



# 2024-2025 Action Plan

## Crockett Elementary

### Lara Wiblin, Principal

#### School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

### Needs related to Student Achievement Data:

MAP Growth BOY:

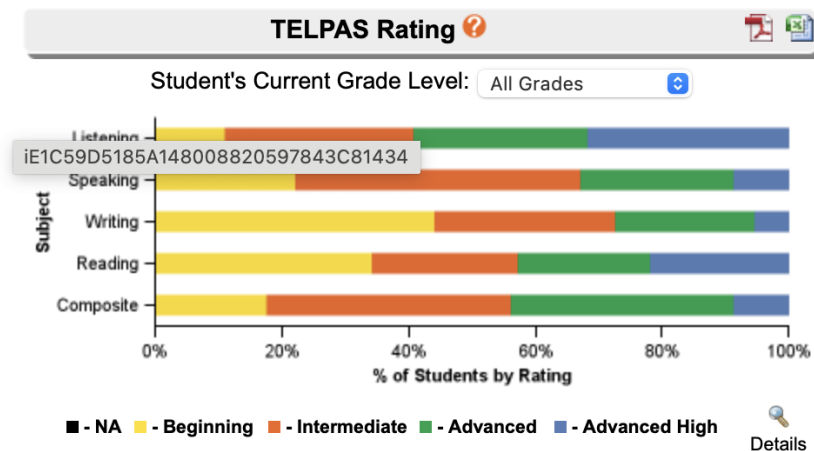
-BOY growth data from 2023-24 EOY to 2024-25 BOY was strongest in the 3rd to 4th grade cohort growing overall by 8 percentile points in Math and 5 percentile points in Reading.

-The heaviest need is in 3rd grade reading and 3rd grade math with 73% of 3rd graders scoring below the 60th percentile in math and 60% scoring below the 60th percentile in Reading at BOY 2024. This is consistent with the cohort's scores at EOY 2024.

-Achievement was flat or decreased slightly for grades 2, and 5.

-BOY 2024-2025 NWEA MAP Kindergarten scores show high performance at the 70th percentile which has the implication that instruction must be offered at a high level in order to maintain this performance and grow.

-EB data from TELPAS shows speaking and writing to be high areas of need which can be addressed through HQI and MRS strategies.



Achievement by Grade

Crockett Elementary (135) | Math K-12

Grade ↑	Achievement Spring 2023-2024 Median and Distribution	Sort by -- select an option --	Number of Students
K	54th19%12%29%25%15%		73
Grade 1	57th12%16%25%21%26%		85
Grade 2	43rd29%19%24%17%11%		88
Grade 3	55th19%11%22%25%23%		94
Grade 4	59th14%16%25%28%17%		85
Grade 5	30th37%28%16%10%9%		78

Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

Rostered Spring 2023-2024  
Tested Spring 2023-2024

Achievement by Grade

Crockett Elementary (135) | Math K-12

Grade ↑	Achievement Fall 2024-2025 Median and Distribution	Sort by -- select an option --	Number of Students
K	70th3%20%17%27%33%		64
Grade 1	44th24%17%23%21%15%		66
Grade 2	59th15%17%22%29%17%		69
Grade 3	39th29%22%22%11%16%		79
Grade 4	63rd10%18%21%30%21%		72
Grade 5	58th13%15%33%17%22%		75

Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

Rostered Fall 2024-2025  
Tested Fall 2024-2025

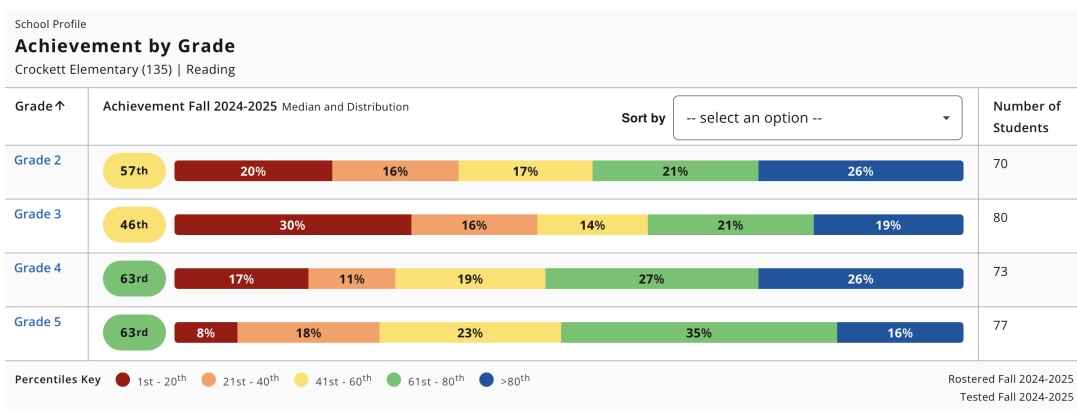
Achievement by Grade

Crockett Elementary (135) | Reading

Grade ↑	Achievement Spring 2023-2024 Median and Distribution	Sort by -- select an option --	Number of Students
Grade 2	57th26%13%17%20%24%		88
Grade 3	58th17%12%22%29%20%		94
Grade 4	62nd11%20%15%36%18%		85
Grade 5	41st30%21%24%15%10%		78

Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

Rostered Spring 2023-2024  
Tested Spring 2023-2024



## Needs related to improving the quality of instruction:

### Spot Observations:

- Domain 2 Instruction
- Gradually release the responsibility of doing and thinking to the students as noted in Spot walkthroughs and feedback from leadership walkthroughs fall 2024.
- Engage and deliver- increase efficacy of delivery of MRS strategies as noted in Spot walkthroughs and feedback from leadership walkthroughs fall 2024.
- Adjusts instruction and activities, based on monitoring student responses, to maintain engagement as noted in Spot walkthroughs and feedback from leadership walkthroughs fall 2024.
- For the 2024-2025 school year 1/2 of the Pre K team is new to teaching Pre K. Spot scores in PreK indicate a need for an improvement in Domain 2 instruction.

