

Smithville Independent School District

Smithville Junior High - TIP

2021-2022 Targeted Improvement Plan

Superintendent: Cheryl Burns
DCSI/Grant Coordinator: Cheryl Burns

Principal: Amanda Gommert
ESC Case Manager: Robert Garcia
ESC Region: 13

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: Cheryl Burns

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: Cheryl Burns

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: Amanda Gommert

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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.

Domain 1 goal is to achieve a component score of 46. We will do this by achieving the following results on our STAAR exam overall.

Approaches: 76%

Meets-44%

Masters 19%

We aim to recover learning loss from this past year. We think it is both feasible and ambitious to increase our scores by at least 7 points for Approaches/Meets/Masters based on the results we achieved this year. We will focus on intervention supports for our students that did not pass STAAR to support in this area. Our focus on lesson alignment and formative assessment will also help us prioritize which standards/students to address to improve student learning.

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.

Our goal is to achieve our component score of 46.

We will achieve this by focusing on overall achievement. Once we achieve our accountability goal, Domain 1 score to a 46 our academic growth will also improve. We want to try to make up for the gap in our learning loss during this past year. We believe our focus on intervention, common planning (weekly), lesson alignment, and formative assessment will allow us to consistently look at data and drive toward this goal.

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: 5 targets met (+ Hispanic ELAR, Eco Dis ELAR, ELL ELAR, SPED ELAR, and Non-continuously enrolled ELAR).

If we prioritize achieving our targets for our Hispanic and EL in math, we will achieve at least 3 additional targets. We also want to focus on our TELPAS target and ensure we meet this target. Setting a goal to achieve 4 more indicators in Domain 3 will help us make up for student loss this year and increase campus performance in a way that will get us back on track to where we were prior to the pandemic of 2019-20. We believe these student groups are essential for us to focus on to ensure all our students are achieving their potential.

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?

Across the board, our students struggled in math achievement this year. We need to prioritize this focus area to support our students in making up for the significant learning loss from last year. Prioritizing math achievement will improve our overall data for the current school year. We will ensure our intervention, common planning (weekly), lesson alignment, and formative assessment practices in math are strong and in place at the beginning of the year, and that we are using intervention in a way to support our students who did not pass STAAR math exams this year.

Additionally, our EL students and Hispanic students also need to be prioritized this year in terms of their achievement across the board. We need to ensure we are differentiating to meet the needs of these populations. Focusing on these student groups will support our accountability scores across the board, but particularly in Domain 3 since many of these targets were missed.

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

Student groups that we will target for domain three include; EL students, SPED, ED, and the white population. The intended impact on our accountability rating will help increase our overall domain 3 score.

Essential Actions

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

Implementation Level: Planning for Implementation

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

Implementation Level: Planning for Implementation

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

Implementation Level: Planning for Implementation

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

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Cycles

Cycle 1 - (Sept – Nov)

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

Implementation Level: Planning for Implementation

Rationale: Rationale for Prioritized EA 1: 1.1 With the new change in leadership, principal and assistant principal, clear responsibilities need to be created and adjusted to ensure effective management and instructional leadership. The clear guidelines and expectations are vital to the success of the campus. The development of teacher leaders is an important component of our success with this essential action so that the administration can take a step back and allow teacher leaders to begin carrying forward this process with their teams.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Engaging with the Texas Instructional Leadership will help ensure our instructional leaders have clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

The Texas Instructional Leadership provides face-to-face professional development, implementation support, and coaching for our team. This program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our monthly faculty meetings. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and growth opportunities. Our students will be aware of our focus on student expectations through CHAMPS, which will be taught to the students during their Tiger Time classes. We will disseminate this information to our staff through weekly admin meetings, weekly administration meetings, and the campus digital HUB. We will create buy-in by frequently gathering feedback from stakeholders on our focus areas and progress/challenges during our faculty meetings and common planning periods. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, our campus leadership team will have clear, written, and transparent roles and responsibilities, and core leadership tasks will be scheduled on digital calendars. 100% if of our staff will know campus roles and responsibilities. Staff performance expectations are clear, written, measurable, and match the job responsibilities.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated to school instructional leadership then campus leaders can develop, implement, and monitor focused improvement plans that address the causes of low performance and support high levels of student achievement.

