SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Agenda Item Summary

Meeting Date: November 17, 2022

Agenda Section: Public Hearing

Agenda Item Title: Targeted Improvement Plans

From: Millicent Marcha, Chief Academic Officer

Additional Presenters if Applicable: Kevin Rasco, Director of Teaching and Learning

Description: Schools that are identified as "Comprehensive Support and Improvement Needed" (CSI) are required to build and implement a Targeted Improvement Plan (TIP).

Historical Data: This is the first year of CSI designation for West Campus High, Kazen Middle, Athens Elementary, and Kindred Elementary. This is the second year of CSI designation for Dwight Middle and Shepard Middle.

Recommendation: Present to the public the targeted improvement plans for our six comprehensive support and improvement needed campuses.

Purchasing Personnel and Approval Date: N/A

Funding Budget Code and Amount: N/A

TARGETED IMPROVEMENT PLANS

November 16th, 2022

South San has six
"Comprehensive Support and Improvement Needed" (CSI) campuses

- West Campus High (NR-55)

- Dwight Middle (NR-69), Shepard Middle (NR-58), Kazen Middle (NR-59)

- Athens Elementary (NR-57), Kindred Elementary (NR-66)

Schools not rated (NR) are required to complete a
Targeted Improvement Plan

HISTORICAL RATINGS

	18/19	19/20	20/21	21/22
WCHS	–	NR	NR	55*
Dwight	61	NR	NR	69
Shepard	65	NR	NR	58
Kazen	–	NR	NR	59
Athens	–	NR	NR	57
Kindred	81	NR	NR	66

*Without a graduating cohort, WCHS is rated similar to a middle school.

TARGETED IMPROVEMENT PLAN (TIP)

Strong School Leadership and Planning

Strategic Staffing

High-Quality Instructional Materials & Assessments

Effective Instruction

Positive School Culture

- Collaboration between campus leadership, central administration, the Regional Service Center, and the Texas Education Agency

- Campuses receive $43,000.00 each to support their TIP

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1. Strong school leadership and planning

2. Effective staffing

3. Positive school culture

4. High quality instructional materials and assessments

5. Effective instruction and use of data

OUR CHOSEN PRIORITY FOCUS AREAS

|	1.1 Leadership	3.1 Vision	4.1 Curriculum	5.1 Instruction	5.3 Data
WCHS	✓			✓	
Dwight			✓		✓
Shepard	✓	✓			✓
Kazen			✓	✓	✓
Athens			✓	✓	
Kindred			✓	✓	

- Cycle 1 - **Assess & Plan** (July, August, September)
  - ➤ All six TIPs have been rated as proficient by the TEA
  - ➤ Public hearing is required for input from the community
  - ➤ Board approval needed by 12/16/22
- Cycle 2 - **Implement** (October, November, December)
- Cycle 3 - **Reflect & Refine** (January, February, March)
- Cycle 4 - **Prepare for Next Year** (April, May, June)
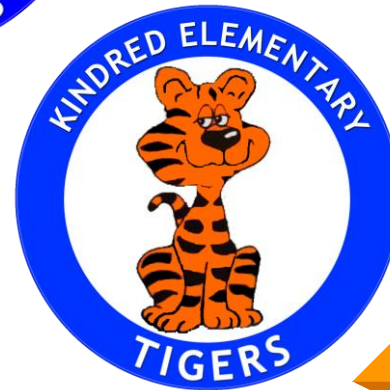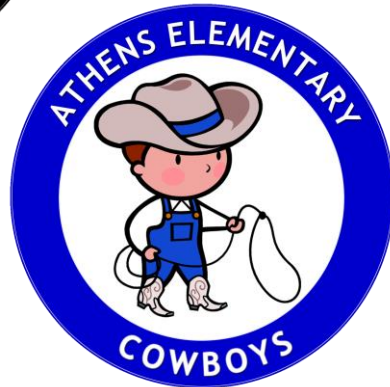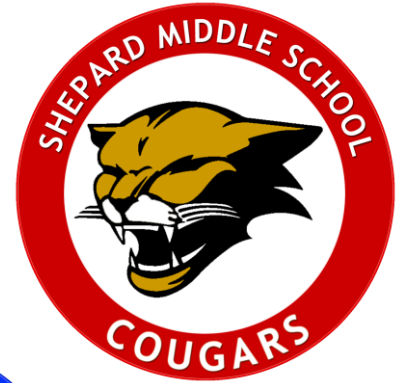
THANK YOU!

South San Antonio Independent School District

Athens Elementary School - TIP

2022-2023 Targeted Improvement Plan
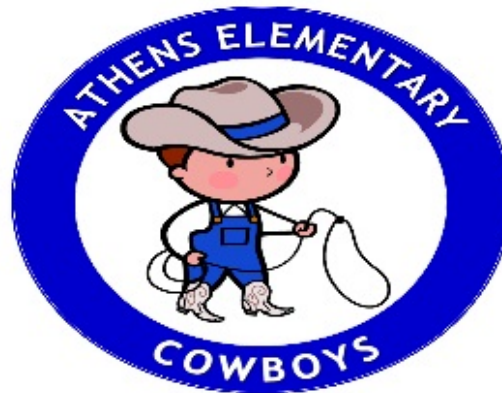
Superintendent: Henry Yzaguirre   **Principal:**   Evelia Montemayor
DCSI/Grant Coordinator: Kevin Rasco   **ESC Case Manager:** Shannon Allen
                                                        ESC Region: 20

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: Kevin Rasco

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: Joel Gaines

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: Evelia Montemayor

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Athens Elementary has set a Domain I Goal to achieve a component Score of 60.

As a Campus, we will do this by achieving the following results on our STAAR exam overall:

Approaches: 65

Meets: 26

Masters: 13

Our aim is to make systemic and incremental growth. Although ambitious, we feel that our aggressive and targeted plan towards growth and improvement can lead to increases in our scores by 15 points for Approaches, 5 points for Meets, and 5 points for Masters.

We will concentrate efforts on providing tutoring and support for Students that were unable to pass the STAAR and disseminate the Student Expectations in which they require the most attention and intervention. This will be accomplished during and after the instructional day. Using Data-Driven Instruction, we will narrow our focus and allows ourselves to prioritize, specifically, which Students and TEKS to address. Additionally, we will understand how to more accurately observe, evaluate, assess, and assist Teachers in their depth of knowledge of TEKS, as well as their ability to plan, implement, and execute lessons and activities for all Learners.

School Progress

What accountability goal has your campus set for this year?

We are focusing on Domain 2A (academic growth) in order to achieve a component Score of 70. We determined our goal based on looking at last year scores and increasing each cycle. This in return will impact our overall Accountability Rating by moving students in an upward trend in achievement. Academic growth is where we feel we can have an immediate impact which increase our achievement.

Our primary intention is to close as many of the gaps possible in Student foundational knowledge. We will take pragmatic and structured steps for scheduled tutoring, intervention, and support. Additionally, further intensive resource instruction will be scheduled and provided for Students requiring RTI intervention. Finally, as we are a Data Driven campus, we will consistently review information and make decisions based on the supporting evidence to see and further assess the trajectories of student learning, comprehension, and achievement.

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: .

Our accountability goal for this year are the sub groups of Hispanic and Economically Disadvantage because these are the largest amount of students that we have in the school. By setting goals in these groups we will be focusing on each students' academic achievement and academic growth.

By setting a goal to achieve 4 more indicators and prioritizing and allocating the necessary resources and time to close gaps, we intend to make increases in overall campus performance and expedite our campaign toward school success.

We have identified these student groups as most essential to the ultimate goal of students achieving at and beyond the potential that the data indicates.

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?

Comprehensively, our students struggled significantly in both Reading and Math Achievement. Our intention is to prioritize this focus area to support our students in Closing the Gaps and Student Growth in their learning and understanding as we chose reading as our targeted subject area of growth status being that we did not meet that targeted goal

Increasing Reading and Math achievement will improve our overall data for the current school year.

We will implement our focus through data driven practices, lesson alignment, utilization of curriculum resources, utilization of technology, utilization of manipulatives, and strategic, formative assessments in Reading and Math.

Similarly, we will reinforce, promote, schedule, and hold Reading and Math tutoring and intervention early and in constructive and effective ways to specifically target Students needing heavy Reading/Math remediation.

