

Beeville Independent School District

Moreno Jr. High - TIP

2021-2022 Targeted Improvement Plan



BEEVILLE

INDEPENDENT SCHOOL DISTRICT

INSPIRING BOLD INNOVATIVE LEADERS

Superintendent:
DCSI/Grant Coordinator:

Travis Fanning
Tiffany T. Spicer, PhD

Principal: Jaime Rodriguez
ESC Case Manager: Eunice Banks
ESC Region: 2

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Tiffany T. Spicer, PhD

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Tiffany T. Spicer, PhD

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Jaime Rodriguez

Table of Contents

Data Analysis	4
Domain 1	4
Domain 2A or 2B	4
Domain 3	5
Subject Areas and Student Groups	6
Essential Actions	7
Cycles	8
Cycle 1 - (Sept – Nov)	9
Cycle 2 - (Dec – Feb)	13
Cycle 3 - (Mar – May)	17
Cycle 4 - (Jun – Aug)	19
Student Data	21

Data Analysis

Domain 1

Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Our Domain I Goal is to achieve a component score of a 43, which is a scaled score of a 75. This can be achieved by scoring the following at each level of performance:

Approaches: 75

Meets: 35

Masters 20

Moreno Jr. High will strive to close the achievement gaps created by the pandemic by ensuring that each student at MJH is aware of their previous STAAR score and participates in regular goal setting meetings with a mentor. We will work with our intervention teachers to ensure that their instruction is data driven and targeted to specific student needs. Teachers will utilize data from both formative and summative assessments to develop plans to spiral TEKS not mastered into their instruction and tutoring plans. We will also utilize support from our ACE 21st century program to assist us with after school tutoring.

Domain 2A or 2B

Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.

For Domain II we have chosen to focus on Domain 2B, Relative Performance. In order to achieve our goal of a B overall rating our goal in domain 2B is to have a Relative Performance Raw Score of a 43 which scales to an 86.

This score can be achieved by reaching our Domain I goal of increasing overall student achievement through implementation of our action plan. Our goal is to make significant progress in closing the learning gaps caused by COVID-19, however in order to reach our goal of an overall rating of a B we feel it is more prudent to focus on relative performance.

Domain 3

Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Domain 3: Closing the Gaps-

Moreno Jr. High Students showed overall decline in both Math and Reading when compared our 2019 STAAR scores. In order to address this area of need, MJH will prioritize Math and Reading during tutoring and accelerated instruction sessions which include our Whatever it Takes Wednesdays, Instructional Camps, and Saturday Schools. In order to increase the number of indicators met in Domain 3 we will work to increase our overall performance, as well as the performance of our students who are coded as economically disadvantaged, and our Hispanic population. This can be achieved by ensuring successful implementation of our Domain I plans to increase student achievement overall due to our large population of Hispanic and Economically Disadvantaged students.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Moreno Jr. High will focus our efforts in Math across all grade levels, and Reading instruction (primarily in 6th grade). Based on our current data, as well as historical data these show to be our areas of greatest need. If we can increase student achievement overall in these prioritized areas, that will in turn lead to higher overall campus accountability ratings, and most importantly assist our students in being successful in future grade levels across all subject areas.

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Our Economically Disadvantaged and Hispanic sub-pops will be our prioritized student groups when we are looking at increasing our accountability component scores across all domains. These sub-pops make up such a large percentage of our overall population that their success will positively impact our campus performance ratings as a whole.

Essential Actions

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

Implementation Level: Beginning Implementation

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

Implementation Level: Partial Implementation

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

Implementation Level: Partial Implementation

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

Implementation Level: Planning for Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Essential Action : Data-driven instruction.

