

MARSHALL ISD
Campus Improvement Plan
2026-2027



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CROCKETT EL

Mission

At David Crockett Elementary, we empower every student to learn, grow, and succeed through rigorous instruction, meaningful relationships, and strong partnerships.

Vision

David Crockett Elementary will be a learning community where every student experiences engaging instruction, every educator grows, and every student is prepared for lifelong success.

Nondiscrimination Notice

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

CROCKETT EL Site Base

Name	Position
Jennings, Melinda	Principal
Ramirez, Josveli	Assistant Principal
Coleman, Joelle	Counselor
Jaimes, Dolores	Parent
Alejandro, Tamira	Instructional Coach
Hyter, Rossett	Parent
Wedemeyer, Brooke	Special Education Staff Member
Grisby, Megan	Business Representative
Valle, Orlando	Community Member
Warren, Lacy	Community Member
Sooter, Linda	Teacher
Ashworthe, Britanie	Teacher
Molina, Dulce	Teacher
Miller, Yovi	Instructional Coach

Resources

Resource	Source
IDEA Special Education	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Title VI, Part B Rural/Low Income	Federal
Bilingual/ESL Program	State
FTE	State
Local Funds	State
Special Education	State
State Compensatory	State

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Goal 1. (Instructional Excellence: Teaching, Learning, and Student Support) David Crockett will increase student achievement and growth, including improved STAAR performance and progress measures across all student groups, by ensuring all students experience rigorous, grade-level instructions supported by aligned data-driven practices and targeted interventions.

Objective 1. Increase the percentage of classrooms demonstrating aligned, high-quality Tier I instruction through the use of high-quality instructional materials implementation, as evidenced by walkthrough data and instructional monitoring tools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Facilitate PLCs using district aligned protocols for lesson internalization and lesson rehearsal aligned to high-quality instructional materials and key instructional strategies to follow the lesson cycle. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,2.1,3.1,3.3,4.1,5.2,5.3)	Assistant Principal(s), Instructional Coach, Instructional Leaders, Interventionist, Principal, Teacher(s)	Aug 2026- May 2027	(S)Local Funds	Criteria: Criteria: KickUp observation feedback, PLC artifacts, student performance data, student work samples Summative: increased student academic growth from the beginning of the year to the end of the year, more effective instruction, increased student engagement
2. We will conduct regular instructional walkthroughs with Instructional Coaches and administrators and provide timely, actionable feedback regarding fidelity of curriculum implementation and student engagement. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,2.1,3.1,3.3,5.2)	Assistant Principal(s), Instructional Coach, Interventionist, Principal, Teacher(s)	Aug 2026- May 2027	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Criteria: KickUp/Sibme documentation, observation feedback, teacher implementation of feedback, student performance data Summative: increased walkthrough ratings, improved instructional practices, and student assessment data showing growth every six weeks.

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- Goal 1.** (Instructional Excellence: Teaching, Learning, and Student Support) David Crockett will increase student achievement and growth, including improved STAAR performance and progress measures across all student groups, by ensuring all students experience rigorous, grade-level instructions supported by aligned data-driven practices and targeted interventions.
- Objective 2.** Increase the effectiveness of data-driven instructional practices through consistent implementation of the DRP cycles, as evidenced by improved student performance data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Data Response Practice (DRP) Cycles to guide instructional decision making (assess, analyze, plan, reteach) through PLCs and ILT (Instructional Leadership Team) Meetings (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,W,AA,AtRisk) (Strategic Priorities: 1,2,4) (ESF: 1.1,1.2,2.1,4.1,5.2,5.3)	Assistant Principal(s), Instructional Coach, Principal, Principal Support Team	September-May	(F)Title I, (S)Local Funds	Criteria: Student performance data, MTSS data, Meeting minutes, lesson plans

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Objective 3. Ensure effective intervention systems through timely reteach and progress monitoring, as evidenced by student growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement reteach in a timely manner based on student performance data and classroom observations. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Strategic Priorities: 2,4) (ESF: 4.1,5.3)	Assistant Principal(s), Instructional Coach, Interventionist, Principal, Teacher(s)	September-May	(F)Title I, (S)Local Funds	Criteria: Formative: Lesson Plans, Walkthroughs, assessment data Summative: Student performance data
2. Monitor progress and adjust interventions as needed for students receiving MTSS. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: W,AA,AtRisk) (Strategic Priorities: 2,4) (ESF: 4.1,5.3,5.4)	Assistant Principal(s), Intervention Teacher, Principal, Teacher(s)	October-May	(F)Title I, (S)Local Funds	Criteria: Formative: Progress monitoring data, student groups, walkthroughs Summative: Student performance data

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Goal 2. (Strategic Staffing and Leadership Development) David Crockett will ensure that all campuses are staffed with highly effective educators and led by strong instructional leaders who are supported, developed, and retained.

