

Academic

[Elementary 2022-2023 Data Goals](#)

Content Area(s)	Grade Level(s)	Priorities
Reading	1-5	Priority 1 Focus
Math	3-5	Priority 2 Focus
Reading and Math (Supergroup)	3-5	Priority 3 Focus

Attendance

Target Goal 95%	Campus Percentage	Achieved Goal
1st Grading Period	95.04%	Yes
2nd Grading Period	94.16%	No
3rd Grading Period	92.83%	No
4th Grading Period	91.86%	No
5th Grading Period	93.22%	No
6th Grading Period		No

Behavior

Target Goal No more than 23 per grading period. Our goal is to reduce ISS/OSS incidences by 10% each grading period based on the 1st 6 weeks of 23-24 SY	Total of ISS/OSS Suspensions	Achieved Goal
1st Grading Period	22/1	Yes
2nd Grading Period	18/3	Yes

Behavior		
Target Goal	Total of ISS/OSS Suspensions	Achieved Goal
No more than 23 per grading period. Our goal is to reduce ISS/OSS incidences by 10% each grading period based on the 1st 6 weeks of 23-24 SY		
3rd Grading Period	16/7	No
4th Grading Period	16/9	No
5th Grading Period	7/6	No
6th Grading Period		No

Whole School Culture
<ul style="list-style-type: none"> ● Procedures ● Maximize Instructional Time <ul style="list-style-type: none"> ○ Behavior (ISS/OSS Targets) ○ Attendance
Guiding Questions
<ul style="list-style-type: none"> ● 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 the increase of 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? ● 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: 90% or more of our students will demonstrate engagement and desired behavior (as evidenced by actions matching what the teacher directed during TVB), and at least 80% of our parents and families engaged in BOY and EOY conferences.

Campus Action Steps	Evidence	Campus Self-Assessment
<p>Staff and students are taught, practice, and reinforce behavioral expectations with a common language for arrival, hallways, common areas, dismissal and classrooms.</p>	<ul style="list-style-type: none"> • 23-24 JCE WSC Manual JCE 23-24 WSC 	<p>Green</p>
<p>Implement system to track Whole School and Classroom Culture. Data is regularly reviewed to identify trends and adapt accordingly. Campus goal is >90% engagement.</p>	<p>Jackie Carden Whole School Culture Manual</p>	<p>Green</p>
<p>Staff participate in Professional Development at the beginning of the school year regarding the whole school culture. This training included values, norms, and a physical staff walk-through of campus procedures in common areas. Training continues throughout the school year, especially after long calendar breaks.</p>	<ul style="list-style-type: none"> • 23-24 Welcome Back Agendas and Calendar 	<p>Green</p>
<p>PD for all staff during PLC and/or faculty Meeting during August regarding implementation of a Behavior Management System to document efforts to address persistent misbehaviors in the classroom.</p> <p>The Behavior Management System includes a description of high frequency behaviors, parent contact, classroom consequences that could be issued/appropriate responses to the behavior, and restorative process (student should have fresh starts from grading period to grading period; however egregious behaviors will be reviewed by admin)</p> <p>\$5,000 211 E 11 6399 00 105 3 24 000</p>	<p>** Include the following evidence:</p> <ul style="list-style-type: none"> • Professional Development ppts and training material • 23-24 JCE Behavior Mgmt Manual 	<p>Green</p>
<p>Update and Implement PBIS reward plan to promote and reinforce positive behavior and to deter negative and disruptive behaviors.</p>	<ul style="list-style-type: none"> • PBIS Initial Staff Presentation • Pics of Issuing and Spending of Cougar Cash Pic • PBIS Rewards 	<p>Green</p>

Assign values to the rewards and allow students to purchase items and participate in earner events. \$5,000 211 E 11 6399 00 105 3 24 000		
Behavior MTSS Implementation: <ul style="list-style-type: none"> • Train teachers on Multi-tiered systems of support for behavior • Document meetings • Implement general education behavior intervention plans 	** Include the following evidence: <ul style="list-style-type: none"> • 23-24 MTSS MTG SAMPLE • MTSS Schedule 23-24 	Yellow

Professional Learning Community		
<ul style="list-style-type: none"> • Protocol Implementation • HQIM Implementation 		
Guiding Questions		
<ul style="list-style-type: none"> ● 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? 		
2023-2024 Target Goal: <ul style="list-style-type: none"> ● At least 85% of students will meet or exceed growth goals during the 2023-2024 school year. ● Teacher retention will increase by 25%. ● 90% of content teachers will indicate on an EOY survey that they received quality instructional support during the school year. ● 55% of students in grades 3-5 will perform at meets level or above on math and reading STAAR tests. 		
Campus Action Steps	Evidence	Campus Self-Assessment

