

Fort Bend Independent School District

Crockett Middle School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

FBISD Mission

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Maverick Mission

The learning community of David Crockett Middle School, strives to provide opportunities to empower students to reach their highest potential.

Vision

FBISD Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate. A FBISD Graduate has a rigorous academic foundation, strong character, and is equipped with the skills for life, a servant leader, an effective communicator, a critical thinker, a compassionate citizen, a collaborative team member, and a life-long learner.

Maverick Vision

BRAND yourself...MAVERICK MADE, MAVERICK PROUD!

DCMS Faculty and Staff

Be Excellent on Purpose

Respect and embrace diversity

Achieve Self-Efficacy

Nurture a Growth Mindset

Develop Grit to reach potential

DCMS Student Body

Be a Model Maverick

Respect others

Always believe in yourself

Never stop learning

Don't ever give up

Value Statement

DCMS core values focus on Care, Commitment, and Trust.

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Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By June 2026, Crockett Middle School will observe a 2% increase in student performance data, through strategic instruction in Math, Reading, Science and Social Studies, by focusing on Feedback in our PLC Actions, as measured by STAAR 2026 data.

Evaluation Data Sources: Math STAAR 2026 results

RLA STAAR 2026 results

Social Studies STAAR 2026 results

Science STAAR 2026 results

2025-2026 MAP Data (BOY-MOY-EOY)

PLC Meeting Summary documents

Pre/Post Assessment Data

Formal & Informal Walkthrough Data

Teacher Commitments to Success

Strategy 1 Details	Reviews			
Strategy 1: 8th Grade Social Studies teachers will develop meaningful learning experiences utilizing the four critical questions of a PLC to increase rigor of the lesson through differentiated instructional strategies based on data driven decisions, with specific focus on our lowest performing standard on STAAR 2025; History 3: Government & Citizenship- The student will demonstrate an understanding of the role of government and civic process on historical issues & events. Strategy's Expected Result/Impact: By the end of August 2025, all teachers will gain insight about STAAR performance results and work with their department head and administration to develop a plan to address successes and challenges in student growth and achievement. By end of September 2025, Social Studies teachers will utilize STAAR & other assessment data to guide instructional decisions through PLC actions that move toward positively impacting student achievement and growth. By end of January 2026, DCMS Social Studies teachers will routinely use multiple data points from STAAR, grades, and Pre/Post assessments, etc., to develop instructional strategies that are rigorous and differentiated to meet the needs of each individual student. By end of February 2026, all Social Studies teachers will use MAP data, Pre and Post assessment data etc., to streamline instruction to meet the individual needs of students. By June 2026, DCMS will witness a 2%-3% increase in the percentage of students at Meets, and Masters in Social Studies on STAAR Social Studies 2026 Staff Responsible for Monitoring: Department Heads, Team Leaders, Admin Title I: 2.51, 2.52, 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: 8th Grade Science teachers will develop meaningful learning experiences utilizing the four critical questions of a PLC to increase rigor of the lesson through differentiated instructional strategies based on data driven decisions, with specific focus on our lowest performing standards on STAAR 2025; SC 3: Earth & Space-The student will demonstrate understanding of components, cycles, patterns and natural events of Earth & Space Systems and SC2: Force, Motion & Energy-The student will demonstrate an understanding of force, motion, and energy and their relationship. Strategy's Expected Result/Impact: By end of August 2025, all teachers will gain insight about STAAR performance results and work with their department head and administration to develop a plan to address successes and challenges in student growth and achievement. By end of September 2025, Science teachers will utilize STAAR & other assessment data to guide instructional decisions through PLC actions that move toward positively impacting student achievement and growth. By end of January 2026, DCMS Science teachers will routinely use multiple data points from STAAR, grades, and Pre/Post assessments, etc., to develop instructional strategies that are rigorous and differentiated to meet the needs of each individual student. By end of February 2026, all Science teachers will use MAP data, Pre and Post assessment data etc., to streamline instruction to meet the individual needs of students. By June 2026, DCMS will witness a 2%-3% increase in the percentage of students at Meets, and Masters in Science on STAAR Science 2026 Staff Responsible for Monitoring: Department Heads, Team Leaders, Admin Title I: 2.51, 2.52, 2.53 - 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
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: 6th-8th Grade ELA teachers will develop meaningful learning experiences utilizing the four critical questions of a PLC to increase rigor of the lesson through differentiated instructional strategies based on data driven decisions, with specific focus on our lowest performing standard on STAAR 2025; R2: Writing, Revising & Editing-The student will revise and edit a variety of texts from various genres. Strategy's Expected Result/Impact: By end of August 2025, all teachers will gain insight about STAAR performance results and work with their department head and administration to develop a plan to address successes and challenges in student growth and achievement. By end of September 2025, ELA teachers will utilize STAAR & other assessment data to guide instructional decisions through PLC actions that move toward positively impacting student achievement and growth. By end of January 2026, DCMS ELA teachers will routinely use multiple data points from STAAR, grades, and Pre/Post assessments, etc., to develop instructional strategies that are rigorous and differentiated to meet the needs of each individual student. By end of February 2026, all ELA teachers will use MAP data, Pre and Post assessment data etc., to streamline instruction to meet the individual needs of students. By June 2026, DCMS will witness a 2%-3% increase in the percentage of students at Meets, and Masters in Reading on STAAR RLA 2025 Staff Responsible for Monitoring: Department Heads, Team Leaders, Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: 6th-8th Grade Math teachers will develop meaningful learning experiences utilizing the four critical questions of a PLC to increase rigor of the lesson through differentiated instructional strategies based on data driven decisions, with specific focus on our lowest performing standards on STAAR 2025. 6th Grade: M1: Numerical Representations & Relationships and M3: Geography and Measurement 7th Grade: M1: Probability & Numerical Representations and M2: Computations & Algebraic Relationships 8th Grade: M3: Geometry & Measurement and M4: Data Analysis & Personal Financial Literacy Strategy's Expected Result/Impact: By end of August 2025, all teachers will gain insight about STAAR performance results and work with their department head and administration to develop a plan to address successes and challenges in student growth and achievement. By end of September 2025, Math teachers will utilize STAAR & other assessment data to guide instructional decisions through PLC actions that move toward positively impacting student achievement and growth. By end of December 2025, DCMS Math teachers will routinely use multiple data points from STAAR, grades, and Pre/Post assessments, etc., to develop instructional strategies that are rigorous and differentiated to meet the needs of each individual student. By end of February 2026, all Math teachers will use MAP data, Pre and Post assessment data etc., to streamline instruction to meet the individual needs of students. By June 2026, DCMS will witness a 2%-3% increase in the percentage of students at Meets, and Masters in Math on STAAR Math 2025. Staff Responsible for Monitoring: Department Heads, Team Leaders, Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 5 Details		Reviews			
Strategy 5: All core content teachers will participate in GT professional development to target individualized instruction to address GT learning plans which will be at 100% completion. Strategy's Expected Result/Impact: By October 2025, all GT Learning Plans will be entered by teachers of record (TOR) for both identified subjects. By December 2025, all sixth-grade students will record progress on the Texas Performance Standards Project of their choice. By February 2026, all sixth-grade students will submit a presentation proposal for the Texas Performance Standards Project they have done. There will be an increase in individual student progress on GT Learning Plans. Staff Responsible for Monitoring: GT Administrator, GT COG, GT Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: While there were gains made in all tested areas of STAAR, 6th Grade -8th Grade Math scores continue to be lower than 80%. Root Cause: A 6th grade math teacher resigned in the Fall semester & a long-term sub was not secured until the Spring semester. 7th grade students received inconsistent instruction from a plethora of subs during their 6th grade school year, as teacher absenteeism was high in this grade. 7th-8th grade math teachers had a large number of gaps to close, due to 2 years of 6th grade math teacher resignations.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By June 2026, Crockett Middle School students will experience 1.5 years of growth for in the areas of Reading, Math & Science, as measured by NWEA MAP data.