Objective 1. Develop and retain well-qualified and professional staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide campus teachers with instructional and classroom management support through training, coaching, and observational feedback. We will provide feedback through Kickup and Sibme. (Target Group: All)	Assistant Principal(s), Instructional Coach, Interventionist, Principal	Aug 2026- May 2027	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Criteria: Criteria: Kickup documentation, student performance data Summative: improvement in instructional practices and classroom management
2. Create a positive working environment to attract and retain highly qualified faculty and staff through incentives, praise, recognition and positive feedback. (Target Group: All)	Assistant Principal(s), District Leaders, Instructional Coach, Instructional Leaders, Principal	Aug 2026- May 2027	(S)Local Funds	Criteria: Criteria: positive results on the School Environment/Campus Culture Survey, low turnover, high staff morale, staff recognition and celebrations Summative: increased staff retention, improved staff climate survey results, consistent staff recognition and celebrations; increased staff engagement and participation, reduced staff turnover and vacancies
3. All Quadrant 1 teachers will receive weekly instructional walkthroughs, with feedback and progress documented in KickUp to monitor implementation and instructional growth. (Target Group: All)	Counselor(s), District Leaders, Instructional Coach, Interventionist, Principal	Aug.26- May 27	(S)Local Funds	Criteria: Criteria: walkthrough. KickUp data, feedback implementation, follow-up documentation, additional lesson support artifacts, improvement in instruction and classroom management Summative: movement of identified teachers from quadrant 1 to a higher-performing quadrant by the end of the school year

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Goal 3. (Safe, supportive, and Effective Learning Environments) David Crockett will provide safe, structured, and supportive environments that maximize instructional time and align resources to student success including improved attendance rates and reduced chronic absenteeism.

Objective 1. Crockett will provide a safe learning environment through consistent routines, procedures, and expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement consistent school-wide discipline by using the District Behavior Matrix, reinforcing The Maverick Way, and following the Discipline Referral Flowchart. (Target Group: All)	Assistant Principal(s), Principal, Principal Support Team, Teacher(s)	Aug. 2026- May 2027	(F)Title I	Criteria: Criteria: Management System (DISTRICT) Discipline Matrix, Skyward referrals, Data collection on procedures and systems Summative: Decrease in repeat discipline referrals and low-level interventions
2. We will use Raptor to screen all visitors' driver's licenses before allowing access to the campus. (Target Group: All)	Assistant Principal(s), Principal, Principal Support Team, SRO Officer	Aug 2026- May 2027	(F)Title I	Criteria: Criteria: Raptor usage reports; documentation of visitors by the receptionist or office staff Summative: Raptor records are reviewed monthly to ensure all visitors are screened.
3. Utilize the Campus Emergency Operations Plan to ensure consistent safety procedures and preparedness for emergencies. (Target Group: All)	Assistant Principal(s), Principal, Principal Support Team, Teacher(s)	Aug. 2026- May 2027	(F)Title I	Criteria: Criteria: Completion and documentation of required safety drills; consistent implementation of Campus Emergency Operations Plan procedures. Crisis Management Plan Summative: conduct required safety drills, review emergency procedures with staff, monitor implementation and documentation completion throughout the year.

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Goal 3. (Safe, supportive, and Effective Learning Environments) David Crockett will provide safe, structured, and supportive environments that maximize instructional time and align resources to student success including improved attendance rates and reduced chronic absenteeism.

Objective 2. Increase student attendance and engagement through targeted supports and interventions as evidenced by improved daily attendance rates, reduced chronic absenteeism, and increased participation in activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide attendance incentives each six weeks with recognitions for students and parents. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 1.2,3.1,3.3)	Assistant Principal(s), Principal, Principal Support Team	October - May	(S)Local Funds	Criteria: Attendance Rate
2. Contact Parents when students are absent by phone or through campus parent communication software. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 1,2,4) (ESF: 3.1,3.3)	Assistant Principal(s), Principal, Registrar, Teacher(s)	August-May	(S)Local Funds	Criteria: Contact Logs Software records of messages

