

## Sue Crouch Elementary 2023-2024

Academic		
SCE 2023-2024 Campus Goals		
Content Area(s)	Grade Level(s)	Priorities
Math	3rd-5th	Priority 1 Focus
Reading	3rd-5th	Priority 2 Focus
Math-Economic Disadvantaged	3rd-5th	Priority 3 Focus

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

Behavior		
Target Goal 1-4 per six weeks	Total of ISS/OSS Suspensions	Achieved Goal
1st Grading Period		No
2nd Grading Period		No

Behavior		
Target Goal <b>1-4 per six weeks</b>	Total of ISS/OSS Suspensions	Achieved Goal
3rd Grading Period		No
4th Grading Period		No
5th Grading Period		No
6th Grading Period		No

Whole School Culture	
<ul style="list-style-type: none"> <li>● Procedures</li> <li>● Maximize Instructional Time               <ul style="list-style-type: none"> <li>○ Behavior (ISS/OSS Targets)</li> <li>○ Attendance</li> </ul> </li> </ul>	
Guiding Questions	
<ul style="list-style-type: none"> <li>● How do you assess your climate and culture? Frequency?</li> <li>● How do you track whole school culture? What is your campus goal?</li> <li>● How do you implement and track classroom culture? What is your process for coaching?</li> <li>● What is the system for monitoring the increase of suspensions?</li> <li>● What is the system for monitoring proportional suspensions by student groups?</li> <li>● What is your proactive plan to reduce loss of instructional time due to ISS/OSS?</li> <li>● What is your recovery plan to address loss of instructional time due to absenteeism?</li> <li>● What student behavior modifications and system improvements are necessary to take you from your current culture to your ideal culture?</li> <li>● What are strategies to increase student/teacher attendance and time on task?</li> <li>● What support will be needed or put in place for the variety of social emotional needs of your students?</li> </ul>	
<b>2022-2023 Target Goal:</b> <ul style="list-style-type: none"> <li>● Ensure 90-100% on task engagement from all students weekly.</li> </ul>	

- Attendance goal is to achieve 96% or higher ADA every six weeks.

Campus Action Steps	Evidence	Campus Self-Assessment
The leadership team will consistently implement daily walks to monitor the implementation of the management trajectory. We will monitor classroom engagement, hallways and common areas.	<a href="#"><u>SCE Management Data</u></a>	Blue
We will create systems and incentives to monitor daily attendance and reward classes, students and staff for perfect attendance each six weeks.	<a href="#"><u>Attendance Plan</u></a>	Blue
<p>PBIS Incentive system <b>will allow the campus to promote and reward ideal behaviors and student achievement. This is a tool to help keep track with student attendance and performance.</b></p> <p><b>Title Funds: \$1550</b></p>		Blue
Selected students will attend the Cowtown		Blue
To promote parent involvement we will host a All Pro Dads meeting to get all males to support and be visible on campus. We will provide lunch for all who attends.		Blue
<p>SEL and trauma guest speaker for staff. This speaker will help teachers to create a restart with student behaviors and gain skills to help support students.</p> <p>Title Funds:</p>		Blue
To help promote parent engagement throughout the school year we host celebrations such as attendance, character traits and nights such as STEM and math night. This bounce house will help recruit parent attendance at campus		Orange

<p>events and to celebrate student attendance by hosting six weeks attendance parties.</p> <p><b>Title Funds:</b> \$1329</p>		
<p><b>To help promote parent involvement we will need supplies for parents and families to engage in STEM activities during our campus STEM night.</b></p>		Orange
<p><b>The campus will award students for honor roll, perfect attendance and other yearly acquired rewards. Certificates, medals and trophies will need to be purchased.</b></p> <p><b>Title Funds:</b></p>		Orange

<b>Professional Learning Community</b>
<ul style="list-style-type: none"> <li>● <b>Protocol Implementation</b></li> <li>● <b>HQIM Implementation</b></li> </ul>
<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>● What walkthrough forms guide your observation of the instructional program/curriculum?</li> <li>● How do you monitor internalization/lesson plans?</li> <li>● How are monitoring teachers on them formatively assessing students throughout the lesson and how will that inform your feedback on their instruction?</li> <li>● What artifact would you collect to ensure effective lesson planning and instructional delivery?</li> <li>● What system exists to ensure calibration is evident within your instructional team?</li> <li>● How do you ensure high quality Tier I instruction in all classrooms?</li> <li>● What is the protocol used for PLCs that outlines the intended deliverable?</li> </ul>

- 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?

