

Academic		
Content Area(s)	Grade Level(s)	Priorities
Reading	2th-5th	Priority 1 Focus
Math	3rd-5th	Priority 2 Focus
Reading - ECD Student Group	3rd-5th	Priority 3 Focus

Attendance		
Target Goal 96%	Campus Percentage	Achieved Goal
1st Grading Period	96%	Yes
2nd Grading Period	94%	No
3rd Grading Period		No
4th Grading Period		No
5th Grading Period		No
6th Grading Period		No

Behavior		
Target Goal 10 or less	Total of ISS/OSS Suspensions	Achieved Goal
1st Grading Period	4	Yes
2nd Grading Period	2	Yes
3rd Grading Period	8	Yes

Behavior		
Target Goal 10 or less	Total of ISS/OSS Suspensions	Achieved Goal
4th Grading Period		No
5th Grading Period		No
6th Grading Period		No

Whole School Culture		
<ul style="list-style-type: none"> Academic SEL Behavior 		
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 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? 		
<p align="center">2023-2024 Target Goal:</p> <ul style="list-style-type: none"> Reduce out of class suspensions by 50% to less than 10 a 6 weeks. Attendance goal is to achieve 96% or higher ADA every 6 weeks. 		
Campus Action Steps	Evidence	Campus Self-Assessment
The leadership team will consistently		Blue

implement daily walks to monitor the implementation of the management trajectory. We will monitor classroom engagement, hallways and common areas.	Mosley's Schedule	
The SEL Team will celebrate student attendance, academic success, and positive behaviors monthly. Attendance Rewards: \$1,500 Behavior Rewards: \$1,500	Student Celebrations	Blue
		Blue
		Blue
		Blue

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:

- 60% of 3-5 graders will achieve meets standard on Math STAAR
- 52% of 3-5 graders will achieve meets standard on Reading STAAR
- 48% of 3-5 graders identified as economically disadvantaged will achieve meets standard on Reading STAAR

Campus Action Steps	Evidence	Campus Self-Assessment
<p>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 Wednesday for all grade levels. For grades 3-5, every three weeks, teachers will engage in an extra hour of targeted planning with the admin team.</p>	<p style="text-align: center;"><u>MCE Master Schedule</u></p> <p style="text-align: center;"><u>PLC Schedule</u></p>	<p style="text-align: center;"><u>Blue</u></p>
<p>Instructional Leadership team will attend all PLC meetings as active participants in the process.</p>	<p style="text-align: center;">Mosley's Schedule <u>Allen's Schedule</u></p>	<p style="text-align: center;"><u>Blue</u></p>
		<p style="text-align: center;"><u>Blue</u></p>
		<p style="text-align: center;"><u>Blue</u></p>
		<p style="text-align: center;"><u>Blue</u></p>

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 prior to and outside of district assessments (CFA/WBM/SBM)?

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Campus Action Steps	Evidence	Campus Self-Assessment
Campus instructional leaders ensure teachers are adapting instruction and materials through the internalization process in Amplify (Reading) and Eureka (Math). Team will walk every Tuesday to calibrate and identify teachers for coaching based on observation and data.	<u>A-Team Walkthrough Schedule</u>	Blue
30 minute daily intervention/enrichment blocks are built into the schedule for reading and math . Groups are formed	<u>Master Schedule</u>	Blue

<p>using assessment data and co-pilot reports. Teachers will utilize outside resources (ThinkUp, Daily Rigor, etc) during these blocks. Grammar Fast Focus- \$3700</p>		
<p>Provide opportunities for extended learning in both reading and math for extended day programs conducted after school by teachers three days a week. Snacks will be provided to students for after school sessions and on Saturdays. Title I-\$18,000</p>		<p>Blue</p>
<p>Provide opportunities for professional development of Administrative Team and Teachers for improved instructional support directly affecting teaching and learning (Tier I instruction.) Title I \$6,000</p>	<p>TEPSA Conference, TABSE Conference,</p>	<p>Blue</p>
<p>Expand focus on student growth Increase parent partnerships through student-led conferences and frequent, meaningful progress updates Resources for classroom teachers to support student goal-setting & parent engagement in learning progress Resources and organization to support effective implementation of new math curriculum, intervention and high-yield instructional practices across all content areas \$4000</p>		<p>Blue</p>
<p>Interactive learning opportunities outside the classroom \$4300</p>		<p>Blue</p>