Implementation Level: Partial Implementation

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: Beginning Implementation

Rationale: Moreno Jr. High has had some assistant principal turn over in recent years. In order to ensure that all members of the administrative team are on the same page with in prioritizing our campus goals. In order to do this we need to make a focus effort in scheduling leadership team meetings that have a focused agenda to communicate clear goals and action items with all members of our team. With the changes in members of our leadership team, we have also found that it is necessary to redefine our roles and responsibilities based on the strengths of the new members of our team. Roles and responsibilities will be clearly communicated to all members of the campus leadership team.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Through our meetings, we will share information with our team based on our own individual roles and responsibilities to provide time for our team to problem solve with one another. All members of our team will be instructionally focused and participate in as well as lead data meetings and learning walks. We will attend both district led meetings and professional development, as well as conferences to increase our level of knowledge and proficiency in our field.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus leadership team will communicate priorities through multiple channels: staff meetings, parent meetings, PLCs, data meetings, and through social media. The team plans to create buy-in through giving the staff voice in decision-making processes.

Desired Annual Outcome: The Moreno Jr. High campus leadership team will have extremely clear roles and responsibilities for each member. ILT calendars will be mapped out weekly to ensure instructional leadership is prioritized and thoroughly planned. Communication will increase which will in turn lead to shared vision and goals.

District Commitment Theory of Action: If the district supports and develops the administration team and clearly defines their roles and responsibilities Moreno Jr. High will improve instructionally and academically.

Desired 90-day Outcome: Moreno Jr. High administration will have a well established calendar and routine for weekly meetings to ensure leadership goals and responsibilities are clearly communicated.

District Actions: The district supports principals by protecting their time dedicated for school instructional leadership.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: We have established a system of having weekly administrative team meetings. We have found that Wednesdays works the best for us because Principal meetings are usually on Tuesdays. Mr. Rodriguez then uses our Wednesday meetings to communicate district goals and information with the rest of our team. Mr. Rodriguez has clearly outlined goals and responsibilities for each member of our administrative team.

Summative Evaluation: None

Step 1 Details	Reviews
<p>Action Step 1: Schedule and implement weekly administrative team meetings each Wednesday at 8:30 am.</p> <p>Evidence Used to Determine Progress: Agendas</p> <p>Person(s) Responsible: Rodriguez/DeLeon</p> <p>Resources Needed: Agendas/Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 8, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Hold to our set meeting dates unless of emergency Set up procedures with the front office Strategically plan meeting times to not interfere with important duties such as lunch etc.</p>
Step 2 Details	Reviews
<p>Action Step 2: MJH Administrative team will intentionally plan and schedule time for weekly teacher observation/feedback.</p> <p>Evidence Used to Determine Progress: Calendars, lesson plan feedback form, notes</p> <p>Person(s) Responsible: Rodriguez, DeLeon, Morris, Molina</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2021 - Frequency: Ongoing</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: More planned out and purposeful walk through calendars are needed to ensure that our areas of focus are being walked regularly by all members of administration. Times need to be planned out to help to have all teachers seen at different times of the day.</p>
Step 3 Details	Reviews
<p>Action Step 3: Develop clear, written, and transparent roles and responsibilities with measurable performance expectations for all members of the MJH administrative team.</p> <p>Evidence Used to Determine Progress: Written roles and responsibilities for Principal, APs and IC</p> <p>Person(s) Responsible: Rodriguez</p> <p>Resources Needed: Written roles and responsibilities for Principal, APs and IC</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Mr. Rodriguez will follow up with all members of the administrative team to ensure that responsibilities are being met and to identify barriers and to determine if additional support is needed.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Time, we have known for several years that this is something that should be prioritized. However, it was not ever well established due to time constraints that affect administrators.