Desired 90-day Outcome: By the end of October, 100% of campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on calendars. The performance expectations are clear, written, measurable, and match the job responsibilities. 100% if of our staff will know campus roles and responsibilities and will be able to access the google calendar, which will include ALL campus meetings and activities.

District Actions: The District will support the campus by providing feedback on the leadership roles, responsibilities, and expectations. The district campus instructional team will engage in the professional development of campus leadership roles and responsibilities. The district will protect the time for training that is required for the campus instructional team.

Step 1 Details	Formative Reviews
<p>Action Step 1: The campus administration team must meet participate in weekly meetings (Mondays) to discuss roles and responsibility priorities from week to week on campus. These meetings will be located on the campus google calendar.</p> <p>Evidence Used to Determine Progress: Admin agenda on google document scribed notes from the meetings. Google calendar invites.</p> <p>Person(s) Responsible: A. Gommert-Principal, T. Mayberry- Assistant Principal, D. Miles- Instructional Coach, J. Edwards- Counselor</p> <p>Resources Needed: Google drive, protected time for collaboration, attendance from all responsible parties.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 23, 2021 - Frequency: Ongoing - Evidence Collection Date: December 17, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: The campus administration will choose people to participate on the Campus Instructional Leadership team to participate in the Texas Instructional Leadership training cohort. The Cohort will actively participate in the Texas Instructional Leadership training throughout the year.</p> <p>Evidence Used to Determine Progress: Registration for Texas Instructional Leadership Training, sign in sheets, documentation of agenda from training, training notes.</p> <p>Person(s) Responsible: Charelsetta Duncan, Valerie Rodriguez, Denise Miles, Elizabeth Allen, Amanda Gommert, and Cheryl Burns.</p> <p>Resources Needed: Time to attend training, permission from district to attend training, substitute coverage.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 2021 - Frequency: Ongoing - Evidence Collection Date: September 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: The campus leaders will create and send out a survey for the staff, to monitor the effectiveness of the current roles/responsibilities of the campus administrators.</p> <p>Evidence Used to Determine Progress: Survey and results, roles/responsibilities of campus administration</p> <p>Person(s) Responsible: Principal, Assistant Principal, Instructional coach, and counselor</p> <p>Resources Needed: Protected time to ensure that the survey is created and the staff has time to dedicate to take the survey. Time for the campus leadership team has time to reflect on the survey and make adjustments, as necessary.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 11, 2021 - Frequency: One Time - Evidence Collection Date: October 29, 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?: The campus instructional team may have a hard time transitioning from previous administrators to new administration. Teachers will need clear communication through the transition process.

What specific action steps address these challenges?: The campus instructional team must invest time in planning, collaboration, and communication regarding the new roles/responsibilities. This information must be disseminated to the staff during professional development at the beginning of the year. When challenges or changes arise those need issues need to be address and the solutions need to be communicated with the staff in a timely manner.

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: Planning for Implementation

Rationale: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations. The change in administration is a reason why the campus needs to come together as one by creating a shared mission and vision to grow together with shared goals for staff and student success. Doing so will demonstrate high expectations and shared ownership for student success, with a drive toward college and career readiness and post-secondary success.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Engaging with the Texas Instructional Leadership will help ensure training in the positive school culture. The training will ensure time to evaluate the current vision and mission and align it to the goals, values, creating behavioral expectations and management systems, discussing proactive and responsive student support services, and involving the goal for families and communities communication. The Texas Instructional Leadership provides face-to-face professional development, implementation support, and coaching for our team. This program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction. The training will help harness the creating of an appropriate vision and mission for the Junior High campus.

Staff will print vision/mission statements for all staff to hang in their rooms. Staff will integrate PBIS champs in every classroom and common areas for behavioral expectations.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our monthly faculty meetings. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and growth opportunities. Our students will be aware of our focus on student expectations through CHAMPS, which will be taught to the students during their Tiger Time classes. We will disseminate this information to our staff through weekly admin meetings, weekly administration meetings, and the campus digital HUB. We will create buy-in by frequently gathering feedback from stakeholders on our focus areas and progress/challenges in our informal surveys throughout the year. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, our campus leadership team will have developed campus practices and policies to demonstrate high expectations and shared ownership for student success. 90 % of all staff and students will have been taught, practiced, and reinforced behavioral expectations with a common CHAMPS language. The school has a campus-wide program to proactively teach mental health and wellness skills to students through Character Strong.

