior supports to meet the individual needs of students. **Root Cause:** COVID 19 impact on learning loss and lack of opportunities for social, emotional and behavior development has created gaps in early childhood development of the whole child.

Problem Statement 2 (Prioritized): Lack of specialized SEL and behavior support for at-risk students. Demographic data shows a need for a Behavior/SEL specialist with 60% of students at-risk and 98% Economically Disadvantaged. **Root Cause:** There was no SEL counselor or Behavior Specialist to provide specialized supports to at-risk students. The SEL counselor was moved to another campus in September. A qualified behavior interventionist applicant was not found until April 2022-at that time the position was removed by HR from Crockett.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

Crockett will adhere to scientifically research based early childhood education curriculum and practices. To support student achievement, CLI progress monitoring data and 9-week Quarter Assessment data will be analyzed to determine what supplemental instructional resources will be needed and used for teachers.

Staff Recruitment and Retention

District/campus professional development offerings have addressed all sections of the DIP and CIP. Professional development and training sessions have been expanded to include current campus needs based on data for ongoing improvement efforts. Sessions include:

- Professional Learning Communities
- Dual Language (one-way)
- Texas Reading Academy
- Language Acquisition
- Phonemic Awareness
- Science Inquiry
- Numeracy
- Individualized teacher professional goal/setting
- Instructional Coaching Cycles
- Guided Instruction: Reading & Math
- Social and Emotional Development
- Job Fair Recruitment

The Crockett CIC must compile and document a formal vote of approval for the campus professional development plan.

School Context and Organization:

Context and Organization includes addressing data and customer feedback to support changes and improvements. The CIC also reviews effective implementation of the required Decision-Making Process and proper documentation of these efforts. Crockett will operate as a school of choice implementing the concept of the Early Education School.

Additionally, Crockett Early Education School represents a GPISD commitment to expand Pre-K education and a schoolwide reform strategy.

Technology:

Current campus efforts are documented as successful and in compliance with the GPISD Technology Plan. Efforts will continue as currently designed. The CIC will review current and potential technology based curriculum, supplemental instructional programs and compliance with the District and Campus training plan for technology usage in the classroom.

School Processes & Programs Strengths

Curriculum and Instruction:

- Collaboration between GPISD early educators during District-wide weekly overviews
- Professional Development (early literacy, early math, inquiry-based science, problem solving, RTI, Technology)
- Providing individualized interventions for students based on individual data
- Time allotments in master schedule to maximize instruction
- Music, Art, P.E., STEAM, and SEL integration
- Updated Vertical Alignment Document based on newly released TEKS and Pre-K guidelines
- Flexible student grouping
- Disaggregating Data to Drive Instruction (Data Driven Instruction during PLC)
- Quarterly Data Meetings/Reflection
- Year at a Glance and Vertical Alignment Documents

Staff Recruitment and Retention:

- Further implementation of the Texas Teacher Evaluation and Support System (T-TESS)
- Teacher/administrator professional goal setting
- Campus based training plan is well planned and implemented for the unique needs of Early Education
- Edugence is utilized to track teachers' participation in Campus/District training
- Continued opportunities for teacher training in numeracy and literacy at the campus and District level
- Intentional/individualized campus support for new staff members based on needs
- Employment of Highly Qualified teachers
- Dual Language (one way) and Bilingual classes offered to PK3 and PK4 students
- Mentors for New teachers
- iCoach support with coaching, feedback and office hours
- New teachers meet with administration to request additional support if needed
- 11-1 teacher-student ratio

School Context and Organization:

- Active parent participation in PACT, Family Events and volunteer projects
- Special Programs (i.e. Special Education, 504, RTI, Handprints on Hearts, Kindness Crew)
- Continued EES school of choice implementation

- District-wide Support in the Content Areas for Curriculum Vertical Alignment
- School Safety & Security Plan
- Welcoming Positive Environment
- Master Schedule maximizes instructional time
- Transitions activities are provided to students entering PK and those transitioning to Kindergarten
- PK4 After school care through Beyond the Bell

