

Robstown Independent School District

Seale Junior High School - TIP

2022-2023 Essential Actions



Superintendent:
DCSI/Grant Coordinator:

Dr. Jose H. Moreno
Adriana Tagle

Principal: Anisa Chavera
ESC Case Manager: Rebecca Casas
ESC Region: 2

Table of Contents

Cycles	3
Cycle 1 - (Sept – Nov)	3
Cycle 2 - (Dec – Feb)	6
Cycle 3 - (Mar – May)	10
Cycle 4 - (Jun – Aug)	14

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: As a campus, we made progress toward our Reading and Math goals. We can attribute this to the HQM we have adopted this school year (Carnegie and Amplify). We also have revamped our Master schedule to include a common intervention period for every student. Science and Social Studies continue to struggle to meet their goals. This can be attributed to two factors:

- 1) 3/4 of Teachers in Science and SS are new to the content area and/or new to teaching.
- 2) The district has not been able to secure an Instructional Coach that focuses on Science and Social Studies.

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

Rationale: The outcome of our diagnostic indicates the need for a written comprehensive list of roles and responsibilities with specific actions, goals, and outcomes for campus instructional leaders including teachers assigned for supervision. Campus data on STAAR , Eduphoria STRIVE (TTESS data house) and Skyward Data also indicates the need for written clear roles and responsibilities for Principals, Assistant Principals, Counselors and Instructional Leaders . Outlining core leadership tasks, creates effective campus instructional leaders, who develop, implement, and monitor focused improvement plans that address the causes of low performance.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? By partnering with ESC 2 and the Texas Instructional Leadership program, we will create opportunities for campus leaders to collaborate with a specific focus as they use key resources to improve teaching will increase the leadership capacity of our campus leaders. This begins by having Campus Leader meetings that focus, not only on instruction and data but on effective Instructional and Leadership Practices. In addition, the roles and responsibilities of key campus leaders will be redefined to include specific actions and outcomes. Creating the right structures, conditions, expectations and teams will contribute to improved instructional coaching which leads to increased teacher performance which ultimately impacts student outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus principal will hold meetings to discuss campus goals and priorities and solicit input from all stakeholders including teachers, administration and support staff. By allowing stakeholders to prioritize campus milestones; the members will commit to executing and implementing the plan with fidelity. Stakeholder meetings will be held to develop roles and responsibilities. The student buy in process will be modeled after our campus process for creating a classroom respect agreement. The campus leaders will use the resources in the ESF as a starting point. Leaders will provide input and collaborate to create a Campus Play Book for clear, written, and transparent protocols and processes.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of Campus leaders will have effectively and consistently implemented their clear roles and responsibilities which include assigned supervision. 100% of campus instructional leadership will schedule time for observations and feedback in a weekly calendar. Campus leadership will measure this by utilizing a google form that will include staff input and classroom and campus observations. The principal will track weekly calendars to ensure feedback is being given in a timely manner.

District Commitment Theory of Action: If the district provides professional development through the Texas Instructional Leadership program (Observation & Feedback) to the campus leadership and prioritizes time for school instructional leadership, then the campus leadership team will be able to routinely coach teachers on using effective instruction and create conditions for school success.

Desired 90-day Outcome: By the end of Cycle 1, 100% of Principals, Assistant Principals, Counselors, and Instructional Leaders will have attended the Leadership Summit where they will create and review their roles/responsibilities, and aligned their schedules to dedicate time for weekly observation/feedback. The principal will

monitor the process will using google.

District Actions: The district will provide ongoing support and coaching for the campus leader.

Did you achieve your 90 day outcome?: No

Why or why not?: The date of eh Summit was secured and materials have been purchased. In considering our feeder schools and their impact on our campus and in order to align among district leaders, it was decided that the Leadership Summit would include leaders from feeder campuses. The date was therefore pushed back to Cycle 2 in order to accommodate the needs of all 5 campuses in the district. The campus leadership team , held a mini workshop to create and review roles and responsibilities and align schedules to dedicate time to weekly observation and feedback.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Newly aligned roles and responsibilities might create a toxic 'finger pointing' culture of how things have been done in the past.	Action Step 3	"The Power of Positive Leadership" by Jon Gordon keeps the focus on positive leadership and a change culture.
If Campus Leadership team fails to meet he expectations of their specific roles and responsibilities due to interruption in daily routine, there will be negative impact in the campus success.	Action Step 4	Roles and responsibilities will include actions, goals and outcomes which have never been defined before on this campus.

2. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Planning for Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Rationale: Evidence from the diagnostic indicate that the current campus mission, vision, and values was created several years ago, and the involvement of all stakeholders was not evident. Despite the creation of a staff handbook which included clear practices and policies captured in writing; consistent implementation was not evident. By implementing 3.1, the campus will embrace and consistently implement practices and policies of high expectations and shared ownership for student success. In turn, staff members will share a common understanding of the mission, vision, and values.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Stakeholders will collaboratively engage in creating and continually refining and living the campus' mission, vision, and values. By including all stakeholders in the creation, and most importantly the implementation process, stakeholders will begin to visualize and buy in to this Essential Action.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: By "branding" the campus, and pushing out a campaign that includes our mission, vision, and values in our literature, social media sites, and throughout the common campus areas, the campus will reinforce buy-in in order to help the target audience of staff, families, students, and communities embrace the vision, mission and value. In addition, the campus will hold stakeholder meetings with student, staff, families and communities geared towards executing and communicating the campus purpose.

Desired Annual Outcome: By the end of 2022-23, 100% of teachers and staff will demonstrate practices of a shared common understanding of the campus mission, vision, and values as reflected in student and staff surveys, interviews, visible artifacts and Key Practice Indicators (KPI). The implementation of the House System will promote shared ownership of the commitment to the campus mission, vision, and values. This will be measured through the KPI and surveys monitored by the principal

and reviewed by all stakeholders.

District Commitment Theory of Action: If the district provides data systems to track pertinent school data then the campus will have a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Desired 90-day Outcome: By the end of Cycle 1, the campus will have conveyed to 100% of the 4 Stakeholders(students, staff, parents, and community) the mission, vision, and goals of our institution via a marketing and branding strategy focused on student and staff safety and academic success. Campus Leaders will utilize campus data systems to establish a baseline for key performance indicators aligned to campus culture: Student attendance, staff attendance, discipline referrals, failure rate, job satisfaction, student satisfaction, safety and security and social media metrics via Professional Dashboard on the campus Facebook Page . The Principal will use a weekly tracker to measure communication and student data through social media, dashboards, and surveys..

District Actions: The district will provide campus leaders with best practice resources and tools for engaging families to ensure implementation of the school's vision, mission and values.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus leadership team began to have meetings with stakeholders in the summer with Campus staff and has continued throughout this cycle with parents, community and students. The campus has begun to use Social Media as a marketing piece for our Mission Vision and Goals. Quotes have been requested for marketing materials and baselines have been established and shared with stakeholders.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Recent events in campus safety will continue to instill fear and anxiety which will lead to hesitation to embrace any efforts to improve campus security and better protect students and teachers,	Action Step 3	The action step will improve campus security and better protect students and teachers which build trust in us amongst stakeholders.
Social Media will continue to dominate with misinformation that negatively combats our efforts to move the campus forward.	Action Step 4	Including the community in Stakeholder Family Night will help our campus promote a positive perception of our campus

3. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Domain 1 Data in the 21-22 Accountability indicated that approximately 55% of our students are at the Approaches Grade level. Science and Social Studies showed a decline from the 20-21 School Year. The implication is that we must provide our teachers with intentional professional development focused on CIA alignment and must give access to materials and resources adapted to support special populations. Supporting teachers by providing both high-quality instructional materials and the training needed to use the materials well positions teachers to have a greater impact on student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Teachers will participate in lesson internalization and identify any background knowledge or experiences necessary for student success. Through a partnership with ESC2 specialists for High Quality Instructional Materials, teachers will utilize PLCs to plan engaging lessons,

and aligned assessments. Teachers who are knowledgeable about the content they are teaching and comfortable with the materials they are using are more likely to be effective in the classroom. High-quality instructional materials are designed to help build a teacher's content knowledge, provide guidance to inform lesson planning and offer structures to support collaboration with other teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The results and feedback from the diagnostic will be shared with all staff members. Based on this feedback, campus leaders will create , campus, grade level, and content data goals based on student potential (for example 2-3 questions away) together which will insure that stakeholders have input into reasonable data-driven goals. In addition, action steps to assess, reteach and reassess will be created together to ensure that all stakeholders have input and buy-in.