What specific action steps address these challenges?: We need to adjust our mindset and set the expectation that prioritizing this goal implementing these meetings that focus on instruction and student leadership over managerial tasks that tend to take up so much of our time will positively impact student growth. We will have these meetings set on our calendar, and our office staff will be instructed to not interrupt this time other than in the event of an emergency.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Planning for Implementation

Rationale: Moreno Jr. High's Campus Instructional Leadership Team met and discussed our STAAR scores and the decline in student progress. All members acknowledged that the COVID-19 pandemic was a factor in the lack of student progress, however it was not the only factor identified. We chose to focus our efforts on factors that are within our realm of control and aligned instruction across all grade levels and availability of high-quality instructional materials particularly in the areas of Reading and Math will positively impact student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Our campus leadership team will ensure that all teachers are utilizing high quality instructional materials that align with the goals set by our district curriculum and instruction department. Teacher teams will meet during their conference times as well be provided additional time through the use of subs to meet with their grade levels and departments to be able to ensure that they have the time and tools to properly implement all district designated curriculum.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Campus leadership team will meet with departments to discuss lesson plans, resources, and materials that are approved for use in Tier I campus instruction. This determination was made by our district with a focus on ensuring that all materials are TEKS based and at an appropriate level of rigor.

Desired Annual Outcome: Through the use of district approved curriculum and resources that have been vetted to ensure that they are aligned to the level of rigor necessary for student success and our state standards, we will see an increase in student achievement. Our goal is that we will have 100% of our Math and Reading departments utilizing these resources successfully by May of 2022.

District Commitment Theory of Action: If the district policies support the effective use of standards-aligned, high-quality instructional materials then Moreno Jr. High will increase the learning and rigor for all students at every level.

Desired 90-day Outcome: By the end of November 2021 teachers will have been clearly communicated to what our district and campus expectations are for materials utilized in Tier I instruction. We will focus these efforts in ensuring that there is alignment between assessment, curriculum, and instruction occurring in all math and reading classrooms at MJH, This will be monitored through lesson plans, learning walks, and grade level/department meetings & PLCs.

District Actions: The district provides the campus 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.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: No

Why or why not?: Adjustments are needing to be made to the master schedule to ensure that all core teachers have a common planning period with their grade level/department partner for collaboration purposes. Teachers have not yet been formally trained in Carnegie learning. That training is scheduled to take place on November 8, 2021. After that teachers will be expected to begin planning and utilizing that resource in all tier I math instruction.

Summative Evaluation: None

Step 1 Details	Reviews
<p>Action Step 1: Master Schedule will be designed to foster collaboration between teacher/grade level partners by providing time for them to meet to ensure a shared understanding and use of high-quality instructional materials.</p> <p>Evidence Used to Determine Progress: Observations, Master Schedule</p> <p>Person(s) Responsible: Rodriguez. DeLeon, Counseling department</p> <p>Resources Needed: PLC agenda template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Frequency: Ongoing</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: 6th grade core teachers need to have schedules adjusted to ensure they have a common planning period.</p>
Step 2 Details	Reviews
<p>Action Step 2: Implement and monitor student data tracking system through the use of a data room, as well as teacher mentors maintaining and meeting with students using their student data cards.</p> <p>Evidence Used to Determine Progress: Student Data cards, data room pictures, data meeting agendas</p> <p>Person(s) Responsible: Campus administration, teachers</p> <p>Resources Needed: Student Data cards, Data walls</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: October 11, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Continue with regular monitoring of teachers that data cards are kept up with and students are being met with . This will be monitored through walk throughs during scheduled mentoring times. Data room is in progress and will be current by November 15, 2021.</p>
Step 3 Details	Reviews
<p>Action Step 3: MJH will hold regular learning walks to provide teachers with feedback on their level of implementation of the high-quality instructional materials that are district approved in order to ensure alignment and student success.</p> <p>Evidence Used to Determine Progress: learning walk feedback form</p> <p>Person(s) Responsible: All members of administrative team</p> <p>Resources Needed: Teacher e-mail or meeting agenda that provides feedback</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: More planned out and purposeful walk through calendars are needed to ensure that our areas of focus are being walked regularly by all members of administration. Times need to be intentional to help to have all teachers seen at different times of the day.</p>

