



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 17, 2021

Agenda Section: Consent

Agenda Item Title: Approve Targeted Improvement Plans (TIPs)

From: Theresa Servellon, Chief Academic Officer

Additional Presenters if Applicable: Kevin Rasco, Advanced Academics Consultant

Description: Campus Instructional Leadership Teams pulled targeted strategies from their CIP to include as action in their campus' Targeted Improvement Plan. The TIP's are created as a supplement for campuses to help them address one of the five Essential Actions listed in the Essential School Framework. The TIP helps the campus continue strengthening the findings identified from the Comprehensive Needs Assessment completed for the CIP.

Historical Data: This is the third year campuses submitted the Targeted Improvement Plans (TIPs) for approval. These TIPs focus on the results from 2019 State Assessments since every school and district received a Not Rated: Declared State of Disaster due to the COVID closure.

Recommendation: Approve Targeted Improvement Plans (TIPs)

Funding Budget Code and Amount: N/A

South San Antonio Independent School District
Miguel Carrillo, Jr. Elementary - TIP
2021-2022 Cycles/Essential Actions/Action Steps



Superintendent:
DCSI/Grant Coordinator:

Marc Puig
Kevin Rasco

Principal: Sandra J. Sandoval
ESC Case Manager: Cheryl Stewart
ESC Region: 20

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Partial Implementation

Rationale: Teachers currently have flex days on the scope and sequence to reteach skills taught during the unit lessons. Teachers currently have objectives that are aligned with the scope and sequence. The campus would like to see instructional materials being consistently used across the perspective grade levels. Teachers would like to see alignment with instructional materials and TEKS Resource. Teachers would like more time to internalize the instructional materials.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will collaborate with our district DCSI, Cheryl Stewart, Region 20 ESC Case Manager, the School Improvement Committee along with the campus administration. Collaboration with district DCSI will strengthen the implementation support between the district and the campus providing instructional materials needed to successfully meet the needs of all students.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate the Essential Action during faculty meetings to address all teaching staff. The campus administration will communicate priorities during CLT monthly meetings. The campus administration will communicate priority with parents during monthly Cafecitos.

Desired Annual Outcome: Every teacher will have a district approved instructional list . The approved instructional materials will be documented in the teacher's lesson plans. Daily lesson plans will include aligned objectives, activities, and a closing task. By May 2022, 75% of teachers will use high-quality instructional materials to meet the needs of special ed., dyslexia, RtI, Hispanic, Economically Disadvantage, and EL students. This will be evident in the weekly lesson plan feedback.

District Commitment Theory of Action: If the district provides Carrillo with standards-aligned, high-quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity then all students will engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor.

Desired 90-day Outcome: By the end of November, a list of district approved instructional materials list will be provided to each teacher. Campus administrators will check lesson plans weekly and create a checklist of teachers who are implementing the instructional materials. By November, 25% of teachers will consistently use high quality instructional materials to meet the needs of diverse learners.

District Actions: Provide campus with high quality instructional materials through the TCLAS grant, as well as professional development and support in the form of instructional coaches for effective use of HQIM that will reinforce high expectations for student achievement.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Campus Instructional Leaders will create a list of district approved instructional materials.</p> <p>Evidence Used to Determine Progress: List of district approved instructional materials.</p> <p>Person(s) Responsible: Principal, Assistant Principal, and Instructional Coach</p> <p>Resources Needed: TEKS Resource System and district approved list</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 2021 - Frequency: One Time - Evidence Collection Date: November 5, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: During PLCs, Instructional Coaches and campus leaders will train teachers on the use of high quality materials.</p> <p>Evidence Used to Determine Progress: PLC agendas, PLC sign-in sheets, and feedback on walkthroughs.</p> <p>Person(s) Responsible: Principal, Assistant Principal, and Instructional Coach,</p> <p>Resources Needed: District approved instructional material list</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 4, 2021 - Frequency: Weekly - Evidence Collection Date: November 5, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus leaders will provide feedback on lesson plans and walkthroughs.</p> <p>Evidence Used to Determine Progress: Lesson plans and walkthroughs</p> <p>Person(s) Responsible: Principal, Assistant Principal, Instructional Coach, and Teachers</p> <p>Resources Needed: TEKS Resource</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: September 27, 2021 - Frequency: Weekly - Evidence Collection Date: November 5, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: We anticipate time will be one of the challenges. Teachers will not effectively use instructional materials. Teachers may not know how to implement instructional materials in the delivery of the lesson.

What specific action steps address these challenges?: The campus and district will conduct frequent learning walks to obtain data and give teachers feedback on the implementation of district materials.

Cycle 1 - (Sept – Nov)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Rationale: The campus will be implementing the Fundamental 5 instructional strategies. The campus does not currently have nor has implemented a campus-wide instructional framework for instruction that contains high leverage practices.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The School Improvement Committee will ensure that the staff is aware of priorities, revisit the focus on effective classroom instructional strategies at monthly staff meetings and weekly PLCs. The campus will collaborate with our district DCSI, Region 20 Case Manager, and the School Improvement Committee, and campus administration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus administration will engage in reflective conversations and barriers on progress. Community/families will be notified on focus areas on newsletters and during Cafecitos. Students will be aware of the focus area through campus vision.

Desired Annual Outcome: By May 2022, 90% of teachers will use high quality instructional strategies. ICs will provide training during PLCs and support for teachers. Sign in sheets, training agendas and teacher feedback will be used to document evidence. Carrillo leadership team will coach teachers to support the implementation of instructional strategies.

District Commitment Theory of Action: If the district ensures that Carrillo instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback) then campus leaders will provide teachers with job embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: 30% of teachers will use high quality instructional strategies. Campus administrators will conduct weekly walkthroughs and provide feedback and coach teachers on the implementation of high quality instructional strategies. Weekly Leadership meetings will focus on teachers who are still in need of further training and support.