Technology:

- Crockett is compliant with GPISD Technology 160 Plan
- Technology PD is provided at least once a month throughout the school year to staff by Instructional Media Specialist
- Campus based Technology Specialist
- Campus-wide Interactive Boards
- 1:1 Student to Technology Ratio
- 1:1 OSMO to classroom access
- Lead paraprofessional laptops to facilitate high-quality instruction
- Paraprofessional issued iPads
- Visual tracking of student progress
- Campus goal: 100% of teachers will be Apple Certified Teacher. Apple Distinguished School attainment in process

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was a 17% increase in At-risk students from 2020-2021 to 2021-2022 showing a need for a behavior support and intervention plan. **Root Cause:** Student behaviors that teachers are managing in early education classrooms are becoming more intense and more frequent.

Problem Statement 2 (Prioritized): Our PK students will lack opportunities to develop the necessary early childhood skills needed to achieve mastery of PK Guidelines with inadequate staffing. **Root Cause:** District budget cuts and lack of funding have resulted in our campus losing positions such as the Behavior Interventionist, Art Teacher and Family Engagement Specialist for the 2023-2024 school year. Low May 2023 enrollment numbers for 2023-2024 SY resulted in the district reassigning 12 PK units/24 FTEs to other campuses.

Perceptions

Perceptions Summary

Family and Community Involvement:

The Campus Improvement Committee (CIC) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan (CIP) as necessary. Any parent may participate in this process or provide feedback to the CIC by contacting campus administration at any time during the year.

Improvement efforts will focus on increased parent participation. Efforts will also be made to document participation and to survey participants to assist with improvement of programming. Crockett will continue to support the Parent and Child Time Together Program for GPISD.

Crockett budgets a minimum of 2% of the Title I budget for Parental Involvement activities, materials and information items. This doubles the required amount. Crockett hosts a Parent Orientation Night where parents are given an overview of Campus Parent Involvement Policies, Parent/School Compacts, campus and classroom expectations and procedures, and curriculum/ instruction.

School Culture and Climate:

The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and GPISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues regarding expectations and values as well as a safe and disciplined environment for teaching and learning.

Current campus efforts are in compliance with GPISD guidelines. Data analysis includes review of safe schools data.

Perceptions Strengths

Family and Community Involvement:

- Family Engagement Specialist/Counselor offers orientation to all parents to resources available to monitor student progress
- Parent Classes provided by outside services (i.e. Catholic Outreach)
- Family Involvement Opportunities (i.e. Dunkin with Dad, Mommy and Me; Race into Kinder; Project based learning activities, etc.)
- PACT (Parent and Child Time Together) training for parents of children 0-4 focusing on school readiness
- Multicultural Events
- Connecting parents to community resources
- Communicating school of choice opportunities to early education families
- Monthly Newsletter with a curriculum focus and calendar of events
- Social Media Platforms
- Parent-Teacher communication and conferences

- Parent Involvement opportunities (i.e. Coffee with the Principal, CIC, Campus Volunteer, Dad's Club, Campus Projects)

School Culture and Climate:

- Students receive proactive behavioral strategies through guidance lessons provided by the school counselor
- Teachers are implementing the STOIC Framework and mindfulness strategies in the classroom to help students manage their emotions/behavior
- Teachers receive yearly training on developmentally appropriate behavioral strategies and practices for early education
- CIC participation in campus climate and culture development and maintenance
- Establishment of a proactive and safe school environment to address the needs of very young students
- Excellent Customer Service is a priority for all faculty and staff
- High Standards are established for students, faculty and staff
- Invitational school environment for parents that allows for parental involvement
- Foster high quality community service
- Campus Committees to address campus needs
- Campus Leaders communicate and monitor high expectations for all
- Campus wide implementation of C.U.B.S. philosophies
- Handprints on Hearts Mentor Program

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community partnerships and at-risk family engagement was minimal. **Root Cause:** A campus plan is needed to expand and strengthen collaboration and partnerships with community members and all families, especially our most at-risk.