Step 4 Details	Reviews
<p>Action Step 4: Teachers will be provided with coverage to ensure that they have time dedicated to collaborating in order to gain a strong understanding of and adequate time to properly implement the high-quality instructional materials in Math and Reading.</p> <p>Evidence Used to Determine Progress: e-mails of coverage times and dates</p> <p>Person(s) Responsible: Deleon/teachers</p> <p>Resources Needed: substitutes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Math teachers have been provided time to preview Carnegie learning and begin determining how to begin implementation. All core teachers are scheduled to have a half day to meet as a department by November 19.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: Teacher resistance to using district approved resources, possibly due to feeling they have already established routines.

What specific action steps address these challenges?: Providing adequate training, time to plan, and support for implementation of new curriculum, as well as monitoring use and providing feedback when these approved high quality instructional materials are not being utilized as expected. We will work with teachers to identify and eliminate barriers when the approved curriculum and materials are found to not be used as expected.

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: Beginning Implementation

Rationale: Moreno Jr. High has had some assistant principal turn over in recent years. In order to ensure that all members of the administrative team are on the same page with in prioritizing our campus goals. In order to do this we need to make a focus effort in scheduling leadership team meetings that have a focused agenda to communicate clear goals and action items with all members of our team. With the changes in members of our leadership team, we have also found that it is necessary to redefine our roles and responsibilities based on the strengths of the new members of our team. Roles and responsibilities will be clearly communicated to all members of the campus leadership team.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Through our meetings, we will share information with our team based on our own individual roles and responsibilities to provide time for our team to problem solve with one another. All members of our team will be instructionally focused and participate in as well as lead data meetings and learning walks. We will attend both district led meetings and professional development, as well as conferences to increase our level of knowledge and proficiency in our field.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus leadership team will communicate priorities through multiple channels: staff meetings, parent meetings, PLCs, data meetings, and through social media. The team plans to create buy-in through giving the staff voice in decision-making processes.

Desired Annual Outcome: The Moreno Jr. High campus leadership team will have extremely clear roles and responsibilities for each member. ILT calendars will be mapped out weekly to ensure instructional leadership is prioritized and thoroughly planned. Communication will increase which will in turn lead to shared vision and goals.

District Commitment Theory of Action: If the district supports and develops the administration team and clearly defines their roles and responsibilities Moreno Jr. High will improve instructionally and academically.

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

Summative Evaluation: None

Step 1 Details	Reviews
<p>Action Step 1: Schedule and implement weekly administrative team meetings each Wednesday at 8:30 am.</p> <p>Evidence Used to Determine Progress: Agendas</p> <p>Person(s) Responsible: Rodriguez/DeLeon</p> <p>Resources Needed: Agendas/Calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 8, 2021 - Frequency: Weekly</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: MJH Administrative team will intentionally plan and schedule time for weekly teacher observation/feedback.</p> <p>Evidence Used to Determine Progress: Calendars, lesson plan feedback form, notes</p> <p>Person(s) Responsible: Rodriguez, DeLeon, Morris, Molina</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2021 - Frequency: Ongoing</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Develop clear, written, and transparent roles and responsibilities with measurable performance expectations for all members of the MJH administrative team.</p> <p>Evidence Used to Determine Progress: Written roles and responsibilities for Principal, APs and IC</p> <p>Person(s) Responsible: Rodriguez</p> <p>Resources Needed: Written roles and responsibilities for Principal, APs and IC</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing</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 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Rationale: Moreno Jr. High's Campus Instructional Leadership Team met and discussed our STAAR scores and the decline in student progress. All members acknowledged that the COVID-19 pandemic was a factor in the lack of student progress, however it was not the only factor identified. We chose to focus our efforts on factors that are within our realm of control and aligned instruction across all grade levels and availability of high-quality instructional materials particularly in the areas of Reading and Math will positively impact student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Our campus leadership team will ensure that all teachers are utilizing high quality instructional materials that align with the goals set by our district curriculum and instruction department. Teacher teams will meet during their conference times as well be provided additional time through the use of subs to meet with their grade levels and departments to be able to ensure that they have the time and tools to properly implement all district designated curriculum.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Campus leadership team will meet with departments to discuss lesson plans, resources, and materials that are approved for use in Tier I campus instruction. This determination was made by our district with a focus on ensuring that all materials are TEKS based and at an appropriate level of rigor.

