CROWLEY HIGH SCHOOL CAMPUS IMPROVEMENT PLAN
2023-2024

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Academic		
Content Area(s)	**Grade Level(s)**	**Priorities**
Algebra I - Provide streams of opportunities for inquiry-based learning through Carnegie curriculum. Increase collaboration and active experiences that prompt teachers to change instructional practices.	10th Sophomore	Priority 1 Focus
English II	10th Sophomore	Priority 2 Focus
US History- A focus on student centered instruction and higher order thinking. Students will work on social study skills daily.	11th Junior	Priority 3 Focus

Attendance		
Target Goal **95%**	**Campus Percentage**	**Achieved Goal**
1st Grading Period	92	No
2nd Grading Period	91.65	No
3rd Grading Period	90	No
4th Grading Period	88.07	No
5th Grading Period	88.45	No
6th Grading Period	88.13	No

Behavior

Target Goal By May of 2024, we will have 10% fewer ISS/OSS infractions compared to May 2023 of 629.	Total of ISS/OSS Suspensions	Achieved Goal
1st Grading Period	117/+21	No
2nd Grading Period-	101/-56	Yes
3rd Grading Period	79/-39	Yes
4th Grading Period- Implement a behavior support system to increase positive outcomes	148/+30	No
5th Grading Period- Monitor behavior supports	241/+127	No
6th Grading Period Evaluate behavior supports	234/-162	Yes

MTSS

- **Academic**
- **SEL**
- **Behavior**

Guiding Questions

- How do you assess your climate and culture? Frequency?
- How do you track whole school culture? What is your campus goal?
- How do you implement and track classroom culture? What is your process for coaching?
- What is the system for monitoring suspensions?
- What is the system for monitoring proportional suspensions by student groups?
- What is your proactive plan to reduce loss of instructional time due to ISS/OSS?

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- What is your recovery plan to address loss of instructional time due to absenteeism?

- What student behavior modifications and system improvements are necessary to take you from your current culture to your ideal culture?

- What are strategies to increase student/teacher attendance and time on task?

- What support will be needed or put in place for the variety of social emotional needs of your students?

2023-2024 Target Goal: By the end of the 2024, we will increase passing rates, attendance, and decrease disciplinary actions by +/- 10%, respectively, from the May 2023 school year.

Campus Action Steps	Evidence	Campus Self-Assessment
Weekly MTSS Meetings	MTSS Agenda	Yellow
Decrease Absenteeism (95%) - Weekly attendance meetings with counselors, administration and Attendance team. Schedule weekly parent conferences, call-outs and home visits. Create an incentive plan to build confidence and motivation (PBIS rewards, PBIS store)	**Waiting on PBIS supports**	Orange
SEL Mentor Groups - Offer levels of support to students identified as Tier 3 (MTSS, Excessive Attendance, Behavior, Emotional) Foster personal growth and add value to help students acquire life-long skills, regulation strategies and opportunities to build/develop SEL skills.	**Girls Empowerment Mentoring** **Society of Gentlemen**	Red
Campus Culture - Support staff/students with encouragement and recognition. Incentives for attendance (students/staff) Teachers commit to a culture committee of their choosing. Monthly faculty/staff birthday celebrations Donuts for Dads	**CHS Campus Social Contract** **Campus Culture Committees** **Dads for Donuts**	Yellow
Classroom Culture-Create an environment free of clutter or distraction with appropriate technology. Create	**Classroom Culture Indicators**	Yellow

additional learning environments other than classroom (speakers, podium, screens, etc).		
Tutoring & Interventions	**Tutoring** - English, Math, Science, U.S History **Interventions -** **math pull outs**, **Algebra I boot camp**, **Biology warmups**, **US History Blitz**	**Red**

Professional Learning Community

- **Protocol Implementation**
- **HQIM Implementation**

Guiding Questions

- What walkthrough forms guide your observation of the instructional program/curriculum?

- How do you monitor internalization/lesson plans?

- How are monitoring teachers on them formatively assessing students throughout the lesson and how will that inform your feedback on their instruction?

- What artifact would you collect to ensure effective lesson planning and instructional delivery?

- What system exists to ensure calibration is evident within your instructional team?

- How do you ensure high quality Tier I instruction in all classrooms?

- What is the protocol used for PLCs that outlines the intended deliverable?

- What is the frequency of your PLCs? Who attends regularly?

- What is a targeted PLC by content and grade level you will attend?

- How do you monitor student achievement by student groups in your PLCs?

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2023-2024 Target Goal: **By end of first semester, we will discuss student data to reduce the number of students failing by 10% (as compared to the end of the previous eight marking period)**		
Campus Action Steps	**Evidence**	**Campus Self-Assessment**
Meet weekly within each PLC	**USH PLC Agenda** **Math PLC Agenda** **Biology PLC Agenda** **English PLC Agenda**	**Green**
Create and monitor campus area of focus		**Yellow**
Monitor lesson plan implementation	**Long Range Planning**	**Yellow**
		Blue
		Blue

Curriculum Implementation

- **Identify at least 3 action steps for campus implementation in both math and reading language arts:**
  - **Math**
    - **(Eureka or Carnegie)**
  - **RLA**
    - **(Amplify, Benchmark, Saavas, HMH, Springboard)**
    - **Literacy Framework (RBIS)**

Guiding Questions

- What system exists for providing coaching and feedback to teachers?

- What system exists for placing tiering teachers for target support for improvement in instructional practice?

- What rubrics/walkthrough forms guide your observation of the instructional program at your campus?

- What is the frequency of assessments for targeted areas of improvement?

- How do you ensure high quality Tier I instruction in all classrooms?

- How are you monitoring student accommodations and achievement by student groups?

- How are you monitoring student proficiency on the identified power standards by subject and grade level?

- What relevant activities are in place for students who demonstrate mastery to extend their learning?

- What systems do you have for ensuring your campus is on track to meet/exceed progress goals <u>prior to and outside of</u> district assessments (CFA/WBM/SBM)?

2023-2024 Target Goal: <mark>***</mark>		
Campus Action Steps	**Evidence**	**Campus Self-Assessment**
After performing walkthroughs of their departments, the ISSs set up coaching cycles with teachers most in need of improvement. This consists of a goal setting meeting, observation, feedback meeting, and follow up. We use the waterfall document to determine where to start our coaching cycle.	Coaching template Waterfall document Folders: math | science Learning walks	**Blue**
		Blue
		Blue
		Blue
		Blue
		Blue

CCMR
Academic   **Intervention**   **Saturday School**

- **How are we ensuring our students meet the state requirements for CCMR?**

- **What strategies are in place to increase TSI passing rate to ensure students are CCMR met?**

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- **In what ways are we communicating CCMR opportunities to parents and guardians?**

2023-2024 Target Goal: ***		
Campus Action Steps	**Evidence**	**Campus Self-Assessment**
Intervention for students	**Saturday school TSI bootcamp/tutorials**	**Red**
Small group tutoring	**Math/English classes providing TSI prep**	**Blue**
Data Review	**Monthly meeting with CCMR team to discuss students**	**Yellow**
		Blue
		Blue