Priority Problem Statements

Problem Statement 1: Lack of specialized SEL and behavior support for at-risk students. Demographic data shows a need for a Behavior/SEL specialist with 60% of students at-risk and 98% Economically Disadvantaged.

Root Cause 1: There was no SEL counselor or Behavior Specialist to provide specialized supports to at-risk students. The SEL counselor was moved to another campus in September. A qualified behavior interventionist applicant was not found until April 2022-at that time the position was removed by HR from Crockett.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Training for all staff in the areas of differentiated instruction and behavior supports to meet the individual needs of students.

Root Cause 2: COVID 19 impact on learning loss and lack of opportunities for social, emotional and behavior development has created gaps in early childhood development of the whole child.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There was a 17% increase in At-risk students from 2020-2021 to 2021-2022 showing a need for a behavior support and intervention plan.

Root Cause 3: Student behaviors that teachers are managing in early education classrooms are becoming more intense and more frequent.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our PK students will lack opportunities to develop the necessary early childhood skills needed to achieve mastery of PK Guidelines with inadequate staffing.

Root Cause 4: District budget cuts and lack of funding have resulted in our campus losing positions such as the Behavior Interventionist, Art Teacher and Family Engagement Specialist for the 2023-2024 school year. Low May 2023 enrollment numbers for 2023-2024 SY resulted in the district reassigning 12 PK units/24 FTEs to other campuses.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Community partnerships and at-risk family engagement was minimal.

Root Cause 5: A campus plan is needed to expand and strengthen collaboration and partnerships with community members and all families, especially our most at-risk.

Problem Statement 5 Areas: Perceptions

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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: July 25, 2023

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 1: Increase the academic achievement for all students as measured by district and state assessment performance and growth.

High Priority





HB3 Goal

Evaluation Data Sources: District Data Sources and State Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: Implement Needs Assessment processes and Professional Learning Communities (PLC) for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Facilitate district and campus level Professional Learning Communities that address student needs through data driven decision making and capacity building among teachers. PLCs will utilize quarter assessments, CLI and other campus data to guide discussions about lesson plan design that include strategies and research based best practices to increase student performance. Data Talks will take place throughout the year focusing on student performance, progress monitoring, intervention and extension strategies. Strategy's Expected Result/Impact: Increase in teacher effectiveness that impacts and enhances student achievement. Staff Responsible for Monitoring: Campus Administration, Instructional Coach, classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Classroom teachers will continue to utilize the "Early Education Initial Screener" to identify potential at-risk students, provide intervention and monitor their progress. Strategy's Expected Result/Impact: Data will be collected within the first 5 weeks of school for all students. Staff Responsible for Monitoring: iCoach, Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Crockett EES PACT will continue to inform parents, students and community members of post-high school graduation opportunities for high school graduates and through community colleges and universities as well as provide supports including resources such as Ready Rosie, SAVVAS engagement activities, and training. Strategy's Expected Result/Impact: Parents will be informed and participate in learning opportunities for college and career readiness. Staff Responsible for Monitoring: PACT Facilitators, Campus Administration Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The Response to Intervention Team will continue to identify at risk students and provide parents with intervention strategies and goals to ensure student success. Strategy's Expected Result/Impact: Increased student achievement of at risk students. Staff Responsible for Monitoring: Campus Administration, RtI Committee Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: All staff will be trained on GPISD policy for bullying and suicide awareness. Strategy's Expected Result/Impact: Provide students' with a safe environment that is conducive to student learning and is aligned with GPISD board policy. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The Crockett EES promotes student leadership through the recognition to those who demonstrate exemplary character each month. Strategy's Expected Result/Impact: Provide students with positive reinforcement who demonstrate leadership characteristics. Staff Responsible for Monitoring: Classroom Teachers, Counselor Funding Sources: - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June