District Actions: Provide campus with best practices for routines and procedures and professional development for successful implementation through monthly meetings with campus leadership as well as data walks to be conducted monthly.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: During the PLCs, campus leaders and instructional coach will review the different components of the Fundamental 5 with teachers.</p> <p>Evidence Used to Determine Progress: PLC agenda, PowerPoint Presentation, and sign in sheets.</p> <p>Person(s) Responsible: Principal, Assistant Principal, and Instructional Coach</p> <p>Resources Needed: Fundamental 5 Book</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 2021 - Frequency: Weekly - Evidence Collection Date: November 5, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will implement the Fundamental 5 in the classroom and on lesson plans.</p> <p>Evidence Used to Determine Progress: Lesson plans and walkthroughs</p> <p>Person(s) Responsible: Principal, Assistant Principal, and Instructional Coach</p> <p>Resources Needed: Lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Ongoing - Evidence Collection Date: September 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: The campus will monitor the implementation of Fundamental 5 through the district's Learning Walk protocol.</p> <p>Evidence Used to Determine Progress: Learning Walk Protocol observational data collection</p> <p>Person(s) Responsible: Campus Administration, Campus Leadership Team, District Leadership Team</p> <p>Resources Needed: Fundamental 5, observational data form, Reflection Tool</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 19, 2021 - Frequency: Quarterly - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Principal, with the support of the DCSI, will discuss the patterns from the Learning Walk Protocol to provide additional support for future Professional Learning.</p> <p>Evidence Used to Determine Progress: Feedback from the Learning Walk</p> <p>Person(s) Responsible: Principal, Assistant Principal, DCSI, and Instructional Coach</p> <p>Resources Needed: Reflection Tool from the Learning Walk, Fundamental 5 book</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 19, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teachers may not consistently use instructional materials throughout the school year.

Teachers may struggle with differentiated instruction.

Teachers may not be vested in taking the time to learn the framework and practices.

What specific action steps address these challenges?: The campus and district will conduct frequent Learning Walks to obtain data and give teachers feedback on instructional strategies.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Partial Implementation

Rationale: Teachers currently have flex days on the scope and sequence to reteach skills taught during the unit lessons. Teachers currently have objectives that are aligned with the scope and sequence. The campus would like to see instructional materials being consistently used across the perspective grade levels. Teachers would like to see alignment with instructional materials and TEKS Resource. Teachers would like more time to internalize the instructional materials.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will collaborate with our district DCSI, Cheryl Stewart, Region 20 ESC Case Manager, the School Improvement Committee along with the campus administration. Collaboration with district DCSI will strengthen the implementation support between the district and the campus providing instructional materials needed to successfully meet the needs of all students.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate the Essential Action during faculty meetings to address all teaching staff. The campus administration will communicate priorities during CLT monthly meetings. The campus administration will communicate priority with parents during monthly Cafecitos.

Desired Annual Outcome: Every teacher will have a district approved instructional list. The approved instructional materials will be documented in the teacher's lesson plans. Daily lesson plans will include aligned objectives, activities, and a closing task. By May 2022, 75% of teachers will use high-quality instructional materials to meet the needs of special ed., dyslexia, RtI, Hispanic, Economically Disadvantage, and EL students. This will be evident in the weekly lesson plan feedback.

District Commitment Theory of Action: If the district provides Carrillo with standards-aligned, high-quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity then all students will engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor.

Desired 90-day Outcome: By the end of February 2022, 50% of teachers will consistently use high-quality instructional materials to meet the needs of diverse learners. Campus leaders will continue to use the lesson plan checklist to identify teachers who may need additional support using high quality instructional materials.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Rationale: The campus will be implementing the Fundamental 5 instructional strategies. The campus does not currently have nor has implemented a campus-wide instructional framework for instruction that contains high leverage practices.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The School Improvement Committee will ensure that the staff is aware of priorities, revisit the focus on effective classroom instructional strategies at monthly staff meetings and weekly PLCs. The campus will collaborate with our district DCSI, Region 20 Case Manager, and the School Improvement Committee, and campus administration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus administration will engage in reflective conversations and barriers on progress. Community/families will be notified on focus areas on newsletters and during Cafecitos. Students will be aware of the focus area through campus vision.

Desired Annual Outcome: By May 2022, 90% of teachers will use high quality instructional strategies. ICs will provide training during PLCs and support for teachers. Sign in sheets, training agendas and teacher feedback will be used to document evidence. Carrillo leadership team will coach teachers to support the implementation of instructional strategies.

District Commitment Theory of Action: If the district ensures that Carrillo instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback) then campus leaders will provide teachers with job embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: 60% of teachers will use high quality instructional strategies. The campus leaders will utilize the district learning walk protocol reflection.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Partial Implementation

Rationale: Teachers currently have flex days on the scope and sequence to reteach skills taught during the unit lessons. Teachers currently have objectives that are aligned with the scope and sequence. The campus would like to see instructional materials being consistently used across the perspective grade levels. Teachers would like to see alignment with instructional materials and TEKS Resource. Teachers would like more time to internalize the instructional materials.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will collaborate with our district DCSI, Cheryl Stewart, Region 20 ESC Case Manager, the School Improvement Committee along with the campus administration. Collaboration with district DCSI will strengthen the implementation support between the district and the campus providing instructional materials needed to successfully meet the needs of all students.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus will communicate the Essential Action during faculty meetings to address all teaching staff. The campus administration will communicate priorities during CLT monthly meetings. The campus administration will communicate priority with parents during monthly Cafecitos.