District Commitment Theory of Action: If the district provides campuses with the time to attend the Texas Instructional Leadership training then the campus instructional leaders will have the practice resources and tools necessary to foster a positive school culture with an aligned vision, mission, goals and values.

Desired 90-day Outcome: By the end of October, 100% of Teachers collaborated together during staff meetings to create the Champ expectations for our students. The PBIS staff will create campus-wide behavioral expectations for students in the classrooms and common areas. These expectations will be posted in the classrooms, common areas, and each student will receive their own copy of CHAMPS expectations. Integrating these into the weekly newsletter and campus HUB. Campus discipline referrals data will be collected and analyzed. Expectations will need to be adjusted based on the referrals regarding student behavioral CHAMPS expectations.

District Actions: The district campus instructional team will support the campus by providing feedback and professional development regarding the promotion of positive school culture, ensuring safe and conducive learning opportunities for staff, and tools for engaging families. The district will provide data systems to track campus discipline.

Step 1 Details	Formative Reviews
<p>Action Step 1: PBIS committee will work together to create CHAMPS for the common areas. These expectations will be taught to the students in their Tiger Time classes and to the remainder of the faculty.</p> <p>Evidence Used to Determine Progress: CHAMPS will be visible in the locations (gym, cafeteria, hallway, and restrooms).</p> <p>Person(s) Responsible: PBIS campus team, Assistant Principal, Principal, and Instructional coaches</p> <p>Resources Needed: Poster maker and lamination, time for the PBIS team to meet regarding the behavioral expectations.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: September 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Promotion and implementation of Character Strong (mental health, wellness, and social skills) into the Tuesday lessons for each grade level.</p> <p>Evidence Used to Determine Progress: Character Strong content, character strong lesson plans, writing prompts taken from students regarding the lessons.</p> <p>Person(s) Responsible: Counselor, 6th/7th-grade history teachers, 8th-grade elective teachers, tiger time teachers, campus administration, and instructional coaches.</p> <p>Resources Needed: Dedicated time for teachers to teach the curriculum on Tuesdays, Time for the counselor to demo the lesson in a teacher's classroom, character strong curriculum, evaluation of the fidelity of the character strong program.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: Creation of a student PBIS team including officers. Students will meet to discuss behavioral expectations/rewards/fundraisers for the school body.</p> <p>Evidence Used to Determine Progress: Student rewards and meeting notes/agendas. Receipts that include student signatures regarding reward purchases.</p> <p>Person(s) Responsible: Staff PBIS lead, Assistant Principal, Principal</p> <p>Resources Needed: Protected time for the students to meet, fundraising opportunities for the students to raise money for their rewards.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 13, 2021 - Frequency: Ongoing - Evidence Collection Date: May 20, 2022</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?: Buy in from veteran teachers.

What specific action steps address these challenges?: Staff should utilize time to build the expectations together; this will promote buy in from the staff.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Planning for Implementation

Rationale: Rationale for Prioritized EA 2: 5.1 Improve on creating objective driven daily lesson plans with formative assessments. The teachers need to continue to improve on lesson plan specificity, rigor, and differentiation. Lesson plans need to include essential questions and specific instructional practices for student discourse and formative assessment. Campus instructional leaders need to review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Engaging with the Texas Instructional Leadership training cohort will help us ensure our lesson plans and assessments are aligned and at the right level of rigor and that our teachers are using effective strategies in the classroom. The cohort provides face-to-face professional development, implementation support, and coaching for our team. The program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our monthly faculty meetings. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and growth opportunities. Our teachers will be provided with training in the fundamental 5 power walkthrough rubric. Our new teachers will participate in a Fundamental 5 book study throughout the year. We will disseminate this information to our staff through weekly admin meetings, weekly administration meetings, and the campus digital HUB. We will create buy-in by frequently gathering feedback from stakeholders on our focus areas and progress/challenges in our end-of-the-year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, our campus instructional team will have built their capacity in providing support to teachers around the use of instructional materials and research-based best practices in the classroom. This will be evidenced by weekly classroom observations, using the Fundamental 5 rubric, indicating at least 90% of teachers receive feedback on their lessons that indicate these lessons demonstrate proficient use of classroom instructional strategies- specifically for critical thinking, productive struggle and differentiated support for students. For teachers not yet proficient, these teachers are provided mentor teachers and Instructional Leaders (Assistant Principals, Principals, and Instructional Coaches) will provide coaching on the Fundamental 5 and mentor support to master them.