Strategy 8 Details	Reviews			
Strategy 8: Students will continue to be provided guidance lessons to address social and emotional needs. Strategy's Expected Result/Impact: Providing students' with the self-coping skills to be successful in society. Staff Responsible for Monitoring: School Counselor Funding Sources: - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Campus Administration and staff will implement Cultivating Understanding Build Success (C.U.B.S.) philosophies and best practices to foster relational capacity. Strategy's Expected Result/Impact: Professional Development will address the needs of individual teachers and develop relational capacity amongst all stakeholders. Staff Responsible for Monitoring: Campus Administration, Counselor, Classroom Teachers Title I: 2.6 Funding Sources: - 211 - Title 1 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Provide high-quality early education initiatives and programs. (ESSA requirement)

Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1 Details	Reviews			
Strategy 1: Crockett EES teachers will implement PK Guidelines with fidelity across the campus utilizing district planning calendars and district approved resources. Strategy's Expected Result/Impact: Teachers will deliver high quality instruction that will increase student achievement. Staff Responsible for Monitoring: Campus Administration, iCoach and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Full day PK programming will be offered to students in GPISD with transportation offered from the student's home campus for PK 4 students. Strategy's Expected Result/Impact: Increased enrollment in GPISD PK programs Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Crockett EES administration and teaching staff will promote the campus PK program during city-wide events (i.e. Main Street Fest, Eggstravaganza, GPISD Experience). Strategy's Expected Result/Impact: Increased enrollment in GPISD PK Programs Staff Responsible for Monitoring: Campus Administration and Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The Crockett EES counselor will schedule meetings with counselors from receiving elementary schools to assist with the transition of preschool children into elementary programs. Strategy's Expected Result/Impact: Students will have the needed support when they transition to their elementary	Formative			Summative
	Nov	Jan	Mar	June





school Staff Responsible for Monitoring: Campus Administration and Classroom Teachers Title I: 2.4, 2.6				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

Evaluation Data Sources: College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

Strategy 1 Details	Reviews			
Strategy 1: Crockett EES offers "Raising a Scholar," a program for parents to inform them on the skills and foundations needed for college readiness in the fall and spring semester. Strategy's Expected Result/Impact: Parents will be informed of the skills and foundations needed for college readiness. Staff Responsible for Monitoring: Counselor Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Crockett EES provides opportunities for students to be exposed to various career paths throughout the year. Strategy's Expected Result/Impact: Students and parents will begin to identify various career opportunities and options. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Crockett EES participates in Generation Texas which promotes college and higher education readiness skills throughout the state of Texas. Strategy's Expected Result/Impact: Parents and students will participate in activities that clarify the steps needed to take on the path to college and career education. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Students and their parents will complete a "Career Interest Inventory" The inventory is designed to have parents identify traits that their children display and what career categories fit those traits. This information can then be used at the GPISD's Experience as they look at their school opportunities for the next school year. Strategy's Expected Result/Impact: Parents will be able to use the completed career inventory to guide their choice in school for their kindergarten year. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Crockett EES provides opportunities for students to be exposed to various educational pathways through GPISD Schools of Choice. Strategy's Expected Result/Impact: Students will begin to identify their interests in career, technology, engineering, fine arts and athletics. Staff Responsible for Monitoring: Counselor, Instructional Coach, Family & Community Engagement Coordinator, and Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)

Evaluation Data Sources: tutoring records, prescriptive interventions documentation