Desired Annual Outcome: Every teacher will have a district approved instructional list . The approved instructional materials will be documented in the teacher's lesson plans. Daily lesson plans will include aligned objectives, activities, and a closing task. By May 2022, 75% of teachers will use high-quality instructional materials to meet the needs of special ed., dyslexia, RtI, Hispanic, Economically Disadvantage, and EL students. This will be evident in the weekly lesson plan feedback.

District Commitment Theory of Action: If the district provides Carrillo with standards-aligned, high-quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity then all students will engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor.

Desired 90-day Outcome: By the end of May 2022, 75% of teachers will consistently use high-quality instructional materials to meet the needs of diverse learners.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Rationale: The campus will be implementing the Fundamental 5 instructional strategies. The campus does not currently have nor has implemented a campus-wide instructional framework for instruction that contains high leverage practices.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The School Improvement Committee will ensure that the staff is aware of priorities, revisit the focus on effective classroom instructional strategies at monthly staff meetings and weekly PLCs. The campus will collaborate with our district DCSI, Region 20 Case Manager, and the School Improvement Committee, and campus administration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus administration will engage in reflective conversations and barriers on progress. Community/families will be notified on focus areas on newsletters and during Cafecitos. Students will be aware of the focus area through campus vision.

Desired Annual Outcome: By May 2022, 90% of teachers will use high quality instructional strategies. ICs will provide training during PLCs and support for teachers. Sign in sheets, training agendas and teacher feedback will be used to document evidence. Carrillo leadership team will coach teachers to support the implementation of instructional strategies.

District Commitment Theory of Action: If the district ensures that Carrillo instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback) then campus leaders will provide teachers with job embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: 90% of teachers will use high quality instructional materials.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

South San Antonio Independent School District
Dwight Middle School - TIP
2021-2022 Cycles/Essential Actions/Action Steps



Superintendent:
DCSI/Grant Coordinator:

Marc Puig
Kevin Rasco

Principal: Elizabeth Sandoval
ESC Case Manager: Cheryl Stewart
ESC Region: 20

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Partial Implementation

Rationale: Leadership roles need to be defined. We strive to increase leadership capacity and build a stronger campus community.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Campus leadership team will develop clear roles and responsibilities for campus leaders. Leadership opportunities, PDs, and bi-weekly meetings. Teacher leaders will be trained in and implement a mentoring program to train and support new teachers with classroom management strategies, solid Tier 1 instructional strategies and differentiation in the classroom. New teachers will meet once a month with mentor teachers to ensure implementation and effectiveness of campus PDs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The leadership team collaborates bi-weekly. Teacher leaders have bi-weekly meetings with administration to provide feedback and discuss issues. We will create buy-in by collaborating with teachers in the creation of these priorities these priorities. CILT team will be bi-weekly to plan, implement and discuss the effectiveness of campus systems. CILT team leads will return and disseminate information to their respective teams.

Desired Annual Outcome: The campus instructional leadership (C.I.L.T) team will have clear and defined roles and responsibilities. The CILT team will be highly trained and effective in implementing school wide systems and initiatives. The campus will have a clear and defined leadership flow chart describing each stakeholders roles and responsibilities. C.I.L.T roles will be filled by identifying high-performing teacher leaders who will be effective in mentoring and leading new and developing teachers.

District Commitment Theory of Action: If the district policies and practices prioritize principal and principal supervisor instructional leadership then Dwight will have effective campus instructional leaders with clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: Leadership roles and responsibilities will be clearly defined, included in Google Drive and campus handbook and communicated to all stakeholders. CILT meetings will be scheduled bi-weekly on the Google Calendar. A mentoring system will be established by the end of November and will begin meeting once a month to support new and developing teachers. Teacher leaders and administrators will have scheduled professional developments on leadership and campus initiatives.

District Actions: The district will provide regular professional development around the fundamental five and other applicable systems for campus leadership to reinforce autonomy and efficacy for achieving high student expectations.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: No

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Create a leadership flow chart and share with staff and stakeholders. Evidence Used to Determine Progress: PDF sample of flow chart in campus shared drive. Person(s) Responsible: Elizabeth Sandoval Resources Needed: N/A Addresses an Identified Challenge: No</p> <p>Start Date: September 2, 2021 - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Establish, communicate and share clear and concise roles and responsibilities for campus leadership roles. Evidence Used to Determine Progress: PDF in campus shared drive of each campus leadership roles and responsibilities. Person(s) Responsible: Maria Rendon and Juan McClain Resources Needed: N/A Addresses an Identified Challenge: Yes</p> <p>Start Date: September 2, 2021 - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Schedule campus C.I.L.T Meetings bi-weekly after school. Evidence Used to Determine Progress: C.I.L.T meetings set on Google calendar in advance and share with all individuals on the C.I.L.T team at least two weeks in advance. Person(s) Responsible: Elizabeth Sandoval Resources Needed: None Addresses an Identified Challenge: None</p> <p>Start Date: September 2, 2021 - Frequency: Weekly - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Challenges will be district establishing clear roles and responsibilities for personnel. Teacher buy in and time constraints for the mentoring program.

What specific action steps address these challenges?: Include staff and teacher leaders in establishing roles and responsibilities for the campus. Utilize CILT team to establish and begin teacher mentoring program.

Cycle 1 - (Sept – Nov)

2. Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Planning for Implementation

Rationale: We will develop marketing materials and purchase incentives. We will develop an instructional rounds program to provide teachers with time to conduct focused observations with immediate feedback and discussion session. We will also develop a Mentor Program for our new and developing teachers. We will provide PD opportunities for supporting staff using district training resources online and other training opportunities.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Teacher leaders on campus are responsible for taking lead on the mentor program. One and two tier teachers will be provided with opportunities to get mentorship with teacher leaders on campus.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will hold bi-weekly leadership meetings to address the development of these programs. Department chairs will then be responsible for disseminating information to the teachers in their respective departments. We will utilize a Leadership Google Calendar to hold ourselves accountable for periodic meetings.