We need to increase our Hispanic by 10% points and Economically Disadvantaged students by 10% points in the growth status in order to impact our overall score t as "C" for the school year.

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

We will focus on students Hispanic Students and economically disadvantage who will show growth in all 2-3 categories.

Our intended impact on our accountability domain scores is student growth at 70%.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Planning for Implementation
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Beginning Implementation
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Planning for Implementation
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Beginning Implementation
Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Beginning Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Essential Action 5.3: Data-driven instruction.
Implementation Level: Beginning Implementation
Key Practices:

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

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

Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. Students are eager to learn just like teachers are eager to teach, however, the rigor of instruction has not been consistently aligned with the rigor of the TEKS, at least not in all classrooms. All teachers will receive additional training on effective instructional practices with CRIMSI in mind, with the emphasis being on having the teachers assess students frequently to check for understanding. Additionally, teachers have not received formal training on formative assessments and for the most part, teacher-created assessments have lacked rigor and validity.
Once teachers have received formative assessment training that is provided in CRIMSI, then academic learning will increase

Who will you partner with?: Other

How will you build capacity in this Essential Action? Central Office, Administration, Instructional coaches, teachers, and campus leadership team through PLC and Faculty Professional learning.

Teachers will participate in Campus and District-led Professional Learning sessions focused on Curriculum Programs and Resources to improve Teacher knowledge and proficiency in utilizing them effectively in the classroom. During PLC, Teachers, Instructional Coaches, and Administrators will collaboratively discuss and develop how TEKS are to be taught and how they will be implemented through the Curriculum programs and resources. Further, PLCs will determine expectations for Learner outcomes and the manner of Exit Tickets that will yield the most information to assess Learner understanding, comprehension, and mastery.

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 through our ongoing Professional learning.
We will revisit our focus on effective classroom and instructional strategies at our weekly PLC meetings and engage in reflective conversations and step back on our progress periodically. Explicit modeling and follow-up with intentional coaching is one way the support will be offered to our teachers. Community and families will be notified of our focus in our back-to-school event, flyers, and update at parent and community events. Our students will be made aware of our focus on excellent teaching through our motto of Dream it, Believe it, Achieve it, as well as announcing the teacher of the month through our morning announcements.
Teachers will demonstrate buy-in by becoming self-directed and will take initiative to take all kinds of data to drive their instruction. In addition, students are counseled about their learning and grades by teachers, coaches, and administration, and the parents are informed. Buy-in will be developed by celebrations such as Honor Roll assemblies and project showcases for parents and the community.

Desired Annual Outcome: By May 2023, 100% of Teachers will demonstrate their capacity by effectively utilizing CRIMSI programs such as Eureka Math, Education Galaxy, PhD Science, and Amplify Reading. These programs, individually and comprehensively, provide Teachers with the guidelines, tools, scripts, resources, and assessments to continually teach, monitor, and assess their Students. One such element we will heavily reinforce is the consistent use of Exit Tickets. Our expectation is for Teachers to utilize Exit Tickets daily to get accurate and timely information and data about their students' learning. Information from Exit Tickets will provide evidence of understanding and will allow us to Target Small Groups in areas based on mastery and comprehension of specific Student Expectations. Documentation of student exit tickets will be in place.

Administration will utilize vision walks, WT in euphoria, and CILT data collections

District Commitment Theory of Action: If the district ensures that campus instructional leaders, instructional coaches, and teachers receive access to interim assessments aligned to the standards and the expected level of rigor, Then the campus leaders will be able to consistently ensure that high-quality instructional materials are utilized in a way that allows teachers to successfully administer daily lessons and assessments to determine if students learned what was taught.

Desired 90-day Outcome: By November 30th, administration will have a weekly observation schedule to ensure that at least 50% of our teachers use the lesson internalization process with fidelity to use exit tickets. The use of the module pacing calendar will be in place. Documentation of student exit tickets will be in place. Administration will utilize vision walks, WT in euphoria, and CILT data collections.

District Actions: The Department of Academics including the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide access to CRIMSI as well as other resources through digital, print, and professional learning opportunities to include a scope and sequence tied to district formative unit assessments.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Instructional staff are learning how to effectively use the new CRIMSI curriculum in 3 content areas (SLA/RLA, Math, and Science). Curriculum is being delivered incomplete throughout the weeks, they were not prepared to meet students needs.	None	Training & lesson internalization- lesson delivery-delivery of curriculum

Step 1 Details	Reviews

Action Step 1: Teachers will receive training on lesson alignment and lesson internalization during September and October PLC.
    Evidence Used to Determine Progress: Sign-in sheets and agendas
    Person(s) Responsible: Admin and teachers
    Resources Needed: training
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Admin and teachers will receive targeted training on using exit tickets that align to TEKS using the Lesson Alignment Process during our September, October, November PLC.
 	
    Evidence Used to Determine Progress: Sign-in sheets, agendas
    Evidence of ongoing exit tickets
    Person(s) Responsible: Admin, IC and teachers
    Resources Needed: CRIMISI and materials
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	**Reviews**

Action Step 3: Teachers will learn analyze exit tickets during PLC time to determine if the content was mastered during our September, October and November PLC.
 	
    Evidence Used to Determine Progress: Sign-in sheets and agendas
    Exit ticket artifacts
    Person(s) Responsible: Administration, IC and teachers
    Resources Needed: CRIMISI and Student work
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Based on inconsistency of maximizing instructional time, we feel the need to build strong campus knowledge of good instructional practices for teachers and students. We will be building on the instructional practice with the book study of Fundamental 5 and Leadward Instructional strategies.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Administration, Instructional coaches, teachers, and campus leadership team through PLC and Faculty Professional learning

Fundamental 5 and Lead4ward Instructional strategies. Administration, Instructional coaches, teachers will participate in ongoing Professional Learning sessions focused on the Fundamental 5 and Lead4Ward Instructional Practices. At Professional Learning sessions, Teachers will be provided opportunities to further develop their understanding of Fundamental 5 and Lead4Ward Instructional Strategies in collaborative and hands-on formats. In PLC, Teachers will directly apply their understanding through strategic Lesson Plan building and modeling sessions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Principal, Assistant Principal, and Instructional Coach are intentional about continuously communicating to teachers both expectations and the understanding of the process behind best instructional practices and the connection during PLCs and Faculty Professional Learning. Teachers will demonstrate buy-in by becoming self-directed and will take initiative in a book study.

Desired Annual Outcome: By May 2023, 100% of teachers will demonstrate their capacity as evidence of using effective instructional strategies.
Fundamental - Framing the lesson. work in the power zone, frequent -small group. purposeful talk, recognize and reinforce & write critically.
Lead4ward- Instructional Playlist Strategies. Administration will utilize vision walks, WT in euphoria, and CILT data collections. Documentation of LO's and DOL's will be place as artifacts.

District Commitment Theory of Action: If the district ensures that instructional leaders; Administration and Instructional coach maintain adequate time to our high priority campus, then all teachers can receive ongoing support in implementing the Fundamental 5 book study and Lead4ward instructional strategies .

Desired 90-day Outcome: At the end of the first 90 days of school, at least 75% of our teachers will have all been trained on the Fundamental - Framing the lesson. work in the power zone, frequent -small group. purposeful talk, recognize and reinforce & write critically.
Lead4ward- Instructional Playlist Strategies
Teachers will be observed and coached to make the necessary adjustments so that we are implementing the instructional practices with fidelity. Fundamental 5 training at staff meetings. Administration / Coach (non-evaluative)will utilize vision walks, WT in euphoria, and CILT data collections

District Actions: The Department of Academics including the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide a district-wide framework and conduct visioning walks on campuses to follow to monitor best-practices found in the Fundamental Five and practices specific to the CRIMSI instructional products adopted.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Proper training and time on the instructional strategies. The help support of our Instructional coach being stretch to provide help/ assistance to our campus for only 60% of the time.	None	PLC/staff meetings being very structured. With focus on good instructional practices with fidelity.

