

Cycle 1: CFA-Winter Benchmark, Cycle 2: Winter Benchmark-Spring Benchmark, Cycle 3: Spring Benchmark to EOC, Cycle 4: Review

Academic

Secondary Data Goals

Content Area(s)	Grade Level(s)	Priorities
English 1	9	Priority 1 Focus ▾
Math	9	Priority 2 Focus ▾
Biology	9	Priority 3 Focus ▾

Attendance

Target Goal 96%	Campus Percentage	Achieved Goal
1st Grading Period	Goal: 93% Actual: 92.58%	No ▾
2nd Grading Period	Goal: 93% Actual: 92.21%	No ▾
3rd Grading Period	Goal: 94% Actual: 91.11%	No ▾
4th Grading Period	Goal: 95% Actual: 90.12	No ▾
5th Grading Period	Goal: 96% Actual: 91.23	No ▾
6th Grading Period	Goal: 96% Actual:	No ▾

Behavior

Target Goal ***	Total of ISS/OSS Suspensions	Achieved Goal
1st Grading Period	Goal - 33 Actual - 37	No ▾
2nd Grading Period	Goal - 33 Actual - 37	No ▾

Behavior		
Target Goal ***	Total of ISS/OSS Suspensions	Achieved Goal
3rd Grading Period	Goal - 29 Actual - 32	No ▾
4th Grading Period	Goal - 112 Actual - 123	No ▾
5th Grading Period	Goal - 104 Actual - 115	No ▾
6th Grading Period	Goal - 89 Actual -	No ▾

Whole School Culture		
<p>2023-2024 Target Goal:</p> <p>By May of the 2023-24 school year: At least 88% of stakeholders will indicate that Crowley Ninth Grade's climate and culture are both positive and supportive of the needs of all stakeholders it serves.</p> <p>A minimum of 80% of all students will exhibit the characteristics of a productive tier one student (e.g., present at least 90% of the time, all passing grades, and no discipline incidents)</p>		
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		
Campus Action Steps	Evidence	Campus Self-Assessment
Whole School Culture Walks	Whole School Culture Rubric- the goal is 90% positive school culture.	Blue ▾

	<p>Whole School Culture Staff Development</p> <p>CH9 - Whole School Culture Rubric</p> <p>CH9 - Whole School Culture Manual</p>	
Gradual Release WalkThroughs	<p>We walk through and record how many students are engaged over 4 minutes. Record if students are using TVB, Scan, Radar, and positive narration.</p> <p>Gradual Release Planning and Feedback Tool</p>	Blue ▾
DAEP Due Process Hearings	<p>The district has implemented DAEP Due Process Hearings that are conducted by an assistant principal serving as the hearing officer. The hearing officer listens to the evidence to make an informed, unbiased decision regarding the student's disciplinary placement. Meeting participants include the student, parent, hearing officer, assistant principal, and other staff as needed to serve as an advocate for the student.</p> <p>The due process hearings bring legal compliance to Texas Education Code for DAEP placements and allow all parties to have an informed discussion about the behavior, consequences, and support systems needed to facilitate student success.</p>	Blue ▾
Multiple SEL interventions to deter negative behaviors. Effective implementation of PBIS (with continuous professional development for staff)	<p>Mr. Greene, our Behavior Specialist, works with students to improve their social skills and provides them with strategies to manage their behavior.</p> <p>The Students with Character program recognizes and highlights student success.</p>	Blue ▾
		Blue ▾

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?

2023-2024 Target Goal

Campus Action Steps	Evidence	Campus Self-Assessment
T-TESS Walkthrough Form		Blue ▾
Targeted- Daily PLC's Biology, Algebra I and English I	Attendance in PLC's. Participation in Look Forward, Look Back, Long Range Planning, etc. PLC Handbook	Blue ▾
Administrative Team Walkthrough Schedule	Administrators & ISSs meet weekly to discuss instructional trends and interventions.	Blue ▾
		Blue ▾
		Blue ▾

Content Area Improvement

- **Identify 2-3 top areas of opportunity:**
 - **Math**
 - **RLA**
 - **Science**
 - **Social Studies**
- **Develop 2-3 strategies for improvement in each identified subject.**

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)?

2023-2024 Target Goal

Campus Action Steps	Evidence	Campus Self-Assessment
Focus on Daily Tier 1 Lesson Plans	Daily PLCs for the tested subjects, English, Biology, and Algebra 1. The PLC is led by the ISS PLC Handbook	Blue ▾
Coaching & Feedback	Whole School Culture Rubrics, T-TESS Rubric, Coaching Walkthrough ISS Coaching Feedback Form Gradual Release (General) - Planning/Feedback Tool (FINAL) - Google Docs Secondary ELAR - Planning/Feedback Tool Secondary Math - Planning/Feedback Tool Secondary Science - Planning/Feedback Tool (FINAL) - Google Docs	Blue ▾
Long Range Planning	Teachers have days in order to plan with the ISS 6 weeks in advance. This benefits teachers so they can focus on the HOW not what to present Long Range Planning Document	Blue ▾
Look Back Plan	Teachers use this document after taking the CFA, Winter Benchmark, or Spring Benchmark to help with choosing what to reteach/spiral back. Look Back Plan Documentation	Blue ▾
Instructional Interventions	<ol style="list-style-type: none"> 1. Reading/Math Intervention Elective Class 2. Tier 1: Teachers spiral low performing SEs into warm up and reteach low performing high leverage SEs 3. Tier 2: Saturday school, and Eagle Academy 4. Tier 3: Saturday School, and after school tutoring 	Blue ▾
Eagle Academy for failing students	Students work through Edgenuity in the subject they failed to receive credit.	Blue ▾