Strategy 1 Details		Reviews			
Strategy 1: Provide ongoing professional development that focusses on Early Childhood reading and language development such as Guided Reading, Phonemic Awareness and other science of teaching reading components. Strategy's Expected Result/Impact: Provide students with individualized instruction and small group learning opportunities to transition from PK to Kindergarten. Staff Responsible for Monitoring: Campus Administration, iCoach, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: We will provide a conceptual framework to make connections to math concepts through the use of a developmentally appropriate problem solving model, academic conversations, critical thinking questions and manipulatives for hands-on learning experiences for all early education students. Strategy's Expected Result/Impact: Plan activities that require students to think critically and strengthen the overall math curriculum. Staff Responsible for Monitoring: Campus Administration, iCoach, Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 199 - SCE - \$500		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will continue to implement scientific inquiry to develop the critical thinking skills necessary to the scientific process. Strategy's Expected Result/Impact: Strengthen the overall science curriculum with hands-on activities that are engaging and allow time for students' to develop inquiry skills. Staff Responsible for Monitoring: Classroom Teachers, iCoach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Crockett EES iCoach will assist staff with classroom instructional delivery, training, coaching and feedback to support accelerated learning strategies. Strategy's Expected Result/Impact: Teachers be provided the opportunity to collaborate to enhance instructional practices and connect curriculum, instruction and assessment. Staff Responsible for Monitoring: Campus Administration, iCoach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: At-risk students will continue to be given the opportunities for accelerated instruction through concept refinement, small group instruction as well as individualized interventions. Strategy's Expected Result/Impact: Teachers will be developing students' PK portfolios that include interventions to pass along to Kindergarten teachers. Teachers will be individualizing instruction and collaborating to design student assessments, to determine gaps, and evaluate strategies. Staff Responsible for Monitoring: Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services. Strategy's Expected Result/Impact: Address the needs of migrant students at our school Staff Responsible for Monitoring: Counselor, Social Worker, Family Engagement Specialist, Classroom Teachers Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Crockett EES will monitor attendance using software that provides student detail reports, send notifications in home language and conference with parents who may need additional support. Strategy's Expected Result/Impact: Increase of student attendance Staff Responsible for Monitoring: Campus Administrators, PEIMS Clerk Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Crockett EES will implement attendance initiatives throughout the school year that includes an incentive program to increase student attendance. Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Admin, teachers, attendance clerk Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) and no "D" or "F" rated school as measured by TEA. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide additional academic and social emotional initiatives and support for grades 5 - 9.

High Priority
HB3 Goal
Evaluation Data Sources: State and Local Assessment Data and Counseling Reports

Strategy 1 Details		Reviews			
Strategy 1: Students will receive regular guidance, support and resources to address social and emotional needs. Strategy's Expected Result/Impact: Students will develop a repertoire of social/emotional skills. Staff Responsible for Monitoring: School Counselor, teachers Title I: 2.6 Funding Sources: - 199 - General Fund - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2024, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Continue to support the district's leadership mission and goals: We Create Success--We Lead by Example--We Empower People through leadership development initiatives and professional development for teachers and staff to improve student learning.

High Priority





Evaluation Data Sources: classroom walkthrough data, teacher evaluation system data

Strategy 1 Details	Reviews			
Strategy 1: Through the ongoing implementation of evaluations (i.e. T-TESS and district evaluation tools), administration will coach/lead staff to effectively write and achieve personally developed goals designed to grow professionally and increase student achievement. Formative and summative evaluative data will be collected through walkthroughs, formal observations and conferences. Strategy's Expected Result/Impact: Highly-effective teachers delivering high-quality instruction that will increase student achievement. Staff Responsible for Monitoring: Campus Administration, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for staff to share research based strategies, teaching practices and pedagogy through PLC, Wednesday Learning Meetings, and other campus training opportunities. Strategy's Expected Result/Impact: Increase in research based strategies used in lessons as documented in walkthroughs as well as increased mastery of reported reading and math skills. Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2024, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.

Evaluation Data Sources: retention data, recruitment data





Strategy 1 Details	Reviews			
Strategy 1: A record of teacher certifications will be kept on campus to support the Human Capital Development initiative, including HQ staff. Strategy's Expected Result/Impact: All teachers are high quality and certifications are up to date. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus Administration will participate in Job Fairs to recruit any needed staff members. Strategy's Expected Result/Impact: Recruit highly qualified professional staff members. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund - \$100	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Paraprofessional staff will receive training during the school year that will help support early childhood learning, achievement and development. Strategy's Expected Result/Impact: Paraprofessional staff will better be able to support the classroom teacher. Staff Responsible for Monitoring: Campus Administration, iCoach, Classroom Teachers, Teacher assistants	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Recruitment, Support and Retention of Personnel: By Fall 2024, GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR). Measurements: Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 3: Provide ongoing technical assistance to teachers and staff for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, EL, GT, migrant, and at-risk students as identified) in all subject areas. (ESSA requirement)