Step 1 Details	Reviews
Action Step 1: Teachers will attend weekly PLCs and/or faculty PL to receive on going instructional strategies training. This will take place in October and November PLC/PL. **Evidence Used to Determine Progress:** Weekly PLC/faculty sign-in sheets and agendas Instructional Strategies imbedded in the exit tickets. **Person(s) Responsible:** Admin, IC & Teachers **Resources Needed:** Time for PLCs **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Admin team will have Vision walks, WT, and CILt data collections observation during the week of fundamental 5 and instructional strategy being implemented in the classrooms during the week. **Evidence Used to Determine Progress:** Google form data collection, Vision walks, and Walkthroughs through euphoria. **Person(s) Responsible:** Administration and IC **Resources Needed:** PLC time, , faculty meeting and google form documentation. **Addresses an Identified Challenge:** No **Start Date:** September 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews

Action Step 3: Teachers will receive training on the fundamental five during the month of September and October.
 	
    Evidence Used to Determine Progress: Google form documentation, agenda and teacher feedback.
    Person(s) Responsible: Admin & content instructional coaches
    Teachers
    Resources Needed: Staff meeting time, agenda, and schedule
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. Students are eager to learn just like teachers are eager to teach, however, the rigor of instruction has not been consistently aligned with the rigor of the TEKS, at least not in all classrooms. All teachers will receive additional training on effective instructional practices with CRIMSI in mind, with the emphasis being on having the teachers assess students frequently to check for understanding. Additionally, teachers have not received formal training on formative assessments and for the most part, teacher-created assessments have lacked rigor and validity.
Once teachers have received formative assessment training that is provided in CRIMSI, then academic learning will increase

Who will you partner with?: Other

How will you build capacity in this Essential Action? Central Office, Administration, Instructional coaches, teachers, and campus leadership team through PLC and Faculty Professional learning.

Teachers will participate in Campus and District-led Professional Learning sessions focused on Curriculum Programs and Resources to improve Teacher knowledge and proficiency in utilizing them effectively in the classroom. During PLC, Teachers, Instructional Coaches, and Administrators will collaboratively discuss and develop how TEKS are to be taught and how they will be implemented through the Curriculum programs and resources. Further, PLCs will determine expectations for Learner outcomes and the manner of Exit Tickets that will yield the most information to assess Learner understanding, comprehension, and mastery.

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 through our ongoing Professional learning.
We will revisit our focus on effective classroom and instructional strategies at our weekly PLC meetings and engage in reflective conversations and step back on our progress periodically. Explicit modeling and follow-up with intentional coaching is one way the support will be offered to our teachers. Community and families will be notified of our focus in our back-to-school event, flyers, and update at parent and community events. Our students will be made aware of our focus on excellent teaching through our motto of Dream it, Believe it, Achieve it, as well as announcing the teacher of the month through our morning announcements.
Teachers will demonstrate buy-in by becoming self-directed and will take initiative to take all kinds of data to drive their instruction. In addition, students are counseled about their learning and grades by teachers, coaches, and administration, and the parents are informed. Buy-in will be developed by celebrations such as Honor Roll assemblies and project showcases for parents and the community.

Desired Annual Outcome: By May 2023, 100% of Teachers will demonstrate their capacity by effectively utilizing CRIMSI programs such as Eureka Math, Education Galaxy, PhD Science, and Amplify Reading. These programs, individually and comprehensively, provide Teachers with the guidelines, tools, scripts, resources, and assessments to continually teach, monitor, and assess their Students. One such element we will heavily reinforce is the consistent use of Exit Tickets. Our expectation is for Teachers to utilize Exit Tickets daily to get accurate and timely information and data about their students' learning. Information from Exit Tickets will provide evidence of understanding and will allow us to Target Small Groups in areas based on mastery and comprehension of specific Student Expectations. Documentation of student exit tickets will be in place. Administration will utilize vision walks, WT in euphoria, and CILT data collections

District Commitment Theory of Action: If the district ensures that campus instructional leaders, instructional coaches, and teachers receive access to interim assessments aligned to the standards and the expected level of rigor, Then the campus leaders will be able to consistently ensure that high-quality instructional materials are utilized in a way that allows teachers to successfully administer daily lessons and assessments to determine if students learned what was taught.

Desired 90-day Outcome: By February 28th, the administration will have a weekly observation schedule to ensure that at least 75% of our teachers use the lesson internalization process with fidelity to use exit tickets.

District Actions: The Department of Academics including the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide access to CRIMSI as well as other resources through digital, print, and professional learning opportunities to include a scope and sequence tied to district formative unit assessments.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Based on inconsistency of maximizing instructional time, we feel the need to build strong campus knowledge of good instructional practices for teachers and students. We will be building on the instructional practice with the book study of Fundamental 5 and Leadward Instructional strategies.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Administration, Instructional coaches, teachers, and campus leadership team through PLC and Faculty Professional learning

Fundamental 5 and Lead4ward Instructional strategies. Administration, Instructional coaches, teachers will participate in ongoing Professional Learning sessions focused on the Fundamental 5 and Lead4Ward Instructional Practices. At Professional Learning sessions, Teachers will be provided opportunities to further develop their understanding of Fundamental 5 and Lead4Ward Instructional Strategies in collaborative and hands-on formats. In PLC, Teachers will directly apply their understanding through strategic Lesson Plan building and modeling sessions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Principal, Assistant Principal, and Instructional Coach are intentional about continuously communicating to teachers both expectations and the understanding of the process behind best instructional practices and the connection during PLCs and Faculty Professional Learning. Teachers will demonstrate buy-in by becoming self-directed and will take initiative in a book study.

Desired Annual Outcome: By May 2023, 100% of teachers will demonstrate their capacity as evidence of using effective instructional strategies.
 Fundamental - Framing the lesson. work in the power zone, frequent -small group. purposeful talk, recognize and reinforce & write critically.
Lead4ward- Instructional Playlist Strategies. Administration will utilize vision walks, WT in euphoria, and CILT data collections. Documentation of LO's and DOL's will be place as artifacts.

District Commitment Theory of Action: If the district ensures that instructional leaders; Administration and Instructional coach maintain adequate time to our high priority campus, then all teachers can receive ongoing support in implementing the Fundamental 5 book study and Lead4ward instructional strategies .

Desired 90-day Outcome: At the end of February, at least 100% of our teachers will have all been trained on Fundamental 5 - Framing the lesson, working in the power zone, frequent -small group, purposeful talk, recognize and reinforce & write critically.
Lead4ward- Instructional Playlist Strategies
Teachers will be observed and coached to make the necessary adjustments so that we are implementing the instructional practices with fidelity.

District Actions: The Department of Academics including the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide a district-wide framework and conduct visioning walks on campuses to follow to monitor best-practices found in the Fundamental Five and practices specific to the CRIMSI instructional products adopted.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

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

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

Implementation Level: Beginning Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. Students are eager to learn just like teachers are eager to teach, however, the rigor of instruction has not been consistently aligned with the rigor of the TEKS, at least not in all classrooms. All teachers will receive additional training on effective instructional practices with CRIMSI in mind, with the emphasis being on having the teachers assess students frequently to check for understanding. Additionally, teachers have not received formal training on formative assessments and for the most part, teacher-created assessments have lacked rigor and validity.
Once teachers have received formative assessment training that is provided in CRIMSI, then academic learning will increase

Who will you partner with?: Other

How will you build capacity in this Essential Action? Central Office, Administration, Instructional coaches, teachers, and campus leadership team through PLC and Faculty Professional learning.

Teachers will participate in Campus and District-led Professional Learning sessions focused on Curriculum Programs and Resources to improve Teacher knowledge and proficiency in utilizing them effectively in the classroom. During PLC, Teachers, Instructional Coaches, and Administrators will collaboratively discuss and develop how TEKS are to be taught and how they will be implemented through the Curriculum programs and resources. Further, PLCs will determine expectations for Learner outcomes and the manner of Exit Tickets that will yield the most information to assess Learner understanding, comprehension, and mastery.

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 through our ongoing Professional learning.
We will revisit our focus on effective classroom and instructional strategies at our weekly PLC meetings and engage in reflective conversations and step back on our progress periodically. Explicit modeling and follow-up with intentional coaching is one way the support will be offered to our teachers. Community and families will be notified of our focus in our back-to-school event, flyers, and update at parent and community events. Our students will be made aware of our focus on excellent teaching through our motto of Dream it, Believe it, Achieve it, as well as announcing the teacher of the month through our morning announcements.
Teachers will demonstrate buy-in by becoming self-directed and will take initiative to take all kinds of data to drive their instruction. In addition, students are counseled about their learning and grades by teachers, coaches, and administration, and the parents are informed. Buy-in will be developed by celebrations such as Honor Roll assemblies and project showcases for parents and the community.