Desired Annual Outcome: Our desired annual outcome is to recruit, select, assign, induct, and retain a full staff of highly qualified teachers.

District Commitment Theory of Action: If district policies and practices ensure that Dwight has effective, well supported teachers then campus leadership can retain effective, well supported teachers by strategically recruiting, selecting, assigning, and inducting teachers so that all students have access to high-quality educators.

Desired 90-day Outcome: Campus Instructional Leadership Team will create recruitment materials, including flyers and videos, to share with local undergraduate programs to recruit new teachers by October. C.I.L.T team will establish and begin meeting with new teachers once a month to mentor throughout the year.

District Actions: The district will provide professional development and mentorship through instructional coaches to provide for new and inexperienced teachers. The district will also provide for leadership opportunities for experienced staff to honor their depth of knowledge and provide leadership opportunities.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Create recruitment materials and social media awareness for promoting campus and recruiting highly qualified staff.</p> <p>Evidence Used to Determine Progress: Recruitment flyers and materials. Social media presence that extends beyond stakeholders. Highly effective recruitment of staff and personnel.</p> <p>Person(s) Responsible: Elizabeth Sandoval, Christopher Salcido, Maria Rendon, Juan McClain, Gary Oliver</p> <p>Resources Needed: Personnel, recruitment materials</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 2, 2021 - Frequency: Ongoing - Evidence Collection Date: November 30, 2021</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Mentors will meet to set meetings dates and expectations for mentees throughout the school year.</p> <p>Evidence Used to Determine Progress: None</p> <p>Person(s) Responsible: None</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: PLCs will conduct learning walks once a month with an instructional coach and administrator.</p> <p>Evidence Used to Determine Progress: None</p> <p>Person(s) Responsible: None</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Challenges will be time constraints, finding undergraduate programs to meet with and recruit from. Finding professional developments that align to our campus goals and initiatives.

What specific action steps address these challenges?: Holding bi-weekly leadership meetings to address concerns and plan mentoring program. Task out creation of the marketing materials and incentives for recruitment.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Beginning Implementation

Rationale: All stakeholders will have an aligned mission, vision and goals focused on a safe environment and high expectations. Mission and vision have not been updated in 2 years.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will involve the entire campus in creating, writing and implementing an aligned mission and vision with stakeholder input.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Write mission and vision during staff meeting. Have teachers commit to a specific task to support the campuses mission and vision. Teachers will be involved in the decision making process by utilizing a campus climate and culture survey.

Desired Annual Outcome: By the end of the year we will review our mission and visions implementation and revise for the following year.

District Commitment Theory of Action: If the district policies and practices prioritize principal and principal supervisor instructional leadership then Dwight will have effective campus instructional leaders with clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: The campus will have a clear and concise mission and vision that aligns with our goals, created by staff and communicated to all stakeholders by the end of October. Mission and Vision will be posted around the campus and on all campus social media and website before November.

District Actions: The district will provide the groundwork for a district mission, vision, and goals that are generated from deep levels of feedback from the community. This groundwork can be utilized to assist the campus in generating their own mission, vision, and goals to ensure high expectations for all staff and students.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: In conjunction with all staff, a clear vision and mission will be established and shared with all stakeholders.</p> <p>Evidence Used to Determine Progress: Vision and Mission established, printed and shared with all stakeholders.</p> <p>Person(s) Responsible: Elizabeth Sandoval</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 6, 2021 - Frequency: One Time - Evidence Collection Date: October 20, 2021</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers will commit to a specific action step to support the vision and mission of the campus.</p> <p>Evidence Used to Determine Progress: Collection of staff commitment steps</p> <p>Person(s) Responsible: Elizabeth Sandoval</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 13, 2021 - Frequency: One Time - Evidence Collection Date: October 20, 2021</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: The CILT team will meet with staff members to plan out and support each individual commitment in supporting the campus mission and vision.</p> <p>Evidence Used to Determine Progress: None</p> <p>Person(s) Responsible: None</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: None</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: The challenges will be having teacher and student buy-in to the mission and vision. Communicating and having parent buy-in and support of our mission and vision.

What specific action steps address these challenges?: Have teachers commit (pledge) to a specific action in support of the mission and vision. Communicate clearly and effectively the mission and vision to all stakeholders. Include the parent liaison in all campus activities and communication to increase parent participation.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Partial Implementation

Rationale: Leadership roles need to be defined. We strive to increase leadership capacity and build a stronger campus community.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Campus leadership team will develop clear roles and responsibilities for campus leaders. Leadership opportunities, PDs, and bi-weekly meetings. Teacher leaders will be trained in and implement a mentoring program to train and support new teachers with classroom management strategies, solid Tier 1 instructional strategies and differentiation in the classroom. New teachers will meet once a month with mentor teachers to ensure implementation and effectiveness of campus PDs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The leadership team collaborates bi-weekly. Teacher leaders have bi-weekly meetings with administration to provide feedback and discuss issues. We will create buy-in by collaborating with teachers in the creation of these priorities these priorities. CILT team will be bi-weekly to plan, implement and discuss the effectiveness of campus systems. CILT team leads will return and disseminate information to their respective teams.

Desired Annual Outcome: The campus instructional leadership (C.I.L.T) team will have clear and defined roles and responsibilities. The CILT team will be highly trained and effective in implementing school wide systems and initiatives. The campus will have a clear and defined leadership flow chart describing each stakeholders roles and responsibilities. C.I.L.T roles will be filled by identifying high-performing teacher leaders who will be effective in mentoring and leading new and developing teachers.

