

Academic

Elementary 2023-2024 Goals

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

Attendance

Target Goal ***	Campus Percentage	Achieved Goal
1st Grading Period	93.78	No
2nd Grading Period	93.39	No
3rd Grading Period	91.82	No
4th Grading Period	91.34	No
5th Grading Period	92.43	No
6th Grading Period		No

Behavior

Target Goal ***	Total of ISS/OSS Suspensions	Achieved Goal
1st Grading Period	6-20 (5)	Yes
2nd Grading Period	6-20 (4)	Yes

Behavior		
Target Goal ***	Total of ISS/OSS Suspensions	Achieved Goal
3rd Grading Period	6-20 (5)	Yes
4th Grading Period	6-20 (6)	Yes
5th Grading Period	6-20 (15)	Yes
6th Grading Period	6-20 ()	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: <ul style="list-style-type: none"> ● Reduce out-of-class suspensions by 25% for the 2023-2024 school year 	

- Attendance goal for 2023-2024: 96%

Campus Action Steps	Evidence	Campus Self-Assessment
<p>Implementation of a comprehensive behavior system that is systematically implemented will help to improve attendance, support student achievement, and promote a healthy SEL mindset.</p> <p>MHE will procure all materials and resources necessary to reinforce a HUSKY PRIDE and reinforce strategies to positively adjust student behavior. Title 1 - 4,000 (PBIS/Attendance Incentives)</p> <p>MHE supports a school-wide HUSKY PRIDE, safe school environment and behavior expectations that promote Excellence in all instructional environments.</p> <p>MHE will procure all materials and resources necessary to reinforce a safe school environment.</p> <p>Title 1 - 3,000 Safety Materials Two-Way Radios, flashlights, batteries, first aid kits</p>	<p>MHE PRIDE Matrix</p> <p>Safety Plan</p>	<p>Blue</p>
<p>MHE will foster relationships with community partners to offer more engagement opportunities to our families.</p> <p>Social - Emotional Learning and trauma-informed staff training will be addressed through implementation of Character Strong activities and staff development provided by the counselor and SEL specialist to help students, staff and families maintain a healthy mental equilibrium.</p>		
<p>Whole School Culture Training</p> <p>Staff and students are taught school-wide behavior practices for arrival, hallways, common areas, dismissal, and the instructional environment. The intent is the set clear</p>	<p>Instructional Feedback Tool Classroom Culture Guide</p> <p>Culture and Rigor Dashboard</p> <p>Culture Playbook</p>	<p>Blue</p>

<p>expectations, decrease negative behaviors, decrease suspensions, and maximize instructional time.</p> <p>MHE will procure all materials and resources necessary to reinforce a HUSKY PRIDE and reinforce strategies to positively adjust student behavior.</p> <p>Title 1 - 4,000 (PBIS/Attendance Incentives)</p>		
<p>Increase Teacher/ Student Attendance</p> <p>MHE will procure all materials and resources necessary to encourage student attendance, offer interventions to support and educate families regarding the impacts of lost instruction.</p> <p>Title 1 - 4,000 (PBIS/Attendance Incentives)</p>		
<p>Weekly (Monday) Collaborative Walks - The leadership team provides feedback to support the implementation of Whole School Culture management practices.</p> <p>Campus instructional leaders will identify teachers in need of coaching during this process.</p> <p>MHE will procure all materials and resources necessary to build teacher capacity and improve instructional delivery.</p> <p>4,000 (Teacher Incentives and Instructional Resources)</p>	<p>Feedback Map</p> <p><u>Instructional Feedback Tool</u></p> <p><u>Culture and Rigor Dashboard</u></p>	<p>Blue</p>
		<p>Blue</p>
		<p>Blue</p>

Professional Learning Community	
<ul style="list-style-type: none"> ● 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?

2023-2024 Target Goal: ***

Campus Action Steps	Evidence	Campus Self-Assessment
1:1 Leadership Planning Sessions- The principal meets with leadership team members by content to discuss specific focus areas for instructional support - PLC planning effort - Set instructional and planning expectations for teachers	1:1 Leadership Agenda One Pager Intervention Resource PLC Agenda	Blue
<p>PLC - instructional planning sessions are built into the master schedule for review of student data (LB at test data or LF for upcoming instructional focus). Sessions are structured to highlight effective instructional strategies and model appropriate instructional delivery.</p> <p>PLC are conducted weekly on Thursdays. One Saturday of every month is dedicated to long-range planning.</p> <p>MHE will procure all materials and resources necessary to reinforce a HUSKY PRIDE and reinforce strategies to positively adjust student behavior.</p> <p>Title 1 - 7,000 (Professional Development),</p>	Master Schedule	Blue