Desired Annual Outcome: By May 2023, 100% of Teachers will demonstrate their capacity by effectively utilizing CRIMSI programs such as Eureka Math, Education Galaxy, PhD Science, and Amplify Reading. These programs, individually and comprehensively, provide Teachers with the guidelines, tools, scripts, resources, and assessments to continually teach, monitor, and assess their Students. One such element we will heavily reinforce is the consistent use of Exit Tickets. Our expectation is for Teachers to utilize Exit Tickets daily to get accurate and timely information and data about their students' learning. Information from Exit Tickets will provide evidence of understanding and will allow us to Target Small Groups in areas based on mastery and comprehension of specific Student Expectations. Documentation of student exit tickets will be in place. Administration will utilize vision walks, WT in euphoria, and CILT data collections

District Commitment Theory of Action: If the district ensures that campus instructional leaders, instructional coaches, and teachers receive access to interim assessments aligned to the standards and the expected level of rigor, Then the campus leaders will be able to consistently ensure that high-quality instructional materials are utilized in a way that allows teachers to successfully administer daily lessons and assessments to determine if students learned what was taught.

Desired 90-day Outcome: By May 31st, the administration will have a weekly observation schedule to ensure that at least 100% of our teachers use the lesson internalization process with fidelity to use exit tickets.

District Actions: The Department of Academics including the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide access to CRIMSI as well as other resources through digital, print, and professional learning opportunities to include a scope and sequence tied to district formative unit assessments.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.

Rationale: Based on inconsistency of maximizing instructional time, we feel the need to build strong campus knowledge of good instructional practices for teachers and students. We will be building on the instructional practice with the book study of Fundamental 5 and Leadward Instructional strategies.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Administration, Instructional coaches, teachers, and campus leadership team through PLC and Faculty Professional learning

Fundamental 5 and Lead4ward Instructional strategies. Administration, Instructional coaches, teachers will participate in ongoing Professional Learning sessions focused on the Fundamental 5 and Lead4Ward Instructional Practices. At Professional Learning sessions, Teachers will be provided opportunities to further develop their understanding of Fundamental 5 and Lead4Ward Instructional Strategies in collaborative and hands-on formats. In PLC, Teachers will directly apply their understanding through strategic Lesson Plan building and modeling sessions.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Principal, Assistant Principal, and Instructional Coach are intentional about continuously communicating to teachers both expectations and the understanding of the process behind best instructional practices and the connection during PLCs and Faculty Professional Learning. Teachers will demonstrate buy-in by becoming self-directed and will take initiative in a book study.

Desired Annual Outcome: By May 2023, 100% of teachers will demonstrate their capacity as evidence of using effective instructional strategies.
 Fundamental - Framing the lesson. work in the power zone, frequent -small group. purposeful talk, recognize and reinforce & write critically.
Lead4ward- Instructional Playlist Strategies. Administration will utilize vision walks, WT in euphoria, and CILT data collections. Documentation of LO's and DOL's will be place as artifacts.

District Commitment Theory of Action: If the district ensures that instructional leaders; Administration and Instructional coach maintain adequate time to our high priority campus, then all teachers can receive ongoing support in implementing the Fundamental 5 book study and Lead4ward instructional strategies .

Desired 90-day Outcome: At the end of cycle 3, teachers will be observed on Fundamental 5 - using Framing the lesson, working in the power zone, frequent -small group, purposeful talk, recognize and reinforce & write critically.
Lead4ward- Instructional Playlist Strategies
Teachers will be observed and coached to make the necessary adjustments so that we are implementing the instructional practices with fidelity.

District Actions: The Department of Academics including the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide a district-wide framework and conduct visioning walks on campuses to follow to monitor best-practices found in the Fundamental Five and practices specific to the CRIMSI instructional products adopted.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Goal Summative Goal	2023 Accountability Goal Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	102	23	44	N/A	MAP	52		MAP	60		67	
			All	All	Reading	Meets	STAAR	102	8	19	N/A	MAP	23		MAP	26		28	
			All	All	Reading	Masters	STAAR	102	4	8	N/A	MAP	10		MAP	12		15	
			All	All	Mathematics	Approaches	STAAR	102	23	47	N/A	MAP	54		MAP	62		69	
			All	All	Mathematics	Meets	STAAR	102	10	21	N/A	MAP	24		MAP	27		30	
			All	All	Mathematics	Masters	STAAR	102	6	8	N/A	MAP	10		MAP	13		16	
			All	All	Science	Approaches	STAAR	102	3	29	N/A	MAP	30		MAP	40		60	
			All	All	Science	Meets	STAAR	102	0	12	N/A	MAP	15		MAP	17		20	
			All	All	Science	Masters	STAAR	102	0	8	N/A	MAP	7		MAP	8		9	
Closing the Gaps	Focus 1	Academic Growth Status	4th	Hispanic	Mathematics	N/A	Mathematics	N/A	23	47	100	MAP	55		MAP	59		69	
	Focus 2	Academic Growth Status	5th	Econ Disadv	Mathematics	N/A	Mathematics	N/A	23	47	100	MAP	55		MAP	59		69	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	102	Did Not Meet	56	48		40		33	
					Approaches	44	52		60		67	
					Meets	19	23		26		28	
					Masters	8	10		12		15	
	Math	All	STAAR	102	Did Not Meet	53	46		38		31	
					Approaches	47	54		62		69	
					Meets	21	24		27		30	
					Masters	8	10		13		16	

South San Antonio Independent School District

Kindred Elementary School - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Henry Yzaguirre   **Principal:** Eric Boysen
DCSI/Grant Coordinator: Kevin Rasco   **ESC Case Manager:** Shannon Allen
     ESC Region: 20

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: Kevin Rasco

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: Joel Gaines

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: Eric Boysen

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Based on our 2022 results, we determined in order to reach our overall goal of at least a "C" by 2023 - 2024 on our accountability rating, we need to increase this year in the area of approaches by 12% approaches, 9% meets, and 6% masters in math, reading, and science. This would allow us to revisit our goal at the end of the year and grow more the following year. While we would like to improve our student achievement results, our focus to attain the "C" rating this year would be to focus on the individual growth of each student in 4th and 5th grade, math and reading.

School Progress

What accountability goal has your campus set for this year?

We are focusing on Domain 2A (academic growth). We determined our goal based on looking at last year scores and increasing each cycle. This in return will impact our overall Accountability Rating by moving students in an upward trend in achievement. Academic growth is where we feel we can have an immediate impact which will increase our achievement. We need to increase in the accomplished by 9%, meets by 6%, and masters by 6% in reading and math.

Closing the Gaps

What accountability goal has your campus set for this year?

We chose the sub groups of Hispanic and Economically Disadvantage because these are the largest amount of students that we have in the school. By setting goals in these groups we will be focusing on each students' academic achievement and academic growth. We met our reading target groups last year and need to focus on the math targets. For our Hispanic students, we need to get a minimum of 8% more from 61% to 69% to meet our target. For our economic disadvantaged students, we need to get a minimum of 10% more from 58% to 68% to meet our target.

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?

While we know that we need improvement in all subjects, we chose Math as our targeted subject in growth status being that we did not meet that targeted goal. We need to increase our Hispanic by 8% points and Economically Disadvantaged students by 10% points in the growth status. Be maintaining our reading targeted goals and meeting these math targeted goals in the growth status that we set would we will be able to have 100% in growth status.

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

We are focusing on our Hispanic and Economically Disadvantage students in Math being that these are the two largest groups that we have. The idea is to continue to move our student growth upward which will also affect our achievement positively. For closing the gaps, we were able to meet our targets in reading and we know by meeting in the area of Math in which we were less than 10% points off will allow us to achieve meets in the area of Reading and Math.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Beginning Implementation
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Partial Implementation
Key Practices:

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

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Beginning Implementation
Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Planning for Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Essential Action 5.3: Data-driven instruction.
Implementation Level: Beginning Implementation
Key Practices:

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Beginning Implementation

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

Rationale: Based on the campus outcomes from 2021-2022, we did not have a guaranteed viable curriculum. We now have high quality instructional materials and assessments (Eureka Math, Amplify Reading, and PhD Science) that will be used consistently across all classrooms to meet the needs of all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Leadership team will meet weekly with each grade level during PLC meetings to facilitate unit/lesson internalization to ensure that high quality instruction is taking place.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our staff attended beginning of the year professional development for eureka math and amplify reading. We will continue to communicate through weekly PLC and faculty and CILT meetings the importance of instructional strategies, exit tickets, aligned activities, in relation to using the high quality instructional materials.