**2022-2023 Target Goal:**

- **Students in grades 3rd-5th will score at or above 49% in Meets according to STAAR Math.**
- **Students in grades 3rd-5th will score at or above 48% in Meets according to STAAR Reading.**
- **All Economically disadvantaged students in grades 3rd-5th will score at or above 40% on STAAR Math.**

Campus Action Steps	Evidence	Campus Self-Assessment
The campus administrative team conducts weekly walkthroughs on all classroom teachers in order to provide specific feedback on instruction.	<a href="#"><u>SCE Fall Walkthrough Schedule</u></a>	Blue
Campus administration has created a Eureka internalization rubric to support teachers during PLC's. This is a format that is specific in expectations.	<a href="#"><u>Eureka Internalization Rubric</u></a>	Blue
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. For teachers in K-2nd each content is biweekly discussed (i.e Week 1 reading; week 2 math)	<a href="#"><u>SCE Master Schedule</u></a> <a href="#"><u>Campus Calendar</u></a>	Blue
In order to provide students with engaging curriculum we will provide teachers with the tools and resources needed to effectively implement instruction daily through the use of technology. <a href="https://docs.google.com/document/d/1lX0t6UTCi0-WMcpc1wtJgIFXLLKlmc7BKpSuDyV7pLo/edit#"><u>https://docs.google.com/document/d/1lX0t6UTCi0-WMcpc1wtJgIFXLLKlmc7BKpSuDyV7pLo/edit#</u></a>  Title Funds:		Blue
Teachers will continue to make anchor charts to reference learning that has occurred throughout the year. We will purchase a colored printer to support their efforts. <a href="https://www.amazon.com/HP-DesignJet-"><u>https://www.amazon.com/HP-DesignJet-</u></a>		Blue

<a href="https://www.ebay.com/itm/Wireless-Plotter-Printer/dp/B08F6YWTF6/ref=sr_1_3?crid=MKFEKGBCMLB4&amp;keywords=color+poster+maker+machine+for+schools&amp;qid=1699628114&amp;sprefix=color+poster+make%2Caps%2C210&amp;sr=8-3">Wireless-Plotter-Printer/dp/B08F6YWTF6/ref=sr_1_3?crid=MKFEKGBCMLB4&amp;keywords=color+poster+maker+machine+for+schools&amp;qid=1699628114&amp;sprefix=color+poster+make%2Caps%2C210&amp;sr=8-3</a> Title Funds: \$2,199		
Teachers will engage in campus professional development and parent/teacher conferences. Title Funds:		<span style="background-color: #FFA500; padding: 2px;">Orange</span>

Content Area Improvement
<ul style="list-style-type: none"> <li>● <b>Identify 2-3 top areas of opportunity:</b> <ul style="list-style-type: none"> <li>○ <b>Math</b></li> <li>○ <b>RLA</b></li> <li>○ <b>Science</b></li> <li>○ <b>Social Studies</b></li> </ul> </li> <li>● <b>Develop 2-3 strategies for improvement in each identified subject.</b></li> </ul>
Guiding Questions
<ul style="list-style-type: none"> <li>● What system exists for providing coaching and feedback to teachers?</li> <li>● What system exists for placing tiering teachers for target support for improvement in instructional practice?</li> <li>● What rubrics/walkthrough forms guide your observation of the instructional program at your campus?</li> <li>● What is the frequency of assessments for targeted areas of improvement?</li> <li>● How do you ensure high quality Tier I instruction in all classrooms?</li> <li>● How are you monitoring student accommodations and achievement by student groups?</li> <li>● How are you monitoring student proficiency on the identified power standards by subject and grade level?</li> <li>● What relevant activities are in place for students who demonstrate mastery to extend their learning?</li> <li>● 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)?</li> </ul>
<p style="text-align: center;"><b>2023-2024 Target Goal:</b></p> <ul style="list-style-type: none"> <li>● <b>Students in grades 3rd-5th will score at or above 49% in Meets according to STAAR Math.</b></li> </ul>

- Students in grades 3rd-5th will score at or above 48% in Meets according to STAAR Reading.
- All Economically disadvantaged students in grades 3rd-5th will score at or above 40% on STAAR Math.

Campus Action Steps	Evidence	Campus Self-Assessment
As a leadership team we conducted calibration walks with the district content level walkthrough forms. We tiered each teacher according to the continuum of self reflection and will provide the targeted support for each teacher.	<a href="#">Tiered Teachers</a>	Blue
The campus principal conducts One on One meetings with all content area teachers in grades 3rd-5th after each district assessment. The meetings are held to share and analyze data and for teachers to share their action plans to support intervention and extended learning opportunities.	<a href="#">Data One on One Agenda</a>	Blue
Students performing below standards and grade level will be grouped according to performance and pulled with both reading and math interventionists. Interventionists will provide targeted support for students based on data. A few resources that will be used are: <b>Title 1: Ford Ferrier</b> <b>\$3,864.00</b>	<a href="#">CFA Performance Review</a> <a href="#">STAAR &amp; Intervention Tracker</a>	Blue
Intervention Action plan to STAAR based on Spring benchmark data.	<a href="#">CPR Presentation</a>	Blue
In order to support all students in academic success we will equip learners with the needed resources to succeed. We will purchase chromebooks for our students in the special education self contained classrooms. Title I= \$2,652.70		Blue
To support 5th grade students to excel in science we will purchase Think Up the science edition. Title I=		Blue