<p>General Supplies for Data Visual Display or to successfully conduct training sessions. Related training sessions for staff are provided by outside vendors/organizations to support district instructional efforts and student achievement.</p>		
<p>Weekly support with lesson internalizations for math or structured planning for reading. Lesson plans/internalizations are expected to be uploaded into the lesson plans portal by Thursday each week and posted outside of the classroom.</p>	<p><u>Lesson Plan Portal</u></p>	<p>Blue</p>
<p>Weekly (Monday) Collaborative Walks - The leadership team provides feedback to support the implementation of instructional practices and resources for Reading (Benchmark) and Eureka Math. Campus instructional leaders will identify teachers in need of coaching during this process.</p>	<p>Feedback Map</p> <p><u>Instructional Feedback Tool</u></p> <p><u>Culture and Rigor Dashboard</u></p>	<p>Blue</p>
		<p>Blue</p>

<h2>Content Area Improvement</h2>	
<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. 	
<h2>Guiding Questions</h2>	
<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 Goals:

- 70% of 3-5 graders will achieve meets standard on Math STAAR
- 30% of 3-5 graders will achieve meets standard on Reading STAAR
- 45% of 3-5 graders identified as economically disadvantaged will achieve meets standard on Reading STAAR

Campus Action Steps	Evidence	Campus Self-Assessment
<p>Strategic Planning and Goal Setting The instructional team support/guides teachers through the goal-setting process. Look forward - LookBack protocols highlight and address low-performing skills for specific students and improve teaching practices.</p> <p>Title 1 - 2,000 (Goal Setting Materials), colored pocket charts, card stock variety, two pocket folders, sheet protectors, General Supplies for Data Visual Display</p> <p>Title 1 - 12,000 (Instructional Resources to support instruction; Tier 1 and targeted intervention - (possibly Benchmark, Progress Learning, Mc Graw Hill -Ford Ferier or Reading Mastery etc.) and Eureka Math.)</p>	<p style="text-align: center;">Targeted Action Plan</p>	<p style="text-align: center;">Blue</p>
<p>Weekly (Monday) Collaborative Walks - The leadership team provides feedback to support the implementation of instructional practices and resources for Reading (possibly Benchmark, Mc Graw Hill -Ford Ferier or Reading Mastery etc.) and Eureka Math.</p> <p>Campus instructional leaders will identify teachers in need of coaching during this process.</p> <p>Intervention checks are conducted daily to ensure that instruction is implemented appropriately and progress monitoring occurs bi-weekly.</p>	<p style="text-align: center;">Feedback Map</p> <p style="text-align: center;"><u>Instructional Feedback Tool</u></p> <p style="text-align: center;"><u>Culture and Rigor Dashboard</u></p>	<p style="text-align: center;">Blue</p>

<p>30-minute daily WIN or Intervention time is built into the master schedule. This time addresses student deficits based on individual student needs. School-wide intervention targets specific skill areas by students PK - 5 and specialized environments (FA - SEAS - Sped) with the purpose of encouraging growth based on BOY academic screener.</p> <p>Title 1 - 13,000 (Instructional Resources to support instruction Tier 1 and targeted intervention-(possibly Benchmark, online platforms like Progress Learning, Intervention programs like Mc Graw Hill - Ford Ferier or Reading Mastery etc. and Eureka Math.) General Supplies and resources to support Intervention</p> <p>Technology: Document cameras, Dymo Mimio, chords, headphones, instructional platforms: deambox-iready-Sirius- Education Galaxy)</p>	<p style="text-align: center;"><u>Master Schedule</u></p> <p style="text-align: center;"><u>One Pager Intervention Resource</u></p>	<p style="text-align: center;">Blue</p>
<p>1:1 Leadership Planning Sessions- The principal meets with leadership team members by content to discuss specific focus areas for instructional support.</p>	<p style="text-align: center;"><u>1:1 Leadership Agenda</u></p> <p style="text-align: center;"><u>One Pager Intervention Resource</u></p>	<p style="text-align: center;">Blue</p>
<p>Extended Learning Opportunities Title 1 - 3,000 (Field Trips and Saturday Learning Experiences) Title 1 - 11,000 (Tutoring Funds) Provide extended learning opportunities in math, reading, and science for learning programs conducted by teachers and interventionists on Saturdays and afterschool.. Considering accountability goals and mastery levels, grade 2 students were projected to perform below the level for the upcoming year in 3rd grade.</p>	<p style="text-align: center;">Extended Learning Calendar</p>	<p style="text-align: center;">Blue</p>
		<p style="text-align: center;">Blue</p>