23-24 SH Crowley Campus Improvement Plan

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

Attendance		
Target Goal **95%**	**Campus Percentage**	**Achieved Goal**
1st Grading Period	95.10	Yes
2nd Grading Period	94.37	No
3rd Grading Period	92.81	No
4th Grading Period	92.38	No
5th Grading Period	94.25	No
6th Grading Period		No

Behavior		
Target Goal **<10 per MP**	**Total of ISS/OSS Suspensions**	**Achieved Goal**
1st Grading Period	22	No
2nd Grading Period	28	No
3rd Grading Period	17	No

Behavior		
Target Goal **<10 per MP**	Total of ISS/OSS Suspensions	Achieved Goal
4th Grading Period	26	No
5th Grading Period	12	No
6th Grading Period		No

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?

- 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?

The two highlighted in the pale light peach color.

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

:2023-2024 Target Goal:
1. **65% of 3-5 graders will achieve meets standard on Math STAAR; 25% of 3-5 graders will achieve masters standard on Math STAAR**
2. **70% of 3-5 graders will achieve MEETS standard on Reading STAAR; 25% of 3-5 graders will achieve MASTERS standard on Reading STAAR**
3. **50% of 5th graders will achieve MEETS standard and 25% MASTERS on Science STAAR**

Campus Action Steps	Evidence	Campus Self-Assessment
Track and monitor campus daily attendance with daily grade-level attendance that meet the daily attendance goal of 96%. Students receive mid-six weeks attendance incentive and end of six-weeks incentive for meeting the 96% attendance goal.		**Blue**
Campus administration conducts staff feedback surveys at the end of each six weeks and review, discuss, and respond to feedback in a timely manner. Bi-weekly grade-level Team Meetings are given an opportunity to provide feedback and ask questions about any campus-related initiatives and provide suggestions about campus initiatives and/or instructional-related concerns.	**Team Lead Agenda Grade-Level Team Notes**	**Blue**
Track and monitor campus daily attendance with daily grade-level attendance that meet the daily attendance goal of 96%. Students receive mid-six weeks attendance incentive and end of six-weeks incentive for meeting the 96% attendance goal.	**Daily Attendance Board Snapshot**	**Blue**
Implement PBIS to reward positive behaviors that align to Whole School and Classroom Culture expectations. All students have an opportunity to earn "Coyote Bucks" for demonstrating "Coyote" exemplar behavior and can purchase items from the Coyote Store.	**PBIS Incentives**	**Blue**
During school announcements, students are recognized who receive Positive Behavior Referrals and the students receive a Positive Behavior certificate, $50 Coyote Bucks, and a picture placed on the bulletin board.		**Blue**
The system we have in place to monitor suspensions is to constantly check 5Lab to see where we are as a campus. Identifying the Tier 2 and 3 students and putting interventions in place to reduce behaviors.		**Orange**
Our proactive plan is the implementation of RESET lessons and Advising GenZ lessons with students who are Tier 2 and 3 and have been assigned ISS/OSS more than 3 times. With this, the student will receive their class assignments and will continue to receive any services they may already receive (SPED, interventions, etc)		**Orange**
Students are incentivized to attend school through		**Orange**

raffle prizes for perfect attendance, Perfect Attendance parties, Perfect Attendance class/grade-level competitions with a prize, and random Monday & Friday wardrobe themes to encourage Perfect Attendance.		
The counselor conducts daily and weekly check-ins that involves the students to participate in real world scenario-brain processing activities and reminders utilize self regulating tools. This is intensified through our partnership with Positive Action and the Boys and girls club specifically working with our 4th grade students during specials over 8 weeks.	**Evidence**	**Orange**
The counselor conducts small groups and SEL lessons implemented weekly that are geared toward a specific topic weekly. Campus wide hands-on artifacts displayed throughout the campus.	**Evidence**	**Orange**
The SEL Specialist uses token system with sticker punch card (5) for students to earn rewards. Helps determine root cause and helps work collaboratively with the teacher so they can both implement changes as needed for a successful classroom culture.		**Orange**