District Commitment Theory of Action: If the district ensures that campus 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 instructional, and observation and feedback) then campus leaders will be able to consistently provide meaningful feedback to teachers regarding the use of instructional materials and strategies that support high levels of student achievement.

Desired 90-day Outcome: By October 2021 our campus instructional leadership team will have built its capacity in providing support to teachers around the use of instructional materials and research-based best practices in the classroom. This will be evidenced by weekly classroom powerwalk rubrics indicating at least 95% of teachers receive feedback on their lessons that indicate these lessons demonstrate proficient use of classroom instructional strategies- specifically for critical thinking, productive struggle, and differentiated support for students. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leaders (Principals, Assistant Principals, and Instructional Coaches) will provide coaching and support to master them.

District Actions: The District Instructional leaders will support the campus by providing feedback on the powerwalk rubric being used to observe teachers. The District Instructional leaders will engage in learning walks and powerwalk calibrations alongside the leadership team and help coach the principal, assistant principal, and instructional coach to further calibrate the leadership team when necessary.

Step 1 Details	Formative Reviews
<p>Action Step 1: Campus Instructional Team will attend training on critical thinking, productive struggle and differentiation, and norm on how to evaluate these in lesson plans and formative assessments.</p> <p>Evidence Used to Determine Progress: Training schedule, notes from training.</p> <p>Person(s) Responsible: Administration, campus instructional leaders, instructional coaches, and Superintendent</p> <p>Resources Needed: Time to attend training, permission from district to attend training, and coverage necessary.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 27, 2021 - Frequency: Ongoing - Evidence Collection Date: September 30, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Campus instructional leaders (with support from the district administration) will develop classroom observation rubric, using Fundamental 5, and introduce lesson observation rubric to teachers and explain how it will be used in observations.</p> <p>Evidence Used to Determine Progress: Collected Fundamental 5 classroom rubrics from observations</p> <p>Person(s) Responsible: Campus Principal and Assistant Principal, Instructional Coach, and District Administration</p> <p>Resources Needed: District campus support, sample rubrics from Fundamental 5, protocol of lesson observations</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 4, 2021 - Frequency: Ongoing - Evidence Collection Date: October 6, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Formative Reviews
<p>Action Step 3: The campus instructional team will create a schedule of Fundamental 5 power walkthroughs for the instructional coach, Assistant Principal, and Principal and engage in daily co-observations and calibrations using the lesson observation rubric. District instructional leaders will attend learning walks on the campus using the observational rubric.</p> <p>Evidence Used to Determine Progress: Observation schedules, notes from Fundamental 5 power walkthroughs.</p> <p>Person(s) Responsible: Assistant Principal, Principal, Instructional Coach, and Superintendent.</p> <p>Resources Needed: Shared calendars, Times for co-observations, time to calibrate, power walk rubrics.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 2021 - Frequency: Ongoing - Evidence Collection Date: December 17, 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?: Common planning weekly and not by department could present a challenge. Most of our teachers are singletons.

What specific action steps address these challenges?: Having the instructional coach in during the common planning will help disseminate any confusion between specific content areas.

Cycle 2 - (Dec – Feb)

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

Implementation Level: Planning for Implementation

Rationale: Rationale for Prioritized EA 1: 1.1 With the new change in leadership, principal and assistant principal, clear responsibilities need to be created and adjusted to ensure effective management and instructional leadership. The clear guidelines and expectations are vital to the success of the campus. The development of teacher leaders is an important component of our success with this essential action so that the administration can take a step back and allow teacher leaders to begin carrying forward this process with their teams.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Engaging with the Texas Instructional Leadership will help ensure our instructional leaders have clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

The Texas Instructional Leadership provides face-to-face professional development, implementation support, and coaching for our team. This program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our monthly faculty meetings. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and growth opportunities. Our students will be aware of our focus on student expectations through CHAMPS, which will be taught to the students during their Tiger Time classes. We will disseminate this information to our staff through weekly admin meetings, weekly administration meetings, and the campus digital HUB. We will create buy-in by frequently gathering feedback from stakeholders on our focus areas and progress/challenges during our faculty meetings and common planning periods. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, our campus leadership team will have clear, written, and transparent roles and responsibilities, and core leadership tasks will be scheduled on digital calendars. 100% of our staff will know campus roles and responsibilities. Staff performance expectations are clear, written, measurable, and match the job responsibilities.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated to school instructional leadership then campus leaders can develop, implement, and monitor focused improvement plans that address the causes of low performance and support high levels of student achievement.