Evaluation Data Sources: PLC feedback, lesson plans, student achievement data

Strategy 1 Details	Reviews			
Strategy 1: Improve numeracy every 9 weeks through collaborative team planning, PLCs, data analysis (Data Meetings), RTI and professional development opportunities. Strategy's Expected Result/Impact: Teachers will be provided with opportunity to understand the purpose of numeracy materials and how to effectively integrate them into their lessons. Provide opportunities to coordinate PD to align PK and Kindergarten standards. Staff Responsible for Monitoring: Campus Administration, i-coach, Classroom Teachers Funding Sources: - 211 - Title 1 - \$800, - 199 - SCE - \$800	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Improve Phonemic Awareness every 9 weeks through collaborative team planning, PLCs, data analysis (data Meetings), RTI and professional development opportunities. Strategy's Expected Result/Impact: Provide teachers with the best practices and effective teaching strategies for classroom teachers. Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, I-coach TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - SCE - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Student Goal Setting- Crockett EES will utilize student goal setting and data tracking for continual progress monitoring. Strategy's Expected Result/Impact: Provide opportunities for teachers to collect, analyze and reflect on student data	Formative			Summative
	Nov	Jan	Mar	June

<p>to determine student strengths, and needs.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, I-coach</p> <p>Funding Sources: - 199 - General Fund - \$500</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





Goal 3: Parent/Community Engagement: By August 2024, all campuses will have a documented parent/family engagement plan that will engage parents/families opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4) (Local Strategic Priority 6)

Performance Objective 1: Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

Evaluation Data Sources: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

Strategy 1 Details	Reviews			
Strategy 1: Crockett EES will utilize the CIC to gather data, view long-term and short-term goals and create a pathway to achieve it's goals, objectives and strategies so that all students succeed. Strategy's Expected Result/Impact: Establish a planning team with all stakeholders to shape the vision of Crockett EES to ensure student achievement is maximized. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Crockett EES will host Campus Improvement Committee meetings as required by law and plan based on campus needs, following the GPISD expectations, and District financial procedures. Strategy's Expected Result/Impact: Utilize stakeholders feedback to address campus needs. Staff Responsible for Monitoring: Campus Administration Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Crockett EES will design and implement, with the assistance and approval of the CIC, a campus-based professional development plan. Strategy's Expected Result/Impact: Improved student achievement as a result of focused and relevant professional development. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Crockett EES will continue to nurture a culture that promotes teacher, parent and student leaders through intentional encouragement, recognition of leaders and providing opportunities for service via District and school committees and other initiatives. Strategy's Expected Result/Impact: Improved campus climate and culture. Staff Responsible for Monitoring: Campus Administration Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Various communication platforms will be used to increase communication between school and home such as a Parent Monthly Newsletter, ClassDojo, Blackboard Communication System, Twitter and Facebook. Strategy's Expected Result/Impact: Communicate with families through multiple forms and keep documentation of communication. Staff Responsible for Monitoring: Campus Administration, IMS	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Parents will be given a "needs survey" to determine what training needs or opportunities that they would like to have at Crockett EES. Strategy's Expected Result/Impact: Parents will have a part in the professional development offered at Crockett EES. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Crockett EES will encourage families to participate in district/campus events and classes such as Parent and Child Time Together, (PACT), Family and Community Engagement (FACE), GPISD Experience, and other academic and seasonal campus events. Strategy's Expected Result/Impact: CEES will share materials and provide training in the areas of literacy, numeracy, and technology. Staff Responsible for Monitoring: Campus Administration, Counselor, Family Engagement Specialist Title I: 2.4, 2.6, 4.1, 4.2 Funding Sources: - 199 - General Fund - \$1,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Home activities, resources and strategies will be shared with parents based on specific learning needs to support students in pre-k and prepare students and parents in their transition to the next grade level by Crockett staff and/or PACT coordinator. Strategy's Expected Result/Impact: Increase in student achievement with parent support unique to their child's needs Staff Responsible for Monitoring: Classroom Teachers, Family Engagement Specialist, I-coach Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Teachers will discuss the Crockett EES Title 1 School Compact and encourage parent input and commitment from all families. Strategy's Expected Result/Impact: All school stakeholders are committed to the success of every child. Staff Responsible for Monitoring: Classroom Teachers Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Instructional Technology: By August 2024, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 6)