District Commitment Theory of Action: If the district policies and practices prioritize principal and principal supervisor instructional leadership then Dwight will have effective campus instructional leaders with clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: Department heads will lead PLC three days a week in collaboration with the campus instructional coaches and administration. Mentor and mentee teachers will meet once a month after school and plan together during PLCs/Conferences. Campus C.I.L.T will attend professional developments to increase instructional capacity and establish a solid leadership foundation.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

2. Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Planning for Implementation

Rationale: We will develop marketing materials and purchase incentives. We will develop an instructional rounds program to provide teachers with time to conduct focused observations with immediate feedback and discussion session. We will also develop a Mentor Program for our new and developing teachers. We will provide PD opportunities for supporting staff using district training resources online and other training opportunities.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Teacher leaders on campus are responsible for taking lead on the mentor program. One and two tier teachers will be provided with opportunities to get mentorship with teacher leaders on campus.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will hold bi-weekly leadership meetings to address the development of these programs. Department chairs will then be responsible for disseminating information to the teachers in their respective departments. We will utilize a Leadership Google Calendar to hold ourselves accountable for periodic meetings.

Desired Annual Outcome: Our desired annual outcome is to recruit, select, assign, induct, and retain a full staff of highly qualified teachers.

District Commitment Theory of Action: If district policies and practices ensure that Dwight has effective, well supported teachers then campus leadership can retain effective, well supported teachers by strategically recruiting, selecting, assigning, and inducting teachers so that all students have access to high-quality educators.

Desired 90-day Outcome: Marketing materials will be used at all job fairs and employment recruitment opportunities. Mentor teachers will meet, schedule and train new staff monthly. Mentor teachers will conduct Learning Walks once a month with departments to review and reflect on campus implementation of systems set in place by the CILT team. CILT meetings will be scheduled for the second semester of school. All campus positions will be filled with highly qualified staff before the end of the semester.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

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

Implementation Level: Beginning Implementation

Rationale: All stakeholders will have an aligned mission, vision and goals focused on a safe environment and high expectations. Mission and vision have not been updated in 2 years.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will involve the entire campus in creating, writing and implementing an aligned mission and vision with stakeholder input.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Write mission and vision during staff meeting. Have teachers commit to a specific task to support the campuses mission and vision. Teachers will be involved in the decision making process by utilizing a campus climate and culture survey.

Desired Annual Outcome: By the end of the year we will review our mission and visions implementation and revise for the following year.

District Commitment Theory of Action: If the district policies and practices prioritize principal and principal supervisor instructional leadership then Dwight will have effective campus instructional leaders with clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: Vision and Mission posters will be posted in every classroom and shared with all stakeholders using social media before the end of November. Teachers will reflect back on their specific pledge to aiding campus growth and set a new pledge for the new semester before Christmas break.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Partial Implementation

Rationale: Leadership roles need to be defined. We strive to increase leadership capacity and build a stronger campus community.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Campus leadership team will develop clear roles and responsibilities for campus leaders. Leadership opportunities, PDs, and bi-weekly meetings. Teacher leaders will be trained in and implement a mentoring program to train and support new teachers with classroom management strategies, solid Tier 1 instructional strategies and differentiation in the classroom. New teachers will meet once a month with mentor teachers to ensure implementation and effectiveness of campus PDs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The leadership team collaborates bi-weekly. Teacher leaders have bi-weekly meetings with administration to provide feedback and discuss issues. We will create buy-in by collaborating with teachers in the creation of these priorities these priorities. CILT team will be bi-weekly to plan, implement and discuss the effectiveness of campus systems. CILT team leads will return and disseminate information to their respective teams.

Desired Annual Outcome: The campus instructional leadership (C.I.L.T) team will have clear and defined roles and responsibilities. The CILT team will be highly trained and effective in implementing school wide systems and initiatives. The campus will have a clear and defined leadership flow chart describing each stakeholders roles and responsibilities. C.I.L.T roles will be filled by identifying high-performing teacher leaders who will be effective in mentoring and leading new and developing teachers.

District Commitment Theory of Action: If the district policies and practices prioritize principal and principal supervisor instructional leadership then Dwight will have effective campus instructional leaders with clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: Leadership roles and responsibilities will be clearly defined, included in Google Drive and campus handbook and communicated to all stakeholders. CILT meetings will be scheduled bi-weekly on the Google Calendar. A mentoring system will be established by the end of October and will begin meeting once a month to support new and developing teachers. Teacher leaders and administrators will have scheduled professional developments on leadership and campus initiatives.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

2. Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Planning for Implementation

Rationale: We will develop marketing materials and purchase incentives. We will develop an instructional rounds program to provide teachers with time to conduct focused observations with immediate feedback and discussion session. We will also develop a Mentor Program for our new and developing teachers. We will provide PD opportunities for supporting staff using district training resources online and other training opportunities.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Teacher leaders on campus are responsible for taking lead on the mentor program. One and two tier teachers will be provided with opportunities to get mentorship with teacher leaders on campus.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will hold bi-weekly leadership meetings to address the development of these programs. Department chairs will then be responsible for disseminating information to the teachers in their respective departments. We will utilize a Leadership Google Calendar to hold ourselves accountable for periodic meetings.

Desired Annual Outcome: Our desired annual outcome is to recruit, select, assign, induct, and retain a full staff of highly qualified teachers.

District Commitment Theory of Action: If district policies and practices ensure that Dwight has effective, well supported teachers then campus leadership can retain effective, well supported teachers by strategically recruiting, selecting, assigning, and inducting teachers so that all students have access to high-quality educators.