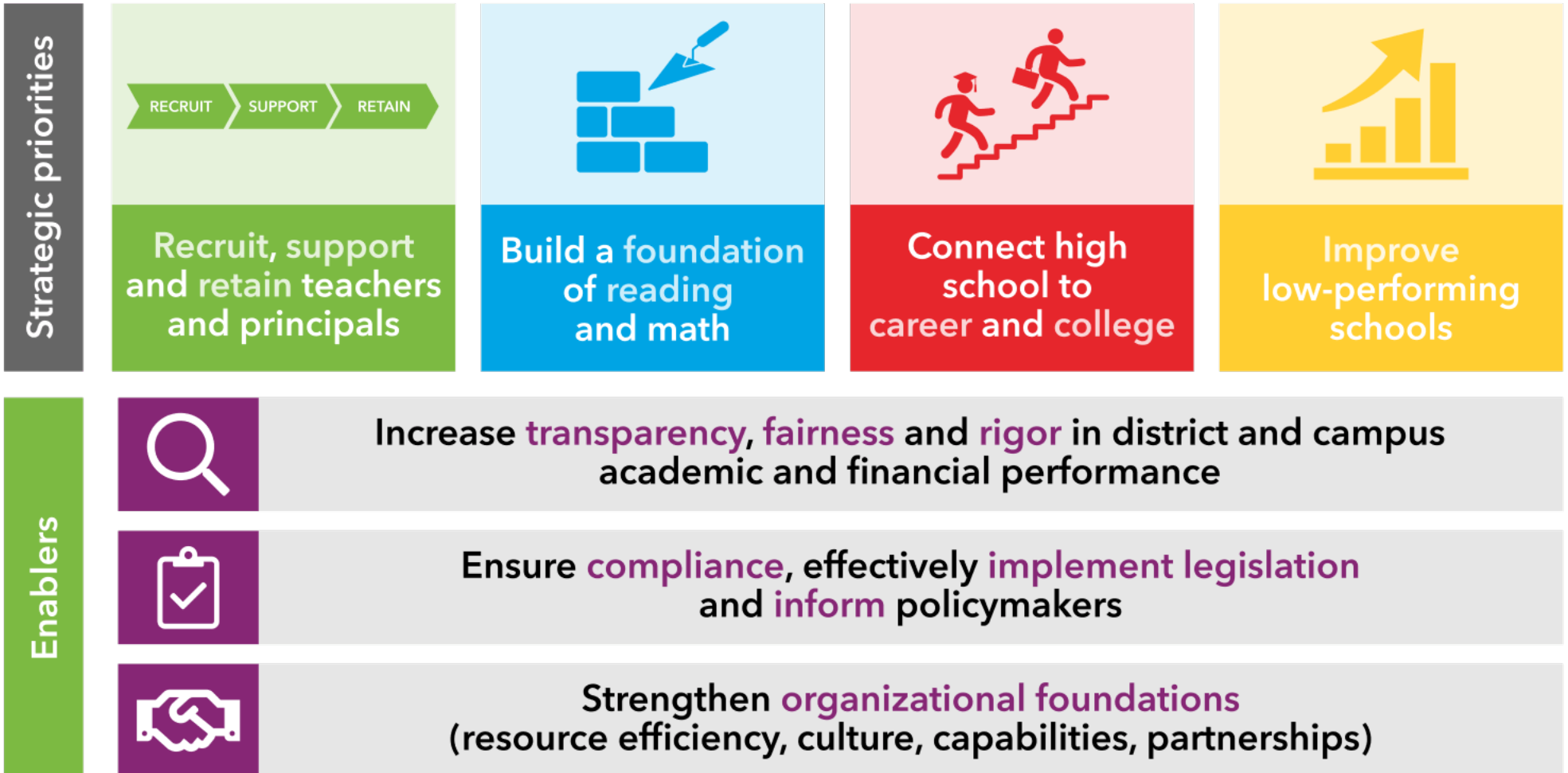
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Goal 4. (Parent, Family, and Community Engagement) David Crockett will increase meaningful family and community engagement to support student achievement, attendance, and overall success including increased participation and improved student outcomes.

Objective 1. Crockett will build strong partnerships with families and the community to support student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with local businesses, organizations, and volunteers to support student achievement and campus initiatives. (Target Group: All)	Assistant Principal(s), Counselor(s), Instructional Coach, Interventionist, Principal, PTA, Teacher(s)	Aug. 2026-May 2027	(F)Title I	Criteria: Criteria: partnership participation, resources provided, event documentation, sign-in sheets, volunteer list, community invites Summative: more resources and opportunities for students and their families, additional support for campus programs and events, stronger school-community relationships
2. Share regular campus updates and student successes through newsletters, social media, and family communication platforms. (Target Group: All)	Assistant Principal(s), Counselor(s), Instructional Coach, Interventionist, Principal, Principal Support Team, Teacher(s)	Aug. 2026-May 2027	(F)Title I	Criteria: Criteria: Facebook Post, Dojo Post, Monthly Newsletters, All calls Summative: Survey
3. Increase parent participation in PTO, campus committees, and school improvement efforts. (Target Group: All) (ESF: 3.4)	Assistant Principal(s), Parent Volunteers, Principal, PTA	Aug. 2026- May 2027	(S)Local Funds	Criteria: Criteria: invite and recruit parents through newsletters and social media posts PTO Membership drives, committee participation, meeting sign-in sheets, parent involvement in campus activities Summative: stronger family engagement, increased support for campus initiatives, and improved student attendance and achievement

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Community Input
District Policies
DMAC
Highly Qualified Staff
Parental Involvement Policy

Demographics Strengths

1. The staff demographics matches with the student demographics.
2. The staff is receptive to the student's native culture.