Desired Annual Outcome: Through the use of district approved curriculum and resources that have been vetted to ensure that they are aligned to the level of rigor necessary for student success and our state standards, we will see an increase in student achievement. Our goal is that we will have 100% of our Math and Reading departments utilizing these resources successfully by May of 2022.

District Commitment Theory of Action: If the district policies support the effective use of standards-aligned, high-quality instructional materials then Moreno Jr. High will increase the learning and rigor for all students at every level.

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

Summative Evaluation: None

Step 1 Details	Reviews
<p>Action Step 1: Master Schedule will be designed to foster collaboration between teacher/grade level partners by providing time for them to meet to ensure a shared understanding and use of high-quality instructional materials.</p> <p>Evidence Used to Determine Progress: Observations, Master Schedule</p> <p>Person(s) Responsible: Rodriguez, DeLeon, Counseling department</p> <p>Resources Needed: PLC agenda template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Frequency: Ongoing</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Implement and monitor student data tracking system through the use of a data room, as well as teacher mentors maintaining and meeting with students using their student data cards.</p> <p>Evidence Used to Determine Progress: Student Data cards, data room pictures, data meeting agendas</p> <p>Person(s) Responsible: Campus administration, teachers</p> <p>Resources Needed: Student Data cards, Data walls</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: October 11, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: MJH will hold regular learning walks to provide teachers with feedback on their level of implementation of the high-quality instructional materials that are district approved in order to ensure alignment and student success.</p> <p>Evidence Used to Determine Progress: learning walk feedback form</p> <p>Person(s) Responsible: All members of administrative team</p> <p>Resources Needed: Teacher e-mail or meeting agenda that provides feedback</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2021 - Frequency: Ongoing - 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: Teachers will be provided with coverage to ensure that they have time dedicated to collaborating in order to gain a strong understanding of and adequate time to properly implement the high-quality instructional materials in Math and Reading.</p> <p>Evidence Used to Determine Progress: e-mails of coverage times and dates</p> <p>Person(s) Responsible: Deleon/teachers</p> <p>Resources Needed: substitutes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 1, 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?: 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: Beginning Implementation

Rationale: Moreno Jr. High has had some assistant principal turn over in recent years. In order to ensure that all members of the administrative team are on the same page with in prioritizing our campus goals. In order to do this we need to make a focus effort in scheduling leadership team meetings that have a focused agenda to communicate clear goals and action items with all members of our team. With the changes in members of our leadership team, we have also found that it is necessary to redefine our roles and responsibilities based on the strengths of the new members of our team. Roles and responsibilities will be clearly communicated to all members of the campus leadership team.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Through our meetings, we will share information with our team based on our own individual roles and responsibilities to provide time for our team to problem solve with one another. All members of our team will be instructionally focused and participate in as well as lead data meetings and learning walks. We will attend both district led meetings and professional development, as well as conferences to increase our level of knowledge and proficiency in our field.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus leadership team will communicate priorities through multiple channels: staff meetings, parent meetings, PLCs, data meetings, and through social media. The team plans to create buy-in through giving the staff voice in decision-making processes.

Desired Annual Outcome: The Moreno Jr. High campus leadership team will have extremely clear roles and responsibilities for each member. ILT calendars will be mapped out weekly to ensure instructional leadership is prioritized and thoroughly planned. Communication will increase which will in turn lead to shared vision and goals.