Desired Annual Outcome: By May 2023, 100% of teachers will have a deep understanding of student mastery of the objectives as evidenced by the curriculum rubrics, exit ticket exemplars, module assessments, and weekly observation and feedback from leadership team.

District Commitment Theory of Action: If the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then our teachers will be prepared to deliver high quality instruction.

Desired 90-day Outcome: By November 30th, administration will develop a weekly observation schedule to ensure that we are checking that the curriculum is being used with fidelity, student mastery of the objectives as evidenced by the curriculum rubrics, exit ticket exemplars, module assessments, and weekly observation and feedback from leadership team.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide access to CRIMSI as well as other resources through digital, print, and professional learning opportunities to include a scope and sequence tied to district formative unit assessments.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Instructional staff learning how to effectively use the curriculum as well as the scheduling of district coordinators being able to come to the campus.	None	A weekly observation schedule give administration and instructional coach ample time to schedule walkthroughs.

Step 1 Details	**Reviews**
Action Step 1: Teachers will have beginning of year professional development sessions in which they will learn about the new curriculum from Amplify, Eureka, and PhD Science. **Evidence Used to Determine Progress:** Professional Development Schedule, eduphoria credit **Person(s) Responsible:** District Curriculum coordinators, Administration **Resources Needed:** Amplify, Eureka, and PhD Science trainers, professional development schedule **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	**Reviews**
Action Step 2: Administration and instructional coach will ensure that teachers have access to all curriculum materials (hard copies and online components) to be able to successfully teach the standards to all students. **Evidence Used to Determine Progress:** Curriculum materials (hard copies and online components) **Person(s) Responsible:** Amplify/Eureka/PhD Science personnel, District curriculum coordinators, Administration and instructional coach **Resources Needed:** Tables, curriculum materials, storage, technology for teachers and students to access curriculum. **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	**Reviews**
Action Step 3: We will create a weekly observation schedule to ensure that administration is checking that the curriculum is being used with fidelity. **Evidence Used to Determine Progress:** Weekly observation calendar **Person(s) Responsible:** Administration **Resources Needed:** Computer, calendar schedule, walkthrough form **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 4 Details	Reviews

Action Step 4: Hire part time tutors that can assist the teacher with push in and pull out services related to the curriculum thus moving students progressively forward in student achievement and growth.
 	
     Evidence Used to Determine Progress: MAP, district assessment and STAAR scores.
     Person(s) Responsible: Administration, teachers
     Resources Needed: Funds to hire part time tutors, time cards, student sign in sheets
     Addresses an Identified Challenge: Yes
 	
     Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
     Funding Sources: Part time tutors - 6100-Payroll - $32,000
	Progress toward Action Steps:
	
	 Necessary Adjustments/Next Steps:

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

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Rationale: Based on inconsistency of maximizing instructional time, we feel the need to build strong campus wide routines and procedures for teachers and students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus leadership team will share a campus procedural manual with staff and ensure that it is used campus wide with fidelity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will present and modify a campus procedural manual with CILT that will focus on routines and procedures that will be implemented and followed school wide. We will then share this procedural manual with all teachers and staff at a faculty meeting. We will then share and model our routines and procedures with our students. Parents will be provided with a digital version of the manual.

Desired Annual Outcome: By May 2023, 100% of students will understand and follow framework for classroom and campus expectations and procedures as evidenced by a campus made procedural manual and behavioral rubric that has been implemented campus wide.

District Commitment Theory of Action: If the district ensures that instructional leaders maintain adequate time to our high priority campus, then all teachers can receive on-going support in implementing instructional strategies and classroom management.

Desired 90-day Outcome: We will create a procedural manual and behavioral matrix that provides all staff and students with routines and procedures in and out of the classroom.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide a district wide framework and conduct visioning walks on campuses to follow to monitor best-practices found in the Fundamental Five and practices specific to the CRIMSI instructional products adopted.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Proper training on the SEL curriculum.	None	It allows for the teachers to have routines and procedures in place thus allowing for a better instructional environment for all.

Step 1 Details	Reviews

Action Step 1: Meet with CILT to discuss the procedural manual to gather input and decide what routines and procedures will work best for our campus.
 	
    Evidence Used to Determine Progress: CILT meeting with sign in and agenda
 	
    Person(s) Responsible: Administration, instructional coach, CILT team
 	
    Resources Needed: Example procedural manual and behavioral rubric, sign in sheets and agenda
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: CILT will create the procedural manual and behavioral rubric that we want to implement campus wide.
 	
    Evidence Used to Determine Progress: Completed procedural manual and behavioral rubric.
 	
    Person(s) Responsible: Administration and CILT
 	
    Resources Needed: Binders, procedural manual and behavioral rubric, planning time
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Administration and CILT will present and distribute the completed procedural manual and behavioral matrix to the entire staff to allow for internalization.
 	
    Evidence Used to Determine Progress: Binder with procedural manual and behavioral matrix
 	
    Person(s) Responsible: Administration, CILT, and office staff
 	
    Resources Needed: Binders, procedural manual, behavioral matrix
 	
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Beginning Implementation

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

Rationale: Based on the campus outcomes from 2021-2022, we did not have a guaranteed viable curriculum. We now have high quality instructional materials and assessments (Eureka Math, Amplify Reading, and PhD Science) that will be used consistently across all classrooms to meet the needs of all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Leadership team will meet weekly with each grade level during PLC meetings to facilitate unit/lesson internalization to ensure that high quality instruction is taking place.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our staff attended beginning of the year professional development for eureka math and amplify reading. We will continue to communicate through weekly PLC and faculty and CILT meetings the importance of instructional strategies, exit tickets, aligned activities, in relation to using the high quality instructional materials.

Desired Annual Outcome: By May 2023, 100% of teachers will have a deep understanding of student mastery of the objectives as evidenced by the curriculum rubrics, exit ticket exemplars, module assessments, and weekly observation and feedback from leadership team.

District Commitment Theory of Action: If the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then our teachers will be prepared to deliver high quality instruction.

Desired 90-day Outcome: By February 28th, administration will implement a weekly observation schedule to ensure that we are checking that the curriculum is being used with fidelity, student mastery of the objectives as evidenced by the curriculum rubrics, exit ticket exemplars, module assessments, and weekly observation and feedback from leadership team.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide access to CRIMSI as well as other resources through digital, print, and professional learning opportunities to include a scope and sequence tied to district formative unit assessments.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Instructional staff learning how to effectively use the curriculum as well as the scheduling of district coordinators being able to come to the campus.	None	A weekly observation schedule give administration and instructional coach ample time to schedule walkthroughs.

Step 1 Details	Reviews

Action Step 1: Teachers will continue to internalize and incorporate what they learned at beginning of year professional development sessions in which they will learn about the new curriculum from Amplify, Eureka, and PhD Science.
 	
    Evidence Used to Determine Progress: Professional Development Schedule, eduphoria credit
    Person(s) Responsible: District Curriculum coordinators, Administration
    Resources Needed: Amplify, Eureka, and PhD Science trainers, professional development schedule
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Administration and instructional coach will ensure that teachers have access to all curriculum materials (hard copies and online components) to be able to successfully teach the standards to all students.
 	
    Evidence Used to Determine Progress: Curriculum materials (hard copies and online components)
    Person(s) Responsible: Amplify/Eureka/PhD Science personnel, District curriculum coordinators, Administration and instructional coach
    Resources Needed: Tables, curriculum materials, storage
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: We will utilize a weekly observation schedule to ensure that administration is checking that the curriculum is being used with fidelity.
    Evidence Used to Determine Progress: Weekly observation calendar
    Person(s) Responsible: Administration
    Resources Needed: Computer, calendar schedule, walkthrough form
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** February 28, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: Part time tutors will assist the teacher with push in and pull out services related to the curriculum thus moving students progressively forward in student achievement and growth.
 	
