

Jarrell Independent School District

Double Creek Elementary

2024-2025 Goals/Performance Objectives/Strategies



Mission Statement

The Jarrell Community

Empowers future-ready citizens, provides opportunities, inspires excellence, and cultivates innovation for all.

Vision

Jarrell ISD

For the benefit of our students, we are one community

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Goals





Goal 1: Double Creek Elementary (DCES) will empower every student to share ownership in their learning to achieve success and reach their full potential.

Performance Objective 1: DCES will employ direct student support systems to increase achievement so all students will be on or above in reading, math, and science by June 2025.

HB3 Goal

Evaluation Data Sources: STAAR Interims, previous STAAR data, universal screeners, progress growth measures

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize high-quality instructional materials (HQIM) and the approved Cougar Curriculum with fidelity. Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level. Staff Responsible for Monitoring: Administration, Instructional Coach, Interventionists, Special Education teachers, and grade level leaders.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide rigorous interventions include just-in-time formative assessments, a protected intervention time to support reading and math instruction, reading and math interventionists, special education resource teachers, and district-provided intervention applications and resources.</p> <p>Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level.</p> <p>Staff Responsible for Monitoring: Administration, instructional coach, interventionists, special education teachers, and grade level leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: DCES will utilize a system to identify students in need through Multi-Tiered Support Systems (MTSS), Individualized Educational Plans (IEP), and Language Proficiency Assessment Committees (LPAC).</p> <p>Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level.</p> <p>Staff Responsible for Monitoring: Administration, special education staff, LPAC lead teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: Double Creek Elementary (DCES) will empower every student to share ownership in their learning to achieve success and reach their full potential.

Performance Objective 2: DCES will employ teacher support systems to increase achievement so all students will be on or above in reading, math, and science by June 2025.

HB3 Goal

Evaluation Data Sources: STAAR Interims, previous STAAR data, universal screeners, progress growth measures

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a mentor system for teachers new to Jarrell ISD and new to the profession by utilizing quality teachers and staff within the school to improve understanding of student needs, goal setting, planning, and instruction. DCES will work with alternative certification specialists with their candidates.</p> <p>Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level.</p> <p>Staff Responsible for Monitoring: Administration, instructional coach, grade level team leads, mentor teachers, interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize an instructional coach to support teachers with intervention strategies, professional development on high-quality instructional materials (HQIM), planning, data analysis, and goal setting.</p> <p>Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level.</p> <p>Staff Responsible for Monitoring: Administration, instructional coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
	N/A			





Strategy 3 Details	Reviews			
<p>Strategy 3: Double Creek Elementary reworked regular Professional Learning Communities (PLC) at each grade level, content area, and administration. There is a 4-week rotation to examine student work samples, data analysis, instructional groupings with interventions and specific reassessments, and mini-professional development opportunities. Two days a week will be dedicated; one for teachers to plan with instructional coaches and one for data disaggregation and goal setting with administration and the instructional coach.</p> <p>Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level.</p> <p>Staff Responsible for Monitoring: Administration, instructional coach, grade level team leads, mentor teachers, interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide targeted professional development through preservice training, embedded school-long professional development, off-site professional development, and on-site professional development.</p> <p>Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level.</p> <p>Staff Responsible for Monitoring: Administration, instructional coach, grade level team leads, mentor teachers, interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: Double Creek Elementary (DCES) will empower every student to share ownership in their learning to achieve success and reach their full potential.

Performance Objective 3: Double Creek Elementary will strategize a master schedule to increase instructional time on task and prioritize low levels of performance to increase student achievement in reading, math, and science.





HB3 Goal

Evaluation Data Sources: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level.

Strategy 1 Details	Reviews			
<p>Strategy 1: Target specific content areas in reading, math, social studies, and science. This includes departmentalizing grades 3-5 and combining dual language 50/50 classes as appropriate and available.</p> <p>Strategy's Expected Result/Impact: Improve math and science scores to reach grade level. Increase reading, comprehension, and writing to reach grade level.</p> <p>Staff Responsible for Monitoring: Administration, instructional coach, grade level team leads, mentor teachers, interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: Double Creek Elementary will retain quality staff and foster purposeful recruiting.

Performance Objective 1: Recruit highly qualified staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend job fairs. Strategy's Expected Result/Impact: Recruit highly qualified staff. Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Recruit staff from local colleges and universities, as well as alternative certification programs. Strategy's Expected Result/Impact: Recruit highly qualified staff or staff qualified for internship. Staff Responsible for Monitoring: Administration, instructional coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Use social media and word of mouth to attract potential candidates. Strategy's Expected Result/Impact: Recruit highly qualified staff. Staff Responsible for Monitoring: Administration, instructional coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 2: Double Creek Elementary will retain quality staff and foster purposeful recruiting.

Performance Objective 2: Retain highly qualified staff and teachers.

Evaluation Data Sources: Campus teacher and staff retention rates.