Desired Annual Outcome: By May 2023, 100% of our Core Teachers (Reading and Math) will use district-adopted HQIM as evidenced by observation and feedback data collection by Campus Leadership Team. Weekly walkthroughs will be conducted to review alignment of lesson plans and classroom instruction to provide feedback.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that integrate supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity then the campus will implement data-driven reflection with fidelity.

Desired 90-day Outcome: By the end of Cycle 1, 100% of Campus Leaders will have participated in Observation and Feedback Coaching Session in partnership with ESC2/TIL. Campus Leadership Team will create an observation form to track classroom instructional practices (aggressive monitoring).

District Actions: The district will provide all necessary materials for implementing core curriculum and opportunities to plan .

Did you achieve your 90 day outcome?: Yes

Why or why not?: Through a partnership with ESC2/TIL and scheduled time in the administrative calendar for observation and feedback, all campus leaders have had an opportunity to participate in TIL and conduct instructional walks. Teachers are focusing on rigor and questioning, which has made a positive impact on fall benchmarks.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
It will be difficult to align Formative Assessments to STAAR 2.0 causing teachers to feel overwhelmed.	Action Step 3	Lesson internalization in PLCs will allow teachers the opportunity to include STAAR 2.0 formatted opportunities for learning.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

Rationale: The outcome of our diagnostic indicates the need for a written comprehensive list of roles and responsibilities with specific actions, goals, and outcomes for campus instructional leaders including teachers assigned for supervision. Campus data on STAAR , Eduphoria STRIVE (TTESS data house) and Skyward Data also indicates the need for written clear roles and responsibilities for Principals, Assistant Principals, Counselors and Instructional Leaders . Outlining core leadership tasks, creates effective campus instructional leaders, who develop, implement, and monitor focused improvement plans that address the causes of low performance.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? By partnering with ESC 2 and the Texas Instructional Leadership program, we will create opportunities for campus leaders to collaborate with a specific focus as they use key resources to improve teaching will increase the leadership capacity of our campus leaders. This begins by having Campus Leader meetings that focus, not only on instruction and data but on effective Instructional and Leadership Practices. In addition, the roles and responsibilities of key campus leaders will be redefined to include specific actions and outcomes. Creating the right structures, conditions, expectations and teams will contribute to improved instructional coaching which leads to increased teacher performance which ultimately impacts student outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus principal will hold meetings to discuss campus goals and priorities and solicit input from all stakeholders including teachers, administration and support staff. By allowing stakeholders to prioritize campus milestones; the members will commit to executing and implementing the plan with fidelity. Stakeholder meetings will be held to develop roles and responsibilities. The student buy in process will be modeled after our campus process for creating a classroom respect agreement. The campus leaders will use the resources in the ESF as a starting point. Leaders will provide input and collaborate to create a Campus Play Book for clear, written, and transparent protocols and processes.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of Campus leaders will have effectively and consistently implemented their clear roles and responsibilities which include assigned supervision. 100% of campus instructional leadership will schedule time for observations and feedback in a weekly calendar. Campus leadership will measure this by utilizing a google form that will include staff input and classroom and campus observations. The principal will track weekly calendars to ensure feedback is being given in a timely manner.

District Commitment Theory of Action: If the district provides professional development through the Texas Instructional Leadership program (Observation & Feedback) to the campus leadership and prioritizes time for school instructional leadership, then the campus leadership team will be able to routinely coach teachers on using effective instruction and create conditions for school success.

Desired 90-day Outcome: By the end of Cycle 2, 100% of Campus Principal and Campus Leadership Team will participate in the Leadership Summit to review roles and responsibilities and compile a reflection of the tasks assigned and successful initiatives for the first cycle, as evident on 2-3 artifacts. The principal will monitor the progress during weekly leadership meetings.