Desired 90-day Outcome: None

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

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

Implementation Level: Beginning Implementation

Rationale: All stakeholders will have an aligned mission, vision and goals focused on a safe environment and high expectations. Mission and vision have not been updated in 2 years.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will involve the entire campus in creating, writing and implementing an aligned mission and vision with stakeholder input.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Write mission and vision during staff meeting. Have teachers commit to a specific task to support the campuses mission and vision. Teachers will be involved in the decision making process by utilizing a campus climate and culture survey.

Desired Annual Outcome: By the end of the year we will review our mission and visions implementation and revise for the following year.

District Commitment Theory of Action: If the district policies and practices prioritize principal and principal supervisor instructional leadership then Dwight will have effective campus instructional leaders with clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: None

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

South San Antonio Independent School District
Alan B. Shepard Middle School - TIP
2021-2022 Cycles/Essential Actions/Action Steps



Superintendent:
DCSI/Grant Coordinator:

Marc Puig
Kevin Rasco

Principal: Phillip DeLaPena
ESC Case Manager: Cheryl Stewart
ESC Region: 20

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Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Some students goals were met, but others were not. While progress was made towards campus walks and observations, our overall goal of extensive visits (3 per teacher)

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

Implementation Level: Planning for Implementation

Rationale: Over the past 4 year Shepard Middle School has had substantial leadership turnover. Roles of administrative team members have not been well defined and as a result campus priorities have not been addressed.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will develop clear roles and responsibilities. In addition Campus leadership will engage in job embedded professional development through self reflection and feedback activities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration will submit weekly Goal setting activities, in addition feedback will be given through one on one meetings and weekly Principal's cabinet meetings.

Desired Annual Outcome: Campus Administration will become more organized and focused on instructional goals centered on student growth.

District Commitment Theory of Action: If the district policies and practices prioritize principal and principal supervisor instructional leadership then A.B. Shepard will have effective campus instructional leaders with clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: Campus instructional leaders will become more efficient in their time management and be able to provide additional support in the area of instruction . Evidence will include submission of leadership worksheets weekly, Principal cabinet meetings will also take place weekly with organized agendas.

District Actions: The district will provide regular professional development around the fundamental five and other applicable systems for campus leadership to reinforce autonomy and efficacy for achieving high student expectations.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: Achievement was met because campus leadership team began the process of prioritizing weekly tasks and goals. This allowed Campus leadership to remain focused on keeping "the main thing the main thing" rather than be trapped into different campus distractions.

Step 1 Details	Reviews
<p>Action Step 1: Campus Administrative leadership team will meet weekly to review calendars and identify campus priorities.</p> <p>Evidence Used to Determine Progress: Principal's Cabinet Agendas, Minutes, sign in sheets.</p> <p>Person(s) Responsible: Campus Principal</p> <p>Resources Needed: Agenda template, sign in sheets.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: December 1, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus CILT will meet weekly to communicate campus goals, receive teacher feedback, and trouble shoot campus concerns.</p> <p>Evidence Used to Determine Progress: CILT Meeting agendas, sign in sheets, minutes.</p> <p>Person(s) Responsible: Campus Principal</p> <p>Resources Needed: Meeting agenda, sign in sheets.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus leaders (Principal, Assistant Principal, Fine Arts Coordinator, Counselor, Coaches) will chart their week in order to increase administrative efficiency.</p> <p>Evidence Used to Determine Progress: Campus leader Weekly Worksheets.</p> <p>Person(s) Responsible: Campus Principal, Principal's Secretary (Receipt of weekly worksheets)</p> <p>Resources Needed: Weekly worksheet template.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: A.B. Shepard has had 4 different Principals over the last 4 years. Alignment of Administrative and leadership roles will be new, and structured systems will need to be put in place.

What specific action steps address these challenges?: Weekly meetings, documented Principal's, Assistant Principal, and IC worksheets.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Beginning Implementation

Rationale: A review of the ESF Survey from 2019-2020 indicated a significant gap in the area of student teacher relationships, student connection to the campus, and student satisfaction with their experience at A.B. Shepard. Conversation with campus CILT identified overall campus culture as an area in need of focus for the 2020-2021 school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will begin by aligning all stakeholders to a common mission and vision with identified core values. Milestones designed around improving overall campus culture and climate will be set monthly and gradually phased in throughout the school year.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communicating to our stakeholders has begun with faculty meetings, CILT meetings, Department meetings, as well as daily announcements where we emphasize our campus vision.

Desired Annual Outcome: By using ESF modeled surveys, our goal is to show growth in the areas of school culture and climate.

District Commitment Theory of Action: If district policies and practices align with and promote positive school culture then A.B. Shepard will have a compelling and aligned vision, mission, goals, and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Desired 90-day Outcome: Overall campus culture and climate will improve. The campus will develop a common mission, vision, and values. Evidence will include improvements in the area of attendance as well as parent feedback.

District Actions: The district will provide the groundwork for a district mission, vision, and goals that are generated from deep levels of feedback from the community. This groundwork can be utilized to assist the campus in generating their own mission, vision, and goals to ensure high expectations for all staff and students.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: Campus as a whole drafted and completed an aligned Vision, Mission and Goals.

Step 1 Details	Reviews
<p>Action Step 1: Development of aligned Campus Vision, Mission, and listed core values.</p> <p>Evidence Used to Determine Progress: Presented Campus Vision, Mission, and values that are visible and posted both online and in printed format. Agendas indicating meeting time.</p> <p>Person(s) Responsible: CILT Team, all Staff, Campus Principal</p> <p>Resources Needed: Meeting times.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: One Time</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Promotion of campus Mission, Vision, and identified values through different forms of campus communication.</p> <p>Evidence Used to Determine Progress: Announcement template, Printed copies of Mission, Vision, Values in the form of agenda templates, visible posters of Mission, vision, and values.</p> <p>Person(s) Responsible: Principal, Assistant Principal, CILT.</p> <p>Resources Needed: Agenda Templates, Posters, sample communications.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Daily</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Develop incentive system to recognize stake holders (students & staff) that model campus Mission, Vision, and values.</p> <p>Evidence Used to Determine Progress: Forms listing students and staff that have been recognized. (Incentive data spreadsheet)</p> <p>Person(s) Responsible: CILT, Principal, teachers (for student recognition)</p> <p>Resources Needed: Record keeping spread sheet.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 24, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: A.B. Shepard has had 4 different principals in a period of 4 years with differing Missions, Visions, and Values. Shepard's challenge will be in creating a common Mission, Vision, and values among all stake holders.