Desired 90-day Outcome: By the end of February 2022, teachers will begin to take ownership of leadership roles on the campus. The campus roles and responsibilities will need to be updated based on teacher leadership.

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: Planning for Implementation

Rationale: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations. The change in administration is a reason why the campus needs to come together as one by creating a shared mission and vision to grow together with shared goals for staff and student success. Doing so will demonstrate high expectations and shared ownership for student success, with a drive toward college and career readiness and post-secondary success.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Engaging with the Texas Instructional Leadership will help ensure training in the positive school culture. The training will ensure time to evaluate the current vision and mission and align it to the goals, values, creating behavioral expectations and management systems, discussing proactive and responsive student support services, and involving the goal for families and communities communication. The Texas Instructional Leadership provides face-to-face professional development, implementation support, and coaching for our team. This program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction. The training will help harness the creating of an appropriate vision and mission for the Junior High campus.

Staff will print vision/mission statements for all staff to hang in their rooms. Staff will integrate PBIS champs in every classroom and common areas for behavioral expectations.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our monthly faculty meetings. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and growth opportunities. Our students will be aware of our focus on student expectations through CHAMPS, which will be taught to the students during their Tiger Time classes. We will disseminate this information to our staff through weekly admin meetings, weekly administration meetings, and the campus digital HUB. We will create buy-in by frequently gathering feedback from stakeholders on our focus areas and progress/challenges in our informal surveys throughout the year. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, our campus leadership team will have developed campus practices and policies to demonstrate high expectations and shared ownership for student success. 90 % of all staff and students will have been taught, practiced, and reinforced behavioral expectations with a common CHAMPS language. The school has a campus-wide program to proactively teach mental health and wellness skills to students through Character Strong.

District Commitment Theory of Action: If the district provides campuses with the time to attend the Texas Instructional Leadership training then the campus instructional leaders will have the practice resources and tools necessary to foster a positive school culture with an aligned vision, mission, goals and values.

Desired 90-day Outcome: By February 2022, the campus instructional team will create a needs assessment survey to obtain strengths/weaknesses at the campus and send the survey out to the staff. Staff will respond to the survey based on their experiences through the year.

Cycle 2 - (Dec – Feb)

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

Implementation Level: Planning for Implementation

Rationale: Rationale for Prioritized EA 2: 5.1 Improve on creating objective driven daily lesson plans with formative assessments. The teachers need to continue to improve on lesson plan specificity, rigor, and differentiation. Lesson plans need to include essential questions and specific instructional practices for student discourse and formative assessment. Campus instructional leaders need to review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Engaging with the Texas Instructional Leadership training cohort will help us ensure our lesson plans and assessments are aligned and at the right level or rigor and that our teachers are using effective strategies in the classroom. The cohort provides face-to-face professional development, implementation support, and coaching for our team. The program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our monthly faculty meetings. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and growth opportunities. Our teachers will be provided with training in the fundamental 5 power walkthrough rubric. Our new teachers will participate in a Fundamental 5 book study throughout the year. We will disseminate this information to our staff through weekly admin meetings, weekly administration meetings, and the campus digital HUB. We will create buy-in by frequently gathering feedback from stakeholders on our focus areas and progress/challenges in our end-of-the-year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, our campus instructional team will have built their capacity in providing support to teachers around the use of instructional materials and research-based best practices in the classroom. This will be evidenced by weekly classroom observations, using the Fundamental 5 rubric, indicating at least 90% of teachers receive feedback on their lessons that indicate these lessons demonstrate proficient use of classroom instructional strategies- specifically for critical thinking, productive struggle and differentiated support for students. For teachers not yet proficient, these teacher are provided mentor teachers and Instructional Leaders (Assistant Principals, Principals, and Instructional Coaches) will provide coaching on the Fundamental 5 and mentor support to master them.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leaderships systems (feedback on instructional materials alignment and use, data-driven instructional, and observation and feedback) then campus leaders will be able to consistently provide meaningful feedback to teachers regarding the use of instructional materials and strategies that support high levels of student achievement.