District Actions: If the district provides support for the Leadership Summit and Courageous Principal Program along with ongoing coaching and support through the Texas Instructional Leadership program, then the campus will be able to effectively implement researched based strategies to teachers and leaders.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
A lack of professional networks and team-based learning outside of district due to lack of networking opportunities.	Action Step 2	Will give principals an opportunity to expand professional networks and team-based learning to share ideas and work together with other principals outside of the organization to develop collaborative strategies.
District and Campus leaders wear many hats that sometimes interfere and do not allow the Campus Leadership Team opportunities for growth and learning.	Action Step 3	The Symposium will allow aspiring leadership, opportunities for growth and learning.

2. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Planning for Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Rationale: Evidence from the diagnostic indicate that the current campus mission, vision, and values was created several years ago, and the involvement of all stakeholders was not evident. Despite the creation of a staff handbook which included clear practices and policies captured in writing; consistent implementation was not evident. By implementing 3.1, the campus will embrace and consistently implement practices and policies of high expectations and shared ownership for student success. In turn, staff members will share a common understanding of the mission, vision, and values.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Stakeholders will collaboratively engage in creating and continually refining and living the campus' mission, vision, and values. By including all stakeholders in the creation, and most importantly the implementation process, stakeholders will begin to visualize and buy in to this Essential Action.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: By "branding" the campus, and pushing out a campaign that includes our mission, vision, and values in our literature, social media sites, and throughout the common campus areas, the campus will reinforce buy-in in order to help the target audience of staff, families, students, and communities embrace the vision, mission and value. In addition, the campus will hold stakeholder meetings with student, staff, families and communities geared towards executing and communicating the campus purpose.

Desired Annual Outcome: By the end of 2022-23, 100% of teachers and staff will demonstrate practices of a shared common understanding of the campus mission, vision, and values as reflected in student and staff surveys, interviews, visible artifacts and Key Practice Indicators (KPI). The implementation of the House System will promote shared ownership of the commitment to the campus mission, vision, and values. This will be measured through the KPI and surveys monitored by the principal and reviewed by all stakeholders.

District Commitment Theory of Action: If the district provides data systems to track pertinent school data then the campus will have a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Desired 90-day Outcome: By the end of Cycle 2, 85% of the campus will use the Ron Clark Academy (RCA) method and guidelines to execute the campus mission, vision and goals. Campus data systems will indicate a 10% increase in key performance indicators established in the baseline in Cycle 1 (Student attendance, staff attendance, discipline referrals, failure rate, job satisfaction, student satisfaction, safety and security and social media metrics via Professional Dashboard on campus Facebook Page) which will be monitored by the principal.

District Actions: The district will provide data systems for tracking key performance indicators and provide the networking and training opportunities for the Ron Clark

Academy.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Lack of student motivation to excel.	Action Step 3	Staff members will collaborate and have input on the list of positive behaviors, goals and rewards.

3. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Domain 1 Data in the 21-22 Accountability indicated that approximately 55% of our students are at the Approaches Grade level. Science and Social Studies showed a decline from the 20-21 School Year. The implication is that we must provide our teachers with intentional professional development focused on CIA alignment and must give access to materials and resources adapted to support special populations. Supporting teachers by providing both high-quality instructional materials and the training needed to use the materials well positions teachers to have a greater impact on student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Teachers will participate in lesson internalization and identify any background knowledge or experiences necessary for student success. Through a partnership with ESC2 specialists for High Quality Instructional Materials, teachers will utilize PLCs to plan engaging lessons, and aligned assessments. Teachers who are knowledgeable about the content they are teaching and comfortable with the materials they are using are more likely to be effective in the classroom. High-quality instructional materials are designed to help build a teacher's content knowledge, provide guidance to inform lesson planning and offer structures to support collaboration with other teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The results and feedback from the diagnostic will be shared with all staff members. Based on this feedback, campus leaders will create , campus, grade level, and content data goals based on student potential (for example 2-3 questions away) together which will insure that stakeholders have input into reasonable data-driven goals. In addition, action steps to assess, reteach and reassess will be created together to ensure that all stakeholders have input and buy-in.