    Evidence Used to Determine Progress: MAP, district assessment and STAAR scores.
    Person(s) Responsible: Administration, teachers
    Resources Needed: Funds to hire part time tutors, time cards, student sign in sheets
    Addresses an Identified Challenge: Yes
 	
    Start Date: December 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** February 28, 2023
    Funding Sources: Part time tutors - 6100-Payroll
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

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

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Rationale: Based on inconsistency of maximizing instructional time, we feel the need to build strong campus wide routines and procedures for teachers and students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus leadership team will share a campus procedural manual with staff and ensure that it is used campus wide with fidelity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will present and modify a campus procedural manual with CILT that will focus on routines and procedures that will be implemented and followed school wide. We will then share this procedural manual with all teachers and staff at a faculty meeting. We will then share and model our routines and procedures with our students. Parents will be provided with a digital version of the manual.

Desired Annual Outcome: By May 2023, 100% of students will understand and follow framework for classroom and campus expectations and procedures as evidenced by a campus made procedural manual and behavioral rubric that has been implemented campus wide.

District Commitment Theory of Action: If the district ensures that instructional leaders maintain adequate time to our high priority campus, then all teachers can receive on-going support in implementing instructional strategies and classroom management.

Desired 90-day Outcome: By February 28th, we will implement a procedural manual and behavioral matrix by teaching the students the routines and procedures in and out of the classroom.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide a district wide framework and conduct visioning walks on campuses to follow to monitor best-practices found in the Fundamental Five and practices specific to the CRIMSI instructional products adopted.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Proper training on the SEL curriculum.	None	It allows for the teachers to have routines and procedures in place thus allowing for a better instructional environment for all.

Step 1 Details	Reviews

Action Step 1: Meet with CILT to discuss the procedural manual to gather input on the impact that the procedural manual has had on routines and procedures on the campus.
 	
    Evidence Used to Determine Progress: CILT meeting with sign in and agenda
    Person(s) Responsible: Administration, instructional coach, CILT team
    Resources Needed: Example procedural manual and behavioral rubric, sign in sheets and agenda
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Teachers will go over and review as necessary with students the procedural manual and behavioral rubric that we want to implement campus wide.
    Evidence Used to Determine Progress: Completed procedural manual and behavioral rubric.
    Person(s) Responsible: Administration and CILT
    Resources Needed: Procedural manual and behavioral rubric, planning time
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Administration and CILT monitor that the completed procedural manual and behavioral matrix is taught with fidelity.
    Evidence Used to Determine Progress: Binder with procedural manual and behavioral matrix
    Person(s) Responsible: Administration, CILT, and office staff
    Resources Needed: Binders, procedural manual, behavioral matrix
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 3 - (Mar – May)

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

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

Implementation Level: Beginning Implementation

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

Rationale: Based on the campus outcomes from 2021-2022, we did not have a guaranteed viable curriculum. We now have high quality instructional materials and assessments (Eureka Math, Amplify Reading, and PhD Science) that will be used consistently across all classrooms to meet the needs of all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Leadership team will meet weekly with each grade level during PLC meetings to facilitate unit/lesson internalization to ensure that high quality instruction is taking place.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Our staff attended beginning of the year professional development for eureka math and amplify reading. We will continue to communicate through weekly PLC and faculty and CILT meetings the importance of instructional strategies, exit tickets, aligned activities, in relation to using the high quality instructional materials.

Desired Annual Outcome: By May 2023, 100% of teachers will have a deep understanding of student mastery of the objectives as evidenced by the curriculum rubrics, exit ticket exemplars, module assessments, and weekly observation and feedback from leadership team.

District Commitment Theory of Action: If the district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then our teachers will be prepared to deliver high quality instruction.

Desired 90-day Outcome: By May 31st, administration will review and reflect on the weekly observation schedule and how it impacted student achievement and growth.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will ensure that next school year we will have access to CRIMSI as well as other resources through digital, print, and professional learning opportunities to include a scope and sequence tied to district formative unit assessments.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The challenge will be to make sure that we have all of the CRIMSI materials on time and available to use prior to the school year beginning so teachers can adequately plan for students' learning and success.	None	Teachers will have the materials needed to plan for next year and have when they attend the beginning of year professional development.

Did you achieve your annual outcome?:

Step 1 Details	Reviews

Action Step 1: Teachers will review what they have learned from Amplify, Eureka, and PhD Science which can carry over to next school year.
 	
    Evidence Used to Determine Progress: Professional Development Schedule, eduphoria credit
    Person(s) Responsible: District Curriculum coordinators, Administration
    Resources Needed: Amplify, Eureka, and PhD Science trainers, professional development schedule
    Addresses an Identified Challenge: Yes
 	
    Start Date: March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 31, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Administration and instructional coach will review what curriculum materials (hard copies and online components) teachers have and order what will be needed to be able to successfully teach the standards to all students next school year.
 	
    Evidence Used to Determine Progress: Curriculum materials (hard copies and online components)
    Person(s) Responsible: Amplify/Eureka/PhD Science personnel, District curriculum coordinators, Administration and instructional coach
    Resources Needed: Tables, curriculum materials, storage
    Addresses an Identified Challenge: Yes
 	
    Start Date: March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 31, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: We will review our weekly observation schedule to ensure that administration have checked that the curriculum is being used with fidelity this year and how we can improve our schedule for next school year.
 	
    Evidence Used to Determine Progress: Weekly observation calendar
    Person(s) Responsible: Administration
    Resources Needed: Computer, calendar schedule, walkthrough form
    Addresses an Identified Challenge: Yes
 	
    Start Date: March 1, 2023 - **Frequency:** Weekly - **Evidence Collection Date:** May 31, 2023
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: Part time tutors will assist the teacher with push in and pull out services related to the curriculum thus moving students progressively forward in student achievement and growth. Admin will review the data of how part time tutors assisted with student achievement and growth.
 	
    Evidence Used to Determine Progress: MAP, district assessment and STAAR scores.
    Person(s) Responsible: Administration, teachers
    Resources Needed: Funds to hire part time tutors, time cards, student sign in sheets
    Addresses an Identified Challenge: Yes
 	
    Start Date: March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 31, 2023
    Funding Sources: Part time tutors - 6100-Payroll
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 3 - (Mar – May)

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

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Rationale: Based on inconsistency of maximizing instructional time, we feel the need to build strong campus wide routines and procedures for teachers and students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus leadership team will share a campus procedural manual with staff and ensure that it is used campus wide with fidelity.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will present and modify a campus procedural manual with CILT that will focus on routines and procedures that will be implemented and followed school wide. We will then share this procedural manual with all teachers and staff at a faculty meeting. We will then share and model our routines and procedures with our students. Parents will be provided with a digital version of the manual.

Desired Annual Outcome: By May 2023, 100% of students will understand and follow framework for classroom and campus expectations and procedures as evidenced by a campus made procedural manual and behavioral rubric that has been implemented campus wide.

District Commitment Theory of Action: If the district ensures that instructional leaders maintain adequate time to our high priority campus, then all teachers can receive on-going support in implementing instructional strategies and classroom management.

Desired 90-day Outcome: By May 31st , we will review and reflect on our procedural manual and behavioral matrix to ensure that we have the best procedures in place to allow for effective instruction to take place.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide a district wide framework and conduct visioning walks on campuses to follow to monitor best-practices found in the Fundamental Five and practices specific to the CRIMSI instructional products adopted.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The challenge of teaching new students that come in the routines and procedures.	None	We can print and provide a completed procedural manual for the student to have.