<p>PLCs will be used for Look Back (data reflection and action planning), Look Forward (lesson development and internalization), and MTSS to responsively address current trends in instructional and learning needs, behavior and long-range planning. Teachers have protected time built into the master schedule regularly for in-depth conversations on student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. PLC meetings occur every Tuesday for all grade levels. The master schedule demonstrates these protected times.</p>	<p>** Include the following evidence:</p> <ul style="list-style-type: none"> ● JCE Instructional Leadership System ● JCE Master Schedule 23-24 ● JCE PLC/Planning Schedule ● Example of PLC Rubric 22-23 	<p style="color: green; text-align: center;">Green</p>
<p>Professional DEvelopment will consist of campus and district training as well as Long-Range Planning.</p>	<p>** Include the following evidence:</p> <ul style="list-style-type: none"> ● Pre-Service PD Agendas ● September 22nd - Campus PD ● October 6 - LRP ● October 10 - District PD ● October 27 - LRP ● January 8 - LRP ● February 2 - LRP ● February 16 - District DLA ● March 18 - LRP 	<p style="color: blue; text-align: center;">Blue</p>

Content Area Improvement	
<ul style="list-style-type: none"> ● Identify 2-3 top areas of opportunity: <ul style="list-style-type: none"> ○ Math ○ RLA ○ Science ○ Social Studies ● Develop 2-3 strategies for improvement in each identified subject. 	
Guiding Questions	
<ul style="list-style-type: none"> ● 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 prior to and outside of district assessments (CFA/WBM/SBM)?

2023-2024 Target Goal:

- **At least 85% of students will meet or exceed growth goals during the 2023-2024 school year.**
- **55% of students in grades 3-5 will perform at meets level or above on math and reading STAAR tests.**

Campus Action Steps	Evidence	Campus Self-Assessment
<p>The campus will utilize Progress Learning, Dreambox and Boost to increase math fluency and literacy. To increase student participation and achievement in Dreambox, intervention/completion progress recognition will occur weekly via announcements..</p>		<p>Green</p>
<p>Students will be provided with learning opportunities that engage them in real life experiences (field trips, guest speakers) as it relates to grade level power standards TEKS. Students will have opportunities to participate in college, career, and technical experiences as well as STE(A)M. \$3,000 (199)</p>	<p>**Include the following evidence:</p> <ul style="list-style-type: none"> ● STEM Day Pics ● Field Trip Pics 	<p>Red</p>
<p>Math and Reading Instructional Coaches will provide coaching and modeling related to teaching and learning needs/trends highlighted in the Fall District Common Formative Assessments, Winter Benchmarks, and Spring Benchmarks. Math and Reading Interventionists will support teachers and students with developing and documentation plans. A-Team, instructional coaches and interventionists will track student progress using progress trackers developed by the campus.</p>	<p>**Include the following evidence:</p> <ul style="list-style-type: none"> ● 23-24 Fall CFA CPR ● 23-24 Winter WBM CPR ● 23-24 Spring SBM CPR ● Intervention Tracker Samples Redacted 	<p>Red</p>

<p>Increase 3rd-5th Grade Math and Reading Meets to 55% and Masters to 30% by Spring Benchmark using strategic lessons and differentiation. Measuring Up, Progress Learning, Forde-Ferrier, Kamico, and Countdown to STAAR materials. In addition to paper and online instructional resources, we will use mobile Promethean or Smart boards to increase differentiation in instruction to support academic achievement.</p> <p>Teachers will attend additional professional development for content specific strategies, engagement strategies, motivational and SEL strategies to improve student academic performance. PD will be provided outside of regular school hours.</p> <p>\$9,000 (211 E 11 6399 00 105 3 24 000)</p> <p>Teachers will also use supplies to create engaging small group centers and stations to increase student achievement. Supplies will be used to organize the small group activities as well as individual activities the teachers create. Teachers will also use color-coded data strategies to analyze student data. Additionally, teachers will be required to create anchor charts and anchor posters to solidify new learning and difficult concepts.</p> <p>\$5,000 (211)</p>		
<p>Incentives based on attendance, tardies and student growth to increase student achievement.</p> <p>\$2,000 (199 and 461)</p>	<p>**Include the following evidence:</p> <ul style="list-style-type: none"> • <u>Attendance Incentives</u> 	<p>Yellow</p>