Desired Annual Outcome: By May 2023, 100% of our Core Teachers (Reading and Math) will use district-adopted HQIM as evidenced by observation and feedback data collection by Campus Leadership Team. Weekly walkthroughs will be conducted to review alignment of lesson plans and classroom instruction to provide feedback.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that integrate supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity then the campus will implement data-driven reflection with fidelity.

Desired 90-day Outcome: By the end of Cycle 2, Campus Leaders will have collected evidence on 100% of teachers in their Coaching Lists and will have scheduled coaching sessions and follow-up sessions. This will be monitored weekly at Leadership Meetings by reviewing feedback forms.

District Actions: The district will include campus leadership teams in the planning of professional development activities that align with the assessment calendar and allow for data-driven reflection.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Finding professional development that is relevant, sustainable, interactive, and teacher-driven.	Action Step 2	Conducting a MOY Data Dig, will allow the Professional Development to be based on needs rather than wants .
When teachers are required to sit through one-size-fits-all professional development, it is easy for them to become frustrated or even resentful.	Action Step 3	Intentional PD design will contribute to educators' satisfaction with mandatory continued learning.

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?:

1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

Rationale: The outcome of our diagnostic indicates the need for a written comprehensive list of roles and responsibilities with specific actions, goals, and outcomes for campus instructional leaders including teachers assigned for supervision. Campus data on STAAR , Eduphoria STRIVE (TTESS data house) and Skyward Data also indicates the need for written clear roles and responsibilities for Principals, Assistant Principals, Counselors and Instructional Leaders . Outlining core leadership tasks, creates effective campus instructional leaders, who develop, implement, and monitor focused improvement plans that address the causes of low performance.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? By partnering with ESC 2 and the Texas Instructional Leadership program, we will create opportunities for campus leaders to collaborate with a specific focus as they use key resources to improve teaching will increase the leadership capacity of our campus leaders. This begins by having Campus Leader meetings that focus, not only on instruction and data but on effective Instructional and Leadership Practices. In addition, the roles and responsibilities of key campus leaders will be redefined to include specific actions and outcomes. Creating the right structures, conditions, expectations and teams will contribute to improved instructional coaching which leads to increased teacher performance which ultimately impacts student outcomes.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus principal will hold meetings to discuss campus goals and priorities and solicit input from all stakeholders including teachers, administration and support staff. By allowing stakeholders to prioritize campus milestones; the members will commit to executing and implementing the plan with fidelity. Stakeholder meetings will be held to develop roles and responsibilities. The student buy in process will be modeled after our campus process for creating a classroom respect agreement. The campus leaders will use the resources in the ESF as a starting point. Leaders will provide input and collaborate to create a Campus Play Book for clear, written, and transparent protocols and processes.

Desired Annual Outcome: By the end of the 2022-2023 school year, 100% of Campus leaders will have effectively and consistently implemented their clear roles and responsibilities which include assigned supervision. 100% of campus instructional leadership will schedule time for observations and feedback in a weekly calendar. Campus leadership will measure this by utilizing a google form that will include staff input and classroom and campus observations. The principal will track weekly calendars to ensure feedback is being given in a timely manner.

District Commitment Theory of Action: If the district provides professional development through the Texas Instructional Leadership program (Observation & Feedback) to the campus leadership and prioritizes time for school instructional leadership, then the campus leadership team will be able to routinely coach teachers on using effective instruction and create conditions for school success.

Desired 90-day Outcome: By the end of Cycle 3, 100% campus Principal and Campus Leadership Team will have completed the EOY reflection at the DEVELOPING rating or higher and will have collected 2-3 artifacts to support their reflection.

District Actions: The district will ensure that principals have the necessary authority to create conditions for school success.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Due to the importance of state assessments on accountability, the focus of the campus leadership team will shift to testing.	Action Step 3	The summit itinerary will bring the focus back to leadership aligned to written systems and processes.