Performance Objective 1: Continue to update, expand and improve technology hardware and software applications for teaching and learning and data retention as defined in the GPISD Technology Plan and/or Needs Assessment.





Evaluation Data Sources: Campus inventory, purchase orders, usage data

Strategy 1 Details	Reviews			
Strategy 1: Crockett EES will complete a campus inventory of all current software and review levels of usage and classroom effectiveness throughout the year. Strategy's Expected Result/Impact: Campus inventory will be completed. Staff Responsible for Monitoring: Instructional Media Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Crockett EES will provide technology resources and software applications that enhance the Pre-kindergarten instructional program. Strategy's Expected Result/Impact: Increase in the level of student engagement and student achievement Staff Responsible for Monitoring: Campus Administration, Instructional Media Specialist, Classroom Teachers Funding Sources: - 199 - General Fund - \$1,000, - 199 - SCE - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Crockett EES will improve and maintain the campus technology infrastructure to a high level of operation for optimal effectiveness. Strategy's Expected Result/Impact: Student Data Records, Digital Remote Learning Staff Responsible for Monitoring: Instructional Media Specialist, Instructional Media Assistant Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Instructional Technology: By August 2024, instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 6)

Performance Objective 2: GPISD will continue to design, implement, and monitor a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.

Evaluation Data Sources: classroom walkthroughs, teacher feedback, usage logs





Strategy 1 Details	Reviews			
Strategy 1: The Crockett EES Instructional Technology Coach will model, co-teach and guide appropriate lessons that integrate technology into core content areas. Strategy's Expected Result/Impact: Students will begin to understand appropriate use of technology. Staff Responsible for Monitoring: Instructional Media Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff ongoing technology training and support to improve the integration of instructional technology into daily lessons and increase student knowledge of appropriate use of application systems. Strategy's Expected Result/Impact: Increased quality of instruction through effective integration of technology. Staff Responsible for Monitoring: Campus/District Administration, Instructional Coach, Instructional Media Specialist TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will continue to complete technology surveys (i.e. Quarterly or WLM Exit Tickets) throughout the year to provide data in order to drive staff development decisions to meet teacher and student instructional needs. Strategy's Expected Result/Impact: Increase integration of technology in the classroom Staff Responsible for Monitoring: Instructional Media Specialist, Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 1: Crockett EES will continue to ensure the safety and well-being of students, staff, parents and community members.

Evaluation Data Sources: Incident reports. BOE report format.