Demographics Weaknesses

1. Our BIL classes are large.

Demographics Needs

1. Making sure that we create a safe and positive learning environment for ALL learners.
2. Representing the different cultures of the kids with visual aides throughout the campus.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Data Sources

Disaggregated STAAR Data
DMAC
Growth Projections
Standardized Tests
Summary of Student Progress (not taking STAAR)

Student Achievement Strengths

1. Data is analyzed by grade levels, subjects, and demographics to increase student achievement.
2. We have data analysis meetings after BBL math assessments.

Student Achievement Weaknesses

1. Bilingual students have low English proficiency levels.
2. Students who are reading below grade level are struggling in all core classes.
3. Low foundation skills across grade levels

Student Achievement Needs

1. Bilingual students need to improve their English proficiency.
2. Tier 1 instruction needs to improve.
3. Improve small group instruction

School Culture and Climate

School Culture and Climate Data Sources

Comprehensive Needs Assessment

Discipline Referrals
Parent Participation
Survey and Interviews of Students/Staff/Parents

School Culture and Climate Strengths

1. The students and adults feel safe and valued
2. Students and staff are celebrated

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School Culture and Climate Weaknesses

1. Some adults struggle with building relationships with students that have behavior challenges.
2. Parent participation is minimal.

School Culture and Climate Needs

1. Continue to have the students and adults to take pride in their school.
2. Grow our PTO
3. Reinforce LLI documentation

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources (Continued)

District Policies
Highly Qualified Staff
Staff Development
Survey and Interviews of Students/Staff/Parents

Staff Quality, Recruitment and Retention Strengths

1. The staff consists of teachers that are willing to learn and implement what they have learned.
2. Recruitment is done in a way to increase diversity among the faculty and staff.

Staff Quality, Recruitment and Retention Weaknesses

1. Difficult getting the uncertified teacher to pass their test to become certified.

Staff Quality, Recruitment and Retention Needs

1. The district to continue to partner with ETBU and the Mav Path Program to certify teachers.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources (Continued)

District Policies
DMAC
Failure Lists
Growth Projections
Report Card Grades
Staff Development
Standardized Tests
Summary of Student Progress (not taking STAAR)

Curriculum, Instruction and Assessment Strengths

1. Teachers engage in PLC every Wednesday and LIT every Friday.
2. Teachers and IC participate in lesson rehearsal and lesson internalizational during PLC.
3. ICs and admin conduct learning walks.

Curriculum, Instruction and Assessment Weaknesses

1. New Curriculum (Bluebonnet Math)
2. Pacing

Curriculum, Instruction and Assessment Needs

1. Continue providing training to those teachers who struggle with BBL Math implementation
2. Use of timer to pace lesson appropriately
3. Strengthen TIER 1 instruction

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

Community Demographics
Community Input
District Policies
Parent Participation
Parental Involvement Policy
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Family and Community Involvement Strengths

1. Some families are involved in the students' education by attending Parent Academic Night's and other events throughout the year.
2. Hosting celebrations that parents can attend to support their student.

Family and Community Involvement Weaknesses

1. Lack of community support
2. Student's academic achievement is not always seen as priority with some parents.

Family and Community Involvement Needs

1. Ways to get more parents involved with their student academic success.
2. Target different organizations to increase community involvement.
3. Increase participation in PTO
4. Increase a variety of ways to communication with parents

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Data Sources

District Policies
Staff Development
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

School Context and Organization Strengths

1. Teachers will be given the opportunity to join various committees to help make decisions for the campus.
2. Principal will provide leadership opportunities for teachers to lead PD.

School Context and Organization Weaknesses

1. Some staff members failed to read emails and follow protocols.
2. Some staff members are stuck in the past and are negative about the future.
3. Some staff members are hesitant to change.

School Context and Organization Needs

1. Continue to staff celebrations
2. Keep pushing the vision and mission

Technology

Comprehensive Needs Assessment

Technology Data Sources

District Policies
Survey and Interviews of Students/Staff/Parents

Technology Strengths

1. There is one to one technology for each student in the classroom.
2. MISD has narrowed down the number of computer programs to use in the classroom so that teachers can perfect those programs.
3. Light Speed
4. Bark Reports

Technology Weaknesses

1. Students are having too much screen time.
2. Teachers are not using Light Speed.

Technology Needs

1. Exposing students to the appropriate use of technology.
2. Making sure all teachers are aware of how to use the computer programs that are mandated by the district.

Other