What specific action steps address these challenges?: Campus staff has collaborated on a new Mission, Vision, and identified core values.

Cycle 1 - (Sept – Nov)

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: A.B. Shepard currently has 80% of it's teachers with less than 4 years experience in the classroom. Many of these individuals have also not taught outside of the COVID-19 pandemic and need professional development with a focus on T-TESS Domain 3.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Working in collaboration with campus instructional coaches, campus administration will develop a tiered teacher chart and provide focused feedback for professional growth and development.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Through ongoing feedback sessions as well as campus PLCs.

Desired Annual Outcome: Teacher expertise will be reflected in an overall increase in the area of TTESS Domain 3.

District Commitment Theory of Action: If the district ensures that A.B. Shepard instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback) then campus leaders will provide teachers with job embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: Teachers will become versed in instructional strategies from the Fundamental 5. Instructional. Administrative leadership will also increase teacher feedback sessions based on campus classroom visits.

District Actions: The district will provide exemplars along with professional development for classroom routines and instructional strategies that are reinforced through instructional coaches with a feedback cycle through classroom data walks.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: No

Why or why not?: Campus Administration was not able to visit each classroom a total of 3 times and provide feedback by November.

Step 1 Details	Reviews
<p>Action Step 1: Develop tiered teacher chart to identify struggling teachers.</p> <p>Evidence Used to Determine Progress: Tiered teacher chart.</p> <p>Person(s) Responsible: Principal, Assistant Principal, Campus ICs.</p> <p>Resources Needed: Tiered chart template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: One Time - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Tiered teacher chart has been completed.</p>

Step 2 Details	Reviews
<p>Action Step 2: Conduct regular classroom visits with face to face feedback sessions with teachers.</p> <p>Evidence Used to Determine Progress: Strive data walks, scheduled feedback sessions with teacher (via google calendar)</p> <p>Person(s) Responsible: Principal, Assistant Principal</p> <p>Resources Needed: Strive, Google calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 29, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Campus visits have been made but not to the targeted level originally desired.</p>
Step 3 Details	Reviews
<p>Action Step 3: Ongoing Professional Development with teacher utilizing the Fundamental 5 through PLCs.</p> <p>Evidence Used to Determine Progress: PLC Agendas, sign in sheets.</p> <p>Person(s) Responsible: ICs, Principal, Assistant Principal</p> <p>Resources Needed: Sign in Sheets, Agendas, PLC time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 29, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Campus PLCs have been conducted focused on instructional strategies outlined in the Fundamental Five.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: 85% of our campus currently consists of teachers with less than 4 years of classroom experience. Teachers will require extensive observation and feedback sessions.

What specific action steps address these challenges?: Frequent observations and feedback sessions, Professional development on campus through PLCs and District.

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Planning for Implementation

Rationale: Over the past 4 year Shepard Middle School has had substantial leadership turnover. Roles of administrative team members have not been well defined and as a result campus priorities have not been addressed.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will develop clear roles and responsibilities. In addition Campus leadership will engage in job embedded professional development through self reflection and feedback activities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration will submit weekly Goal setting activities, in addition feedback will be given through one on one meetings and weekly Principal's cabinet meetings.

Desired Annual Outcome: Campus Administration will become more organized and focused on instructional goals centered on student growth.

District Commitment Theory of Action: If the district policies and practices prioritize principal and principal supervisor instructional leadership then A.B. Shepard will have effective campus instructional leaders with clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: None

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Campus Administrative leadership team will meet weekly to review calendars and identify campus priorities.</p> <p>Evidence Used to Determine Progress: Principal's Cabinet Agendas, Minutes, sign in sheets.</p> <p>Person(s) Responsible: Campus Principal</p> <p>Resources Needed: Agenda template, sign in sheets.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Weekly - Evidence Collection Date: December 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Campus CILT will meet weekly to communicate campus goals, receive teacher feedback, and trouble shoot campus concerns.</p> <p>Evidence Used to Determine Progress: CILT Meeting agendas, sign in sheets, minutes.</p> <p>Person(s) Responsible: Campus Principal</p> <p>Resources Needed: Meeting agenda, sign in sheets.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus leaders (Principal, Assistant Principal, Fine Arts Coordinator, Counselor, Coaches) will chart their week in order to increase administrative efficiency.</p> <p>Evidence Used to Determine Progress: Campus leader Weekly Worksheets.</p> <p>Person(s) Responsible: Campus Principal, Principal's Secretary (Receipt of weekly worksheets)</p> <p>Resources Needed: Weekly worksheet template.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Campus leaders (Principal, Assistant Principal, Fine Arts Coordinator, Counselor, Coaches) will chart their week in order to increase administrative efficiency.</p> <p>Evidence Used to Determine Progress: Campus leader Weekly Worksheets.</p> <p>Person(s) Responsible: Campus Principal, Principal's Secretary (Receipt of weekly worksheets)</p> <p>Resources Needed: Weekly worksheet template.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

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

Implementation Level: Beginning Implementation

Rationale: A review of the ESF Survey from 2019-2020 indicated a significant gap in the area of student teacher relationships, student connection to the campus, and student satisfaction with their experience at A.B. Shepard. Conversation with campus CILT identified overall campus culture as an area in need of focus for the 2020-2021 school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will begin by aligning all stakeholders to a common mission and vision with identified core values. Milestones designed around improving overall campus culture and climate will be set monthly and gradually phased in throughout the school year.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communicating to our stakeholders has begun with faculty meetings, CILT meetings, Department meetings, as well as daily announcements where we emphasize our campus vision.