Did you achieve your annual outcome?:

2. Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Planning for Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Rationale: Evidence from the diagnostic indicate that the current campus mission, vision, and values was created several years ago, and the involvement of all stakeholders was not evident. Despite the creation of a staff handbook which included clear practices and policies captured in writing; consistent implementation was not evident. By implementing 3.1, the campus will embrace and consistently implement practices and policies of high expectations and shared ownership for student success. In turn, staff members will share a common understanding of the mission, vision, and values.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Stakeholders will collaboratively engage in creating and continually refining and living the campus' mission, vision, and values. By including all stakeholders in the creation, and most importantly the implementation process, stakeholders will begin to visualize and buy in to this Essential Action.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: By "branding" the campus, and pushing out a campaign that includes our mission, vision, and values in our literature, social media sites, and throughout the common campus areas, the campus will reinforce buy-in in order to help the target audience of staff, families, students, and communities embrace the vision, mission and value. In addition, the campus will hold stakeholder meetings with student, staff, families and communities geared towards executing and communicating the campus purpose.

Desired Annual Outcome: By the end of 2022-23, 100% of teachers and staff will demonstrate practices of a shared common understanding of the campus mission, vision, and values as reflected in student and staff surveys, interviews, visible artifacts and Key Practice Indicators (KPI). The implementation of the House System will promote shared ownership of the commitment to the campus mission, vision, and values. This will be measured through the KPI and surveys monitored by the principal and reviewed by all stakeholders.

District Commitment Theory of Action: If the district provides data systems to track pertinent school data then the campus will have a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Desired 90-day Outcome: By the end of Cycle 3, the campus will use the Ron Clark Academy (RCA) method and guidelines to demonstrate shared understanding of the campus mission, vision and goals. Campus data systems will indicate a 20% combined increase in key performance indicators established in the baseline in Cycle 1 (Student attendance, staff attendance, discipline referrals, failure rate, job satisfaction, student satisfaction, safety and security and social media metrics via Professional Dashboard on campus Facebook Page).

District Actions: The district will create and distribute the district climate survey in a timely manner.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Timing of the climate survey could have negative impact due to end of year burn out and morale	Action Step 1	Tangible bi weekly awards will help lift morale and decrease burnout.

Did you achieve your annual outcome?:

3. Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Beginning Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Domain 1 Data in the 21-22 Accountability indicated that approximately 55% of our students are at the Approaches Grade level. Science and Social Studies showed a decline from the 20-21 School Year. The implication is that we must provide our teachers with intentional professional development focused on CIA alignment and must give access to materials and resources adapted to support special populations. Supporting teachers by providing both high-quality instructional materials and the training needed to use the materials well positions teachers to have a greater impact on student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Teachers will participate in lesson internalization and identify any background knowledge or experiences necessary for student success. Through a partnership with ESC2 specialists for High Quality Instructional Materials, teachers will utilize PLCs to plan engaging lessons, and aligned assessments. Teachers who are knowledgeable about the content they are teaching and comfortable with the materials they are using are more likely to be effective in the classroom. High-quality instructional materials are designed to help build a teacher's content knowledge, provide guidance to inform lesson planning and offer structures to support collaboration with other teachers.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The results and feedback from the diagnostic will be shared with all staff members. Based on this feedback, campus leaders will create , campus, grade level, and content data goals based on student potential (for example 2-3 questions away) together which will insure that stakeholders have input into reasonable data-driven goals. In addition, action steps to assess, reteach and reassess will be created together to ensure that all stakeholders have input and buy-in.

Desired Annual Outcome: By May 2023, 100% of our Core Teachers (Reading and Math) will use district-adopted HQIM as evidenced by observation and feedback data collection by Campus Leadership Team. Weekly walkthroughs will be conducted to review alignment of lesson plans and classroom instruction to provide feedback.

District Commitment Theory of Action: If the district provides the campus with standards-aligned, high-quality instructional materials that integrate supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity then the campus will implement data-driven reflection with fidelity.

Desired 90-day Outcome: By the end of Cycle 3, the campus will use the RCA method and guidelines to implement processes that build character, relationships, and school spirit amongst staff as evidenced by a 10% increase in key performance indicators established in the baseline in Cycle 1 using the same key performance indicators.

District Actions: Provide an evaluation tool for campuses to evaluate Instructional Materials.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers may not want to participate in learning opportunities in the summer.	Action Step 3	Plan opportunities to learn and plan conjointly, which are teachers tend to enjoy.

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)