Evaluation Data Sources: Reading NWEA MAP data
Science NWEA MAP data
Math NWEA MAP data

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By June 2026, DCMS will see an increase in overall satisfaction of 3% for each stakeholder group (students, parents & staff), by way of campus focuses on the principles of the PAC, as measured by Culture, Climate & Engagement survey data.

Evaluation Data Sources: Stakeholder Participation Percentages
Survey Results

Strategy 1 Details		Reviews			
Strategy 1: By December 2025, DCMS will have had 1-2 parent meetings to support the development of the DCMS PTA. Strategy's Expected Result/Impact: To positively impact student, staff and parent experiences in the Crockett community. Staff Responsible for Monitoring: DCMS Administrators alongside DCMS Counselors. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: In accordance with the 2024-2025 Climate & Culture survey, 28% of DCMS campus-based staff feel that students are excited to go to school. Root Cause: For the 2024-2025 school year, we did not conduct clubs for students once each nine weeks. Students missed these opportunities for extracurricular experiences during the school day and communicated this to us. Teachers did as well.

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By June 2026, the principal will ensure that 100% of all resources purchased, are within the campus budget allotment and aligned to campus needed to increase student performance outcomes in the areas of academics and behavior.

Evaluation Data Sources: Monthly Budget Reports (Activity & General)
Department Head Budget Meetings
CPAC Meeting minutes

Strategy 1 Details		Reviews			
Strategy 1: Conduct quarterly budget meetings/check ins with department heads and weekly meetings with Mrs. Griffin to ensure that spending is taking place with integrity, fidelity and efficiency. Strategy's Expected Result/Impact: Ensuring fiscal responsibility while meeting the academic and behavioral needs of the students. Staff Responsible for Monitoring: DCMS Admin, DCMS Department Heads, Mrs. Johnson & Mrs. Nowak ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: For the 2024-2025 school year, discipline offenses (including ISS & OSS) decreased overall for DCMS when compared to the previous school year. However, when looking at the breakdown of the ISS data per grade level, while 6th and 8th grade saw a decrease in numbers, 7th grade suspensions numbers increased in the 2024-2025 year. Root Cause: The administrator for the grade level changed, and with more focus on student behavior, we saw an increase in referrals for 7th grade. Additionally, the morning and lunch time reminders for excellence and celebrations that students received 3-5 times a week did not occur.
Student Learning
Problem Statement 1: While there were gains made in all tested areas of STAAR, 6th Grade -8th Grade Math scores continue to be lower than 80%. Root Cause: A 6th grade math teacher resigned in the Fall semester & a long-term sub was not secured until the Spring semester. 7th grade students received inconsistent instruction from a plethora of subs during their 6th grade school year, as teacher absenteeism was high in this grade. 7th-8th grade math teachers had a large number of gaps to close, due to 2 years of 6th grade math teacher resignations.

Perceptions

Problem Statement 1: In accordance with the 2024-2025 Climate & Culture survey, 28% of DCMS campus-based staff feel that students are excited to go to school. **Root Cause:** For the 2024-2025 school year, we did not conduct clubs for students once each nine weeks. Students missed these opportunities for extracurricular experiences during the school day and communicated this to us. Teachers did as well.