Did you achieve your annual outcome?:

Step 1 Details	Reviews
Action Step 1: Review with CILT to discuss the procedural manual affect in the school and classrooms to decide what routines and procedures worked best for our campus and what needs to be refined. **Evidence Used to Determine Progress:** CILT meeting with sign in and agenda **Person(s) Responsible:** Administration, instructional coach, CILT team **Resources Needed:** Example procedural manual and behavioral rubric, sign in sheets and agenda **Addresses an Identified Challenge:** Yes **Start Date:** March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 31, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**
Step 2 Details	**Reviews**
Action Step 2: CILT will review and make plans to refine the procedural manual and behavioral rubric that we want to implement campus wide for next school year. **Evidence Used to Determine Progress:** Completed procedural manual and behavioral rubric. **Person(s) Responsible:** Administration and CILT **Resources Needed:** Procedural manual and behavioral rubric, planning time **Addresses an Identified Challenge:** Yes **Start Date:** March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 31, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**
Step 3 Details	**Reviews**
Action Step 3: Administration and CILT will review the completed procedural manual and behavioral matrix and how we can best begin the next school year with routines and procedures that worked best this year. **Evidence Used to Determine Progress:** Binder with procedural manual and behavioral matrix **Person(s) Responsible:** Administration, CILT, and office staff **Resources Needed:** Binders, procedural manual, behavioral matrix **Addresses an Identified Challenge:** Yes **Start Date:** March 1, 2023 - **Frequency:** Ongoing - **Evidence Collection Date:** May 31, 2023	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Part time tutors		$32,000.00
2	1	4	Part time tutors		$0.00
3	1	4	Part time tutors		$0.00
				Sub-Total	$32,000.00
				Budgeted Budget Object Code Amount	$32,000.00
				+/- Difference	$0.00
6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$9,012.00
				+/- Difference	$9,012.00
Indirect Costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$1,988.00
				+/- Difference	$1,988.00
				Grand Total Budgeted	$43,000.00
				Grand Total Spent	$32,000.00
				+/- Difference	$11,000.00

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Summative Goal	2023 Accountability Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	144	36	39	N/A	MAP	43		MAP	47		51	
			All	All	Reading	Meets	STAAR	144	8	15	N/A	MAP	18		MAP	21		24	
			All	All	Reading	Masters	STAAR	144	5	9	N/A	MAP	11		MAP	13		15	
			All	All	Mathematics	Approaches	STAAR	144	28	25	N/A	MAP	29		MAP	33		37	
			All	All	Mathematics	Meets	STAAR	144	11	6	N/A	MAP	9		MAP	12		15	
			All	All	Mathematics	Masters	STAAR	144	5	4	N/A	MAP	6		MAP	8		10	
			All	All	Science	Approaches	STAAR	49	25	12	N/A	MAP	16		MAP	20		24	
			All	All	Science	Meets	STAAR	49	6	4	N/A	MAP	7		MAP	10		13	
			All	All	Science	Masters	STAAR	49	0	0	N/A	MAP	2		MAP	4		6	
Closing the Gaps	Focus 1	Academic Growth Status	All	Hispanic	Mathematics	N/A	Mathematics	N/A	11	61	100	MAP	64		District Created Benchmark	67		70	
	Focus 2	Academic Growth Status	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	12	58	100	MAP	61		District Created Benchmark	64		68	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	106	Did Not Meet	61	58		55		52	
					Approaches	39	42		45		48	
					Meets	15	17		19		21	
					Masters	9	11		13		15	
	Math	All	STAAR	106	Did Not Meet	75	72		69		66	
					Approaches	25	28		31		34	
					Meets	6	8		10		12	
					Masters	4	6		8		10	

South San Antonio Independent School District

Dwight Middle School - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Henry Yzaguirre **Principal:** Elizabeth Sandoval
DCSI/Grant Coordinator: Kevin Rasco **ESC Case Manager:** Shannon Allen
ESC Region: 20

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: Kevin Rasco

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: Millicent Marcha

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: Elizabeth Sandoval

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our accountability goal for this year is to increase academic achievement for our SPED and EL populations by at least 5% overall on the 22-23 STAAR test. We used the 2022 STAAR results for each population to set our goals for the upcoming year and will progress monitor using MAP testing and other district common assessments. We missed our rating of a C this year by .6 of a point and fell short on the academic achievement of our special populations. Our campus is aiming for an overall component score of a 35 for all students and all subjects.

School Progress

What accountability goal has your campus set for this year?

We are focusing on Domain 2A and utilizing the 2022 STAAR results data we plan to increase our Approaches by 10% for math and reading and increase our Meets and Masters by 5%. These goals will increase our students overall academic growth and increase our chances of receiving a C rating.

Closing the Gaps

What accountability goal has your campus set for this year?

Our Closing the Gaps focus this year is to increase our relative performance of our SPED and EL populations by a minimum of 7% this academic year. We used the data from 2022 and our historical data from previous years to set a goal for our special populations. The increase of the performance for these special populations will increase our rating to a C for the 22-23 school year.

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?

We will focus on math and reading for our student performance this year. We have identified these areas as high need because of the growth that we were able to achieve last year and the gaps that still remain in student learning. If we can increase the overall performance on the reading assessment by 10% and Math by 11% of students who approach and 5% for students who meet grade level we should be able to achieve a letter grade of a C overall.

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

We are targeting our SPED and EL populations specifically in these goals but also including all students in our data. The intended impact on our accountability is to increase overall student achievement while closing the gaps for our special populations to increase student performance for all students.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

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
Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Planning for Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

1. 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

    Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

    Rationale: The campus leadership team will ensure adoption and implementation of district adopted HQIM curriculum for Math and ELAR because we noticed a deficiency in the level of rigor being provided to students. Ensuring that each student has access to equitable Tier 1 instructional materials will allow time for teachers to focus planning small group to target our special populations.

    Who will you partner with?: Other

    How will you build capacity in this Essential Action? Campus Leadership team will ensure teachers have time to internalize, unpack and plan out the new HQIM during the school day by utilizing PLC time. District provided professional development will be available and consistent throughout the year to ensure proper implementation and usage of all new materials. Teacher leaders will support teachers during the leadership PLC time by conducting walk-throughs, co-teaching and providing feedback regularly.

    How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus Leadership team will meet at least once a week to review, discuss and solidify systems for the next week. We will create buy-in with the new HQIM by modeling and supporting teachers in the implementation process. Campus Leadership team and teachers will conduct vision walks monthly to review implementation levels and act upon feedback to increase effectiveness of HQIM.

    Desired Annual Outcome: By May 2023 all 100% staff will be utilizing all HQIM resources and be aligned to all district curriculum documents. This will be evidenced by data from monthly visioning walks and district common assessments to check for fidelity and alignment.

    District Commitment Theory of Action: If 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 then the campus teachers will be able to consistently ensure that the high-quality instructional materials are utilized in ways that allow teachers and staff to successfully administer daily lesson-level, unit, and interim assessments to determine if students learned what was taught evidenced by student outcomes on assessments.

    Desired 90-day Outcome: By the end of November, 100% of all teachers will be utilizing the district adopted HQIM with fidelity in each math and reading classroom. This will be evidenced by the Campus Instructional Leadership team conducting at least 2 vision walks in the math and reading classrooms. Instructional leadership will be giving teachers timely feedback for instructional coaching.

    District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide access to CRIMSI as well as other resources through digital, print, and professional learning opportunities to include a scope and sequence tied to district formative unit assessments.

    Did you achieve your 90 day outcome?:

    Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Challenges will be teacher buy-in to the new HQIM provided by the district.	None	This action step will assist teachers in internalizing the new HQIM and giving teachers time to unpack the materials and practice delivery.

Step 1 Details	Reviews
Action Step 1: Ensure all math and ELAR teachers have protected, scheduled and structured PLC time daily to internalize HQIM. **Evidence Used to Determine Progress:** PLC agendas **Person(s) Responsible:** Sandoval, ICs **Resources Needed:** HQIM, instructional materials **Addresses an Identified Challenge:** Yes **Start Date:** August 1, 2022 - **Frequency:** Daily - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Schedule Campus Instructional Leadership vision walks with an effective feedback cycle to ensure implementation is being done with fidelity. **Evidence Used to Determine Progress:** Vision walk feedback forms **Person(s) Responsible:** Sandoval, ICs, Narezo **Resources Needed:** Vision walk forms **Addresses an Identified Challenge:** No **Start Date:** August 23, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Train teachers on the implementation and specificities of new curriculum Amplify, Carnegie, and Springboard, establish implementation team to monitor curriculum fidelity (Sandoval, Narezo, McClain, and Anderson), Implementation team supports the implementation with enthusiasm, and implement pacing calendars for daily lessons and common formative assessments/summative assessments.	**Progress toward Action Steps:**
	Necessary Adjustments/Next Steps:
Evidence Used to Determine Progress: Vision Walk feedback forms	
Person(s) Responsible: Principal, AP & IC	
Resources Needed: CRMSI materials, SpringBoard Materials	
Addresses an Identified Challenge: No	
Start Date: August 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 1, 2022	

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Student data will drive instructional practices and needs to be frequent and purposeful. We will ensure that each student and teacher takes ownership of their data by setting in place a campus data protocol for tracking, goal setting and reviewing data after each assessment.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus Leadership team will dissect and disaggregate data before the teachers do to identify trends and a plan campus wide interventions. A campus wide data protocol will be set in place to ensure that all data is being properly reviewed and acted upon. Teachers will have protected time after each assessment to review data and plan interventions for all students within two days of each district assessment.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will utilize the campus leadership team and master teachers to create and put into place the campus data protocols so that they are best tailored to fit the needs of our teachers. Master teachers will then train teachers on the data protocol through PLCs to guarantee that each teacher is properly trained on disaggregating data. Teachers will be involved in the creation of a data protocol for the campus to create buy in and ensure teachers show ownership for their data. All student data will be communicated to students and parents through the use of printed data reports, skyward and parent phone calls.