Desired 90-day Outcome: By the end of February 2022, teachers will have had enough time to practice a variety of instructional strategies and can teach the faculty in groups.

Cycle 3 - (Mar – May)

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

Implementation Level: Planning for Implementation

Rationale: Rationale for Prioritized EA 1: 1.1 With the new change in leadership, principal and assistant principal, clear responsibilities need to be created and adjusted to ensure effective management and instructional leadership. The clear guidelines and expectations are vital to the success of the campus. The development of teacher leaders is an important component of our success with this essential action so that the administration can take a step back and allow teacher leaders to begin carrying forward this process with their teams.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Engaging with the Texas Instructional Leadership will help ensure our instructional leaders have clear roles and responsibilities to develop, implement, and monitor focused improvement plans that address the causes of low performance.

The Texas Instructional Leadership provides face-to-face professional development, implementation support, and coaching for our team. This program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our monthly faculty meetings. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and growth opportunities. Our students will be aware of our focus on student expectations through CHAMPS, which will be taught to the students during their Tiger Time classes. We will disseminate this information to our staff through weekly admin meetings, weekly administration meetings, and the campus digital HUB. We will create buy-in by frequently gathering feedback from stakeholders on our focus areas and progress/challenges during our faculty meetings and common planning periods. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, our campus leadership team will have clear, written, and transparent roles and responsibilities, and core leadership tasks will be scheduled on digital calendars. 100% of our staff will know campus roles and responsibilities. Staff performance expectations are clear, written, measurable, and match the job responsibilities.

District Commitment Theory of Action: If the district supports principals by protecting their time dedicated to school instructional leadership then campus leaders can develop, implement, and monitor focused improvement plans that address the causes of low performance and support high levels of student achievement.

Desired 90-day Outcome: By May 2022, our campus instructional leaders and team leaders will have clear roles and responsibilities that are communicated out to the staff.

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: Planning for Implementation

Rationale: Compelling and aligned vision/mission/goals/values focused on a safe environment and high expectations. The change in administration is a reason why the campus needs to come together as one by creating a shared mission and vision to grow together with shared goals for staff and student success. Doing so will demonstrate high expectations and shared ownership for student success, with a drive toward college and career readiness and post-secondary success.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Engaging with the Texas Instructional Leadership will help ensure training in the positive school culture. The training will ensure time to evaluate the current vision and mission and align it to the goals, values, creating behavioral expectations and management systems, discussing proactive and responsive student support services, and involving the goal for families and communities communication. The Texas Instructional Leadership provides face-to-face professional development, implementation support, and coaching for our team. This program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction. The training will help harness the creating of an appropriate vision and mission for the Junior High campus.

Staff will print vision/mission statements for all staff to hang in their rooms. Staff will integrate PBIS champs in every classroom and common areas for behavioral expectations.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our monthly faculty meetings. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and growth opportunities. Our students will be aware of our focus on student expectations through CHAMPS, which will be taught to the students during their Tiger Time classes. We will disseminate this information to our staff through weekly admin meetings, weekly administration meetings, and the campus digital HUB. We will create buy-in by frequently gathering feedback from stakeholders on our focus areas and progress/challenges in our informal surveys throughout the year. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, our campus leadership team will have developed campus practices and policies to demonstrate high expectations and shared ownership for student success. 90 % of all staff and students will have been taught, practiced, and reinforced behavioral expectations with a common CHAMPS language. The school has a campus-wide program to proactively teach mental health and wellness skills to students through Character Strong.

District Commitment Theory of Action: If the district provides campuses with the time to attend the Texas Instructional Leadership training then the campus instructional leaders will have the practice resources and tools necessary to foster a positive school culture with an aligned vision, mission, goals and values.

Desired 90-day Outcome: By May 2022, the campus will review the survey results to create a team of teachers/staff to write a new vision and mission.