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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Campus Action Steps	Evidence	Campus Self-Assessment
PLCs are conducted weekly for K-5. Principal and Assistant Principal attend PLCs of assigned content for the week.	**PLC Agenda (Math and Reading)**	**Blue**
Walkthroughs are conducted weekly for high need teachers and bi weekly for our T1 and T2 teachers using the CISD approved content walkthrough forms and T-TESS Walkthrough forms.	**SHCE Feedback form**	**Blue**
The leadership team utilizes a lesson plan tracker as well as an internalized checklist to monitor the success of lesson plans.	SHCE Benchmark Internalization Checklist 23-24 SHCE Lesson Plan Tracker	**Blue**
The Instructional Leadership Team meets weekly to analyze and monitor campus instructional implementation and hold task owners accountable for execution of the work.	**23-24 ILT Agendas**	**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)**
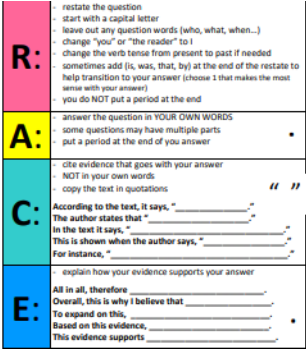   - **Literacy Framework (RBIS)**

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: ***

Campus Action Steps	Evidence	Campus Self-Assessment
Campus Instructional Leadership Team provides instructional coaching/feedback based on instructional effectiveness level. Tier 3 teachers are provided instructional coaching and feedback to tiered teachers based on observation and walkthroughs weekly using the Bambrick Coaching and Feedback cycle.	**Coaching Feedback Cycle** **C&F Snapshot-360 Crew**	**Blue**
30-minute daily intervention/enrichment blocks are built into the schedule for **reading** and **math**. Groups are formed using district benchmark assessment data and co-pilot reports.	Supplemental Resource: https://progresslearning.com/23-24 SH Crowley Master Schedule .xlsx	**Blue**
3rd-5th ELAR- During PLC Reading ISS and reading teachers continuously customize lessons by utilizing the internalization checklist. Exit tickets aligned to STAAR 2.0 question types are given as an informal check for understanding. Resources: Measuring Up (STAAR Prep 2.0)-$4604.60	Reading PLC Agenda SHCE Benchmark Internalization Checklist	**Blue**
3rd-5th ELAR- Teachers utilize the RACE strategy in Short Constructed Response and Extended Constructed Response (at least 1 SCR per week and 1 ECR per unit) with support in prompt creation and writing analysis from the reading specialist.		**Blue**

K-5th Math-Teachers will continuously adapt and customize Eureka math lessons using the internalization process with assistance from the Math ISS in PLC's and Long Range Planning.	**Eureka Internalization Rubric**	**Orange**
3-5 Equip modules from Eureka used for Tier 3 intervention pullouts to ensure that strategies are aligned with classroom instruction. 1st-2nd also using Equip for intervention. Supplemental Resource: Sirius and Dreambox		**Orange**
Data systems are used to track all interventions in Math and Reading K-5 and student achievement (K-5). Data trackers are regularly reviewed to identify trends, low performing essential skills, and identify students for intervention and tutorials.	**23-24 WIN-FALL(Intervention Tracker)** **23-24 K-5 Data Tracker** **23-24 Spring Win Tracker**	**Orange**
Campus "Coyote Flight Plan" Target Student Group Data Tracker utilized as a tool to track student growth on targeted SEs by student by standard and targeted student group from CFA to WBM; WBM to SBM, SBM to STAAR Goals.	**23-24 Coyote Flight Plan Data (CFA-SBM)**	**Orange**
3rd-5th Science Teachers will pre teach basic concepts before the unit begins. Students will be exposed to interpreting data charts and tables. Using the text of graphic to answer content related questions .		**Orange**
Attend field trips that expose students to interactive, curriculum-based programs that investigate Earth, the solar system and beyond in addition to live science and technology demonstrations related to STEM: 1.FW Museum of Science and History; 2. Mobile Ed Planetarium 3. Fort Worth Aquarium 4. Dallas World Aquarium		**Orange**

5. JR Bunkers Wetlands 6. FW Zoo		
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To build college and career readiness, 5th grade students will embark on college and career experiences by college visit field trip in the spring semester: University of Texas in Arlington May 3, 2024		**Orange**