District Commitment Theory of Action: If the district supports and develops the administration team and clearly defines their roles and responsibilities Moreno Jr. High will improve instructionally and academically.

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

Summative Evaluation: 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 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Planning for Implementation

Rationale: Moreno Jr. High's Campus Instructional Leadership Team met and discussed our STAAR scores and the decline in student progress. All members acknowledged that the COVID-19 pandemic was a factor in the lack of student progress, however it was not the only factor identified. We chose to focus our efforts on factors that are within our realm of control and aligned instruction across all grade levels and availability of high-quality instructional materials particularly in the areas of Reading and Math will positively impact student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Our campus leadership team will ensure that all teachers are utilizing high quality instructional materials that align with the goals set by our district curriculum and instruction department. Teacher teams will meet during their conference times as well be provided additional time through the use of subs to meet with their grade levels and departments to be able to ensure that they have the time and tools to properly implement all district designated curriculum.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Campus leadership team will meet with departments to discuss lesson plans, resources, and materials that are approved for use in Tier I campus instruction. This determination was made by our district with a focus on ensuring that all materials are TEKS based and at an appropriate level of rigor.

Desired Annual Outcome: Through the use of district approved curriculum and resources that have been vetted to ensure that they are aligned to the level of rigor necessary for student success and our state standards, we will see an increase in student achievement. Our goal is that we will have 100% of our Math and Reading departments utilizing these resources successfully by May of 2022.

District Commitment Theory of Action: If the district policies support the effective use of standards-aligned, high-quality instructional materials then Moreno Jr. High will increase the learning and rigor for all students at every level.

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

Summative Evaluation: 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)

Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	64	61	98	Interim Assessment	70	45	Released STAAR	75		75	
			All	All	Reading	Meets	STAAR	27	29	98	Interim Assessment	30	12	Released STAAR	35		35	
			All	All	Reading	Masters	STAAR	7	9	98	Interim Assessment	15	2	Released STAAR	20		20	
			All	All	Mathematics	Approaches	STAAR	66	42	98	Interim Assessment	70	45	Released STAAR	75		75	
			All	All	Mathematics	Meets	STAAR	25	10	98	Interim Assessment	30	12	Released STAAR	35		35	
			All	All	Mathematics	Masters	STAAR	6	2	98	Interim Assessment	15	2	Released STAAR	20		20	
			All	All	Science	Approaches	STAAR	50	63	98	Interim Assessment	70	89	Released STAAR	75		75	
			All	All	Science	Meets	STAAR	16	26	98	Interim Assessment	30	67	Released STAAR	35		35	
			All	All	Science	Masters	STAAR	3	9	98	Interim Assessment	15	45	Released STAAR	20		20	
			All	All	Writing	Approaches	STAAR	70	50	98	Interim Assessment	70	0	Released STAAR	75			
			All	All	Writing	Meets	STAAR	37	13	98	Interim Assessment	30	0	Released STAAR	35			
			All	All	Writing	Masters	STAAR	8	3	98	Interim Assessment	15	0	Released STAAR	20			
			All	All	Social Studies	Approaches	STAAR	59	56	98	Interim Assessment	70	66	Released STAAR	75		75	
			All	All	Social Studies	Meets	STAAR	27	22	98	Interim Assessment	30	27	Released STAAR	35		35	
			All	All	Social Studies	Masters	STAAR	12	8	98	Interim Assessment	15	9	Released STAAR	20		20	
2. Domain 3	Focus 1	Academic Achievement	All	Hispanic	Reading	NA	STAAR	25	27	98	Interim Assessment	35	43	Released STAAR	40		40	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	NA	STAAR	24	10	98	Interim Assessment	20	34	Released STAAR	30		40	
	Focus 3	Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	25	26	98	Interim Assessment	30	34	Released STAAR	40		50	
	Focus 4	Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	22	9	98	Interim Assessment	20	27	Released STAAR	30		40	