Strategy 1 Details	Reviews			
Strategy 1: Staff will receive training and be familiar with the Crockett EES Safety/Crisis Plan and the Standard Response Protocol. The campus will conduct required drills following the district schedule. Each classroom/office at Crockett EES will have a safety folder and a safety backpack that will be utilized during drills and emergency situations. Strategy's Expected Result/Impact: Increased level of safety and documentation during emergency drills and situations. Staff Responsible for Monitoring: Classroom teachers and staff, Campus/district administration, SRO Funding Sources: - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Photo ID badges will be worn by students and staff. Students will have a photo ID badge attached to their backpacks. Each student is assigned a "pick-up" car tag for "authorized" people that are allowed to pick-up students. Strategy's Expected Result/Impact: Increased level of safety for students. Staff Responsible for Monitoring: Campus Administration Funding Sources: - 199 - General Fund - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Crockett EES will communicate safety expectations to guests through signage, campus website, Blackboard, Class Dojo, school correspondence and by personnel. Strategy's Expected Result/Impact: Increased safety for students and staff by improving communication with parents/guardians and guests through electronic and paper based messages. Staff Responsible for Monitoring: Campus Administration, Campus Staff	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Crockett EES and the CIC subcommittee will review the current safety plans, recommend updates, and prepare a presentation for the full CIC, faculty, and parents. Strategy's Expected Result/Impact: Improved communication and involvement with faculty and parents pertaining to school safety/ Staff Responsible for Monitoring: Campus Administration Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Crockett EES will continue to increase the safety our students and staff by utilizing the Raptor System for visitor check in/check out and safety management. Strategy's Expected Result/Impact: Increased safety for students and staff by updating our Raptor System. Staff Responsible for Monitoring: Campus Administration and Staff Funding Sources: - 199 - General Fund - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Crockett EES will maintain the safety of students and staff by utilizing radios for outdoor activities, safety drills and daily administrative business. Campus interior/exterior doors will remain closed and locked during the school day. Strategy's Expected Result/Impact: Increased safety of student and staff Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 2: Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success.

Evaluation Data Sources: Incident and attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: Students and staff will participate in Crockett's 'Kindness Club' activities to promote kindness and compassion. Strategy's Expected Result/Impact: Enhanced school climate where student's and staff interact with kindness and compassion. Staff Responsible for Monitoring: Campus Administration, Counselor, Classroom Teachers Funding Sources: - 199 - General Fund - \$150	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus Administration and staff will utilize Cultivating Understanding, Building Success (C.U.B.S.) philosophies, strategies, and best practices to foster relational capacity and teach self regulation skills. Strategy's Expected Result/Impact: Improved relational capacity among staff and students will promote student achievement. Staff Responsible for Monitoring: Campus Administration, Counselor, Classroom Teachers Funding Sources: - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus Counselor will provide teachers with training, coaching, modeling, resources and intervention strategies to address social and emotional needs of students. Strategy's Expected Result/Impact: Increase in the development of the social and emotional skills of students Staff Responsible for Monitoring: Behavior Specialist, Counselor Title I: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Crockett EES will utilize Pre-kindergarten Guidelines to proactively educate students on how to problem solve, self-control emotions, and interact with peers in a positive manner. Strategy's Expected Result/Impact: Increase in the development of the social and emotional skills of students. Staff Responsible for Monitoring: Campus Administration, icoach, Counselor, Behavior Specialist		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 3: Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

High Priority

Evaluation Data Sources: Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Strategy 1 Details	Reviews			
Strategy 1: At-risk students will be given the opportunity to participate in Handprints on Hearts Mentoring Program. Strategy's Expected Result/Impact: At risk students will be provided with additional support through meaningful relationships and guidance to ensure that all needs are being met. Staff Responsible for Monitoring: Counselor, Administration	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 4: Provide continuous training, initiatives, and support to address bullying, suicide, and drug prevention.

Evaluation Data Sources: Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Strategy 1 Details	Reviews			
Strategy 1: Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence. All staff will receive training on Bullying Awareness. Strategy's Expected Result/Impact: Decrease in behavioral and discipline referrals. Support students' overall wellbeing Staff Responsible for Monitoring: Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$500.00
1	1	8			\$500.00
1	5	1			\$1,000.00
2	2	2			\$100.00
2	3	3			\$500.00
3	1	7			\$1,500.00
4	1	2			\$1,000.00
5	1	1			\$500.00
5	1	2			\$3,000.00
5	1	5			\$1,000.00
5	2	1			\$150.00
5	2	2			\$500.00
5	2	3			\$500.00
Sub-Total					\$10,750.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$500.00
2	3	1			\$800.00
2	3	2			\$500.00
4	1	2			\$1,000.00
Sub-Total					\$2,800.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,500.00
1	1	9			\$1,000.00
2	3	1			\$800.00
Sub-Total					\$3,300.00