Strategy 1 Details	Reviews			
<p>Strategy 1: Acknowledge, recognize and celebrate successes. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Support professional growth. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a positive and safe culture among staff and teachers. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Offer meaningful, engaging, and applicable professional development. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize a mentor/buddy system for teachers and staff new to Jarrell ISD and new to the teaching profession. Strategy's Expected Result/Impact: Retain highly qualified staff and teachers. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 6 Details	Reviews			
<p>Strategy 6: Provide opportunities for staff members to voice concerns and have them validated by administration.</p> <p>Strategy's Expected Result/Impact: Recruit highly qualified staff.</p> <p>Staff Responsible for Monitoring: Administration, instructional coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Performance Objective 2 Problem Statements:





School Culture and Climate
<p>Problem Statement 1: The campus opened in 2023-24 and we are still establishing systems of support for behavior management, multi-tiered support systems, parent communication, professional development on Highly Qualified Instructional Materials, etc. Root Cause: Jarrell ISD is a fast growth school district and is expanding at all levels.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: All positions have not been permanently filled and the campus is still actively recruiting new staff members. Root Cause: The campus opened in 2023-24 and combined staff members from existing schools. There are shortages of qualified teaching candidates in high-need areas such as dual language and special education, as well as general education.</p>

Goal 3: Double Creek Elementary will promote a culture that is safe, respectful and responsible.

Performance Objective 1: DCES will create and maintain a culture and climate that embraces staff and student growth and well-being.

Evaluation Data Sources: Culture and climate surveys, reduced absenteeism by staff





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide constructive feedback and dialogue to staff through various formal and informal means, including Action Coaching.</p> <p>Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships.</p> <p>Staff Responsible for Monitoring: Administrators, counselors, instructional coach, Communities in Schools (CIS) representative</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Continue book study with administration and grade level leaders with Making Work Human.</p> <p>Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships.</p> <p>Staff Responsible for Monitoring: Administrators, counselors, instructional coach, Communities in Schools (CIS) representative</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Celebrate personal and professional success with staff members through personal and public recognition.</p> <p>Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships.</p> <p>Staff Responsible for Monitoring: Administrators, counselors, instructional coach, Communities in Schools (CIS) representative</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Dedicate assistant principals divided by alternate grade levels to gain and maintain student and staff relationships and confidence levels.</p> <p>Strategy's Expected Result/Impact: Increase job satisfaction and interpersonal relationships.</p> <p>Staff Responsible for Monitoring: Administrators, counselors, instructional coach, Communities in Schools (CIS) representative</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 3: Double Creek Elementary will promote a culture that is safe, respectful and responsible.





Performance Objective 2: By the end of December 2024, Double Creek Elementary will maintain and develop systems for communication with all stakeholders to develop positive relationships, culture, and climate.

Evaluation Data Sources: Attendance in PTO, sign in sheets for parent events, likes/follows on social media, website visit counts

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct parent events, including meet the teacher, pen house, literacy nights, math nights, STEM nights, Trunk or Treat, family fitness nights, Christmas programs, spring carnival, marking period award assemblies, Thanksgiving and Christmas dinners, and book fair.</p> <p>Strategy's Expected Result/Impact: Increased participation, awareness, and connections with community. Staff Responsible for Monitoring: Admin, librarian, instruction coach, grade level team leaders, event chairs</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate and receive input from parents through various outlets including social media, district communication applications, and a parent-teacher organization.</p> <p>Strategy's Expected Result/Impact: Increased participation, awareness, and connections with community. Staff Responsible for Monitoring: Admin, librarian, classroom teachers</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 4: Double Creek Elementary will work to unify school and community by overcoming obstacles and working collaboratively to optimize partnerships.

Performance Objective 1: Provide networking opportunities for businesses, organizations, and citizens that promote cohesion of resources.





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue relationships with military-connected families by obtaining Purple Star Designation for each campus in the District.</p> <p>Strategy's Expected Result/Impact: Provide communication and resources for military-connected families.</p> <p>Staff Responsible for Monitoring: Administration, counselor</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
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Goal 5: By the end of the 2024-2025 school year, student attendance will maintain or exceed an average of 96%.

Performance Objective 1: By the end of the 2024-2025 school year, student attendance will maintain or exceed an average of 96%.

Evaluation Data Sources: Attendance Reports from Ascender and campus-generated data

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate importance of attendance for learning through newsletters, calls home, teacher communication (ParentSquare), social media and website, and campus event meetings.</p> <p>Strategy's Expected Result/Impact: Maintain an average attendance rate of 96% or better.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor weekly attendance through reports and take action on frequent absentees through calls home, attendance letters, and truancy procedures.</p> <p>Strategy's Expected Result/Impact: Maintain an average attendance rate of 96% or better.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Administration, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Incentivize high attendance rates through monthly grade-level rewards and recognition during quarterly award assemblies.</p> <p>Strategy's Expected Result/Impact: Maintain an average attendance rate of 96% or better.</p> <p>Staff Responsible for Monitoring: Administration, attendance clerk, teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Create a visual representation of attendance rates for teachers, staff, and students in the cafeteria including monthly reward challenge.</p> <p>Strategy's Expected Result/Impact: Maintain an average attendance rate of 96% or better.</p> <p>Staff Responsible for Monitoring: Administration, attendance clerk, teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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