Desired Annual Outcome: By using ESF modeled surveys, our goal is to show growth in the areas of school culture and climate.

District Commitment Theory of Action: If district policies and practices align with and promote positive school culture then A.B. Shepard will have a compelling and aligned vision, mission, goals, and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Desired 90-day Outcome: None

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Development of aligned Campus Vision, Mission, and listed core values.</p> <p>Evidence Used to Determine Progress: Presented Campus Vision, Mission, and values that are visible and posted both online and in printed format. Agendas indicating meeting time.</p> <p>Person(s) Responsible: CILT Team, all Staff, Campus Principal</p> <p>Resources Needed: Meeting times.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: One Time</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Promotion of campus Mission, Vision, and identified values through different forms of campus communication.</p> <p>Evidence Used to Determine Progress: Announcement template, Printed copies of Mission, Vision, Values in the form of agenda templates, visible posters of Mission, vision, and values.</p> <p>Person(s) Responsible: Principal, Assistant Principal, CILT.</p> <p>Resources Needed: Agenda Templates, Posters, sample communications.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Daily</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Develop incentive system to recognize stake holders (students & staff) that model campus Mission, Vision, and values.</p> <p>Evidence Used to Determine Progress: Forms listing students and staff that have been recognized. (Incentive data spreadsheet)</p> <p>Person(s) Responsible: CILT, Principal, teachers (for student recognition)</p> <p>Resources Needed: Record keeping spread sheet.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 24, 2021 - Frequency: Weekly - Evidence Collection Date: November 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Promotion of campus Mission, Vision, and identified values through different forms of campus communication.</p> <p>Evidence Used to Determine Progress: Announcement template, Printed copies of Mission, Vision, Values in the form of agenda templates, visible posters of Mission, vision, and values.</p> <p>Person(s) Responsible: Principal, Assistant Principal, CILT.</p> <p>Resources Needed: Agenda Templates, Posters, sample communications.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Daily</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: A.B. Shepard currently has 80% of it's teachers with less than 4 years experience in the classroom. Many of these individuals have also not taught outside of the COVID-19 pandemic and need professional development with a focus on T-TESS Domain 3.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Working in collaboration with campus instructional coaches, campus administration will develop a tiered teacher chart and provide focused feedback for professional growth and development.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Through ongoing feedback sessions as well as campus PLCs.

Desired Annual Outcome: Teacher expertise will be reflected in an overall increase in the area of TTESS Domain 3.

District Commitment Theory of Action: If the district ensures that A.B. Shepard instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback) then campus leaders will provide teachers with job embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: None

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Step 1 Details	Reviews
<p>Action Step 1: Develop tiered teacher chart to identify struggling teachers.</p> <p>Evidence Used to Determine Progress: Tiered teacher chart.</p> <p>Person(s) Responsible: Principal, Assistant Principal, Campus ICs.</p> <p>Resources Needed: Tiered chart template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: One Time - Evidence Collection Date: October 1, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

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

Implementation Level: Planning for Implementation

Rationale: Over the past 4 year Shepard Middle School has had substantial leadership turnover. Roles of administrative team members have not been well defined and as a result campus priorities have not been addressed.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will develop clear roles and responsibilities. In addition Campus leadership will engage in job embedded professional development through self reflection and feedback activities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus administration will submit weekly Goal setting activities, in addition feedback will be given through one on one meetings and weekly Principal's cabinet meetings.

Desired Annual Outcome: Campus Administration will become more organized and focused on instructional goals centered on student growth.

District Commitment Theory of Action: If the district policies and practices prioritize principal and principal supervisor instructional leadership then A.B. Shepard will have effective campus instructional leaders with clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

Desired 90-day Outcome: None

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

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

Implementation Level: Beginning Implementation

Rationale: A review of the ESF Survey from 2019-2020 indicated a significant gap in the area of student teacher relationships, student connection to the campus, and student satisfaction with their experience at A.B. Shepard. Conversation with campus CILT identified overall campus culture as an area in need of focus for the 2020-2021 school year.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will begin by aligning all stakeholders to a common mission and vision with identified core values. Milestones designed around improving overall campus culture and climate will be set monthly and gradually phased in throughout the school year.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Communicating to our stakeholders has begun with faculty meetings, CILT meetings, Department meetings, as well as daily announcements where we emphasize our campus vision.

Desired Annual Outcome: By using ESF modeled surveys, our goal is to show growth in the areas of school culture and climate.

District Commitment Theory of Action: If district policies and practices align with and promote positive school culture then A.B. Shepard will have a compelling and aligned vision, mission, goals, and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Desired 90-day Outcome: None

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

3. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Rationale: A.B. Shepard currently has 80% of it's teachers with less than 4 years experience in the classroom. Many of these individuals have also not taught outside of the COVID-19 pandemic and need professional development with a focus on T-TESS Domain 3.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Working in collaboration with campus instructional coaches, campus administration will develop a tiered teacher chart and provide focused feedback for professional growth and development.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Through ongoing feedback sessions as well as campus PLCs.

Desired Annual Outcome: Teacher expertise will be reflected in an overall increase in the area of TTESS Domain 3.

District Commitment Theory of Action: If the district ensures that A.B. Shepard instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data driven instruction, and observation and feedback) then campus leaders will provide teachers with job embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Desired 90-day Outcome: None

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Did you achieve your annual outcome? Why or why not?: None

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: None

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)