Cycle 3 - (Mar – May)

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

Implementation Level: Planning for Implementation

Rationale: Rationale for Prioritized EA 2: 5.1 Improve on creating objective driven daily lesson plans with formative assessments. The teachers need to continue to improve on lesson plan specificity, rigor, and differentiation. Lesson plans need to include essential questions and specific instructional practices for student discourse and formative assessment. Campus instructional leaders need to review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Engaging with the Texas Instructional Leadership training cohort will help us ensure our lesson plans and assessments are aligned and at the right level or rigor and that our teachers are using effective strategies in the classroom. The cohort provides face-to-face professional development, implementation support, and coaching for our team. The program will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high-quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will ensure our staff is aware of our priorities in our monthly faculty meetings. We will revisit our focus on effective classroom and instructional strategies at our weekly staff meetings and engage in reflective conversations and growth opportunities. Our teachers will be provided with training in the fundamental 5 power walkthrough rubric. Our new teachers will participate in a Fundamental 5 book study throughout the year. We will disseminate this information to our staff through weekly admin meetings, weekly administration meetings, and the campus digital HUB. We will create buy-in by frequently gathering feedback from stakeholders on our focus areas and progress/challenges in our end-of-the-year surveys. We will act on this information and make changes as necessary as a way to maintain buy-in.

Desired Annual Outcome: By May 2022, our campus instructional team will have built their capacity in providing support to teachers around the use of instructional materials and research-based best practices in the classroom. This will be evidenced by weekly classroom observations, using the Fundamental 5 rubric, indicating at least 90% of teachers receive feedback on their lessons that indicate these lessons demonstrate proficient use of classroom instructional strategies- specifically for critical thinking, productive struggle and differentiated support for students. For teachers not yet proficient, these teacher are provided mentor teachers and Instructional Leaders (Assistant Principals, Principals, and Instructional Coaches) will provide coaching on the Fundamental 5 and mentor support to master them.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leaderships systems (feedback on instructional materials alignment and use, data-driven instructional, and observation and feedback) then campus leaders will be able to consistently provide meaningful feedback to teachers regarding the use of instructional materials and strategies that support high levels of student achievement.

Desired 90-day Outcome: By the end of May 2022, our PBIS team will have a skeleton of success criteria for student behavioral expectations, student rewards, outlines of how we can increase positive behaviors on the campus, and a big idea of an end of the year reward.

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	
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	77	65	99	Interim Assessment	70		Interim Assessment	75		80
			All	All	Reading	Meets	STAAR	48	43	99	Interim Assessment	48		Interim Assessment	53		58
			All	All	Reading	Masters	STAAR	25	18	99	Interim Assessment	23		Interim Assessment	28		33
			All	All	Mathematics	Approaches	STAAR	79	68	99	Interim Assessment	73		Interim Assessment	78		83
			All	All	Mathematics	Meets	STAAR	44	39	99	Interim Assessment	44		Interim Assessment	49		54
			All	All	Mathematics	Masters	STAAR	13	14	99	Interim Assessment	19		Interim Assessment	24		29
			All	All	Science	Approaches	STAAR	83	75	98	Interim Assessment	80		Interim Assessment	85		90
			All	All	Science	Meets	STAAR	40	48	98	Interim Assessment	53		Interim Assessment	58		63
			All	All	Science	Masters	STAAR	20	23	98	Interim Assessment	28		Interim Assessment	33		38
			All	All	Writing	Approaches	STAAR	71	67	100	Interim Assessment	72		Interim Assessment	77		
			All	All	Writing	Meets	STAAR	48	32	100	Interim Assessment	37		Interim Assessment	42		
			All	All	Writing	Masters	STAAR	24	11	100	Interim Assessment	16		Interim Assessment	21		
			All	All	Social Studies	Approaches	STAAR	64	46	98	Interim Assessment	51		Interim Assessment	56		61
			All	All	Social Studies	Meets	STAAR	32	17	98	Interim Assessment	22		Interim Assessment	27		32
			All	All	Social Studies	Masters	STAAR	14	5	98	Interim Assessment	10		Interim Assessment	15		20
2. Domain 3	Focus 1	Academic Growth Status	All	ELL	Mathematics	NA	STAAR	24	39	99	Interim Assessment	28		Interim Assessment	32		36
	Focus 2	English Language Proficiency	All	ELL	Mathematics	NA	TELPAS	20	36	100	Interim Assessment	25		Interim Assessment	30		36

Addendums