## System evaluation (philosophy, processes, implementation, capacity):

### Leadership Development (admin and teachers):

- Build leadership density among tier 2 leaders and teachers.
- Build and continue consistent PLC Structure and Procedures
- PLC Cadence
- MRS strategy focus for engagement strategies.
- Customized slide decks with evidence of intellectual preparedness, scaffolding and differentiation

### High Quality Instruction Ensure high quality of instruction consistently on a daily basis in grades Pre K - 5th:.

- Increase teacher capacity in unpacking the curriculum and understanding the LO and DOL in order to effectively internalize and customize the lessons to meet their students' needs.

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## SY 2024-2025 Action Plan

### Key Action 1

Improve the quality and effectiveness of Tier One instruction in reading.

### Indicators of Success

(Measurable results that describe success.)

Spot observation data for Reading and or ELA teachers will show at least 75% of teachers rated PROF I in Domain 2 (Engage and deliver) Instruction by end of December 2024 and 85% Prof by May 2025.

60% of students will increase growth and proficiency levels using BOY, MOY, and EOY NWEA data by 10 %.

### Specific Actions (School Leaders)

(What specific action steps will the building leaders take to accomplish the objective?)

Administrators will conduct at least six spot observations with Praise, Polish, Question feedback per week.

PD will be provided the week of August 5, and on September 3, October 3, November 8, January 6, February 14, and May 2 to clarify and model HQI.

On the spot coaching will be provided in classrooms daily.

### Specific Actions (School Staff)

(What specific action steps will the staff take to accomplish the objective?)

Staff will deliver HQI daily and will participate in team demo days weekly to improve delivery.

Staff will discuss lesson internalization during collaborative planning 3 x per week to identify specific strategies for lesson delivery.

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## SY 2024-2025 Action Plan

### Key Action 2

(Briefly state the specific goal or objective)

Improve the quality and effectiveness of Tier One instruction in math.

### Indicators of Success

(Measurable results that describe success.)

Spot observation data for Math teachers will show at least 75% of teachers rated PROF I in Domain 2 Instruction by end of December 2024 and 85% Prof by May 2025.

60% of students will increase growth and proficiency levels using BOY, MOY, and EOY NWEA data by 10 %.

### Specific Actions (School Leaders)

(What specific action steps will the building leaders take to accomplish the objective?)

Create a collaborative planning schedule with teams (The Work of PLC) and implement with fidelity.

Create and implement a collaborative planning action plan for each week.  
(Ensure instruction and activities support the objective.)

Build the instructional leadership capacity of team leads.

### Specific Actions (School Staff)

(What specific action steps will the staff take to accomplish the objective?)

Attend and actively participate in collaborative planning.

Come prepared with completed action steps (completed DOL and prework) to ensure we maximize collaborative planning.

Team leads will be tasked with facilitating collaborative planning alongside campus leadership.

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## SY 2024-2025 Action Plan

### Key Action 3

(Briefly state the specific goal or objective)

Principals monitor and ensure the implementation of language accommodations during Tier I instruction.

### Indicators of Success

(Measurable results that describe success.)

By June 2025, 60% of Emergent Bilingual students will meet their individual growth target on NWEA MAP Reading.

By May 2025 60% of EB teachers will be at 80% proficiency by December 2024 and 90% proficiency by May 2025 in Domain 2 - Instruction on their Spot forms as measured by the monthly average of the Spot for the second semester.

### Specific Actions (School Leaders)

(What specific action steps will the building leaders take to accomplish the objective?)

Review the EB spot form guidance document and the lesson internalization protocol with all administrators and teachers to clarify all instructional expectations, set norms, and calibrate.

Identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.

Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.

### Specific Actions (School Staff)

(What specific action steps will the staff take to accomplish the objective?)

Identify which students in classes are coded as Emergent Bilingual.

Monitor progress of EB students on DOLs and assessments.

Embed linguistic accommodations daily.

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## SY 2024-2025 Action Plan

### Key Action 5

(Briefly state the specific goal or objective.)

Monitor and ensure the implementation of high-quality prekindergarten instruction during Tier 1 instruction.

### Indicators of Success

(Measurable results that describe success.)

By the end of the first semester, Pre-K students who met expected growth from BOY to MOY CIRCLE will increase by 10% from previous year.

By June 2025, 90% of Pre-K students will meet benchmark scores on all subtests related to literacy and math in the EOY CIRCLE Assessment, as aligned with teacher performance measures.

### Specific Actions (School Leaders)

(What specific action steps will the building leaders take to accomplish the objective?)

Review the Pre-K Spot guidance document with all administrators and teachers to clarify all instructional expectations and calibrate for student success.

Ensure teachers use the CIRCLE Assessment data after each administration window to analyze scores and adjust instruction as needed.

Monitor teachers using the Pre-K curriculum slide decks and resources provided by the Early Childhood Department to ensure they are delivering high-quality instruction that aligns to the Texas Pre-K Guidelines and best practices.

### Specific Actions (School Staff)

(What specific action steps will the staff take to accomplish the objective?)

Use Circle assessment data after each administration window to analyze scores and adjust instruction as needed.

Pre-K curriculum slide decks and resources provided by the Early Childhood Department and high-quality instruction that aligns to the Texas Pre-K Guidelines and best practices.