Desired Annual Outcome: By the end of 2023, 100% of all teachers will be utilizing data driven instruction to drive all decisions and adjustments. As evidenced by assessment calendars, completed data analysis of student work to assess curricular rigor and the impact of instruction.

District Commitment Theory of Action: If the district ensures the teachers have protected time built into the master schedule to meet daily for PLC for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focusing on the needs of both struggling learners and learners needing acceleration then students should make progress towards measurable goals, as teachers are monitoring individual student progress by using a corrective instruction action plan by assessing student work, identifying trends and patterns in the data, and adjusting instruction accordingly.

Desired 90-day Outcome: By the end of November, 100% of core classroom teachers will be trained on an established data protocol and will set weekly, 9 weeks and yearly data goals with their students using their last year's STAAR score.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, the Director of Teaching and Learning, and the Director of REIS will provide data systems and conduct training to including Skyward, Eduphoria, mCLass, and MWEA MAP to track student progress over time and address specific strengths and weaknesses in our teachers and students.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Challenges will be having an established testing protocol from the district with aligned and common assessment data. Another challenge will be the different curriculums being used and the different assessment data will make it difficult to monitor student progress.	None	We will utilize a multitude of data platforms in order to get the best picture of each student and progress monitor as closely as possible and as early as possible.

Step 1 Details	Reviews
Action Step 1: Train teachers to break down data by specificity: STAAR, NWEA MAP testing, and curriculum embedded assessments to see areas of individual student progress/class progress (TEKS and Lexile) according to data protocol, analysis of student work, and data assessment markers. **Evidence Used to Determine Progress:** Data Dig Forms, PLC Agendas **Person(s) Responsible:** Principal, ICs **Resources Needed:** PLC Time **Addresses an Identified Challenge:** Yes **Start Date:** August 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**
Step 2 Details	**Reviews**
Action Step 2: Teachers will be trained to adjust instruction based on data assessment through PLC training based on specificity of skill. **Evidence Used to Determine Progress:** PLC Agendas **Person(s) Responsible:** Principal, ICs **Resources Needed:** PLC time **Addresses an Identified Challenge:** No **Start Date:** August 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Teachers will be trained to meet with individual students to discuss individual data markers and goal setting for student self-efficacy.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Tutoring Logs, RtI program, Tiered students	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: IC, teachers	
Resources Needed: RtI Program, tutoring	
Addresses an Identified Challenge: No	
Start Date: August 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** November 30, 2022	

Cycle 2 - (Dec – Feb)

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

1. 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

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The campus leadership team will ensure adoption and implementation of district adopted HQIM curriculum for Math and ELAR because we noticed a deficiency in the level of rigor being provided to students. Ensuring that each student has access to equitable Tier 1 instructional materials will allow time for teachers to focus planning small group to target our special populations.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus Leadership team will ensure teachers have time to internalize, unpack and plan out the new HQIM during the school day by utilizing PLC time. District provided professional development will be available and consistent throughout the year to ensure proper implementation and usage of all new materials. Teacher leaders will support teachers during the leadership PLC time by conducting walk-throughs, co-teaching and providing feedback regularly.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus Leadership team will meet at least once a week to review, discuss and solidify systems for the next week. We will create buy-in with the new HQIM by modeling and supporting teachers in the implementation process. Campus Leadership team and teachers will conduct vision walks monthly to review implementation levels and act upon feedback to increase effectiveness of HQIM.

Desired Annual Outcome: By May 2023 all 100% staff will be utilizing all HQIM resources and be aligned to all district curriculum documents. This will be evidenced by data from monthly visioning walks and district common assessments to check for fidelity and alignment.

District Commitment Theory of Action: If 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 then the campus teachers will be able to consistently ensure that the high-quality instructional materials are utilized in ways that allow teachers and staff to successfully administer daily lesson-level, unit, and interim assessments to determine if students learned what was taught evidenced by student outcomes on assessments.

Desired 90-day Outcome: By the end of February, 100% of all teachers will be utilizing all assessments from the district adopted HQIM to include and model after new STAAR 2.0 item types. This will allow students to become familiar with the new item types and ensure the curriculum is aligned to the state standards. This will be evidenced by the Campus Instructional Leadership team conducting vision walks and PLC agendas. Granular and timely feedback will be given to each teacher for instructional coaching purposes.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Student data will drive instructional practices and needs to be frequent and purposeful. We will ensure that each student and teacher takes ownership of their data by setting in place a campus data protocol for tracking, goal setting and reviewing data after each assessment.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus Leadership team will dissect and disaggregate data before the teachers do to identify trends and a plan campus wide interventions. A campus wide data protocol will be set in place to ensure that all data is being properly reviewed and acted upon. Teachers will have protected time after each assessment to review data and plan interventions for all students within two days of each district assessment.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: We will utilize the campus leadership team and master teachers to create and put into place the campus data protocols so that they are best tailored to fit the needs of our teachers. Master teachers will then train teachers on the data protocol through PLCs to guarantee that each teacher is properly trained on disaggregating data. Teachers will be involved in the creation of a data protocol for the campus to create buy in and ensure teachers show ownership for their data. All student data will be communicated to students and parents through the use of printed data reports, skyward and parent phone calls.

Desired Annual Outcome: By the end of 2023, 100% of all teachers will be utilizing data driven instruction to drive all decisions and adjustments. As evidenced by assessment calendars, completed data analysis of student work to assess curricular rigor and the impact of instruction.

District Commitment Theory of Action: If the district ensures the teachers have protected time built into the master schedule to meet daily for PLC for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focusing on the needs of both struggling learners and learners needing acceleration then students should make progress towards measurable goals, as teachers are monitoring individual student progress by using a corrective instruction action plan by assessing student work, identifying trends and patterns in the data, and adjusting instruction accordingly.

Desired 90-day Outcome: By the end of February, 100% of all classroom teachers will use the established data protocol to drive instruction and create small group and intervention opportunities in class that are planned and intentional based off of the data. Teachers will also set individual data goals as well as assist setting data goals with each student for the 2023 STAAR testing.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

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

1. 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

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: The campus leadership team will ensure adoption and implementation of district adopted HQIM curriculum for Math and ELAR because we noticed a deficiency in the level of rigor being provided to students. Ensuring that each student has access to equitable Tier 1 instructional materials will allow time for teachers to focus planning small group to target our special populations.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus Leadership team will ensure teachers have time to internalize, unpack and plan out the new HQIM during the school day by utilizing PLC time. District provided professional development will be available and consistent throughout the year to ensure proper implementation and usage of all new materials. Teacher leaders will support teachers during the leadership PLC time by conducting walk-throughs, co-teaching and providing feedback regularly.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus Leadership team will meet at least once a week to review, discuss and solidify systems for the next week. We will create buy-in with the new HQIM by modeling and supporting teachers in the implementation process. Campus Leadership team and teachers will conduct vision walks monthly to review implementation levels and act upon feedback to increase effectiveness of HQIM.

Desired Annual Outcome: By May 2023 all 100% staff will be utilizing all HQIM resources and be aligned to all district curriculum documents. This will be evidenced by data from monthly visioning walks and district common assessments to check for fidelity and alignment.

District Commitment Theory of Action: If 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 then the campus teachers will be able to consistently ensure that the high-quality instructional materials are utilized in ways that allow teachers and staff to successfully administer daily lesson-level, unit, and interim assessments to determine if students learned what was taught evidenced by student outcomes on assessments.

Desired 90-day Outcome: By the end of May 2023, teachers will review and reflect upon HQIM implementation and begin planning and setting goals for the 23-24 school year. Teaches and instructional coaches will seek out any professional development necessary to better prepare for the next year.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

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How will you build capacity in this Essential Action? Campus Leadership team will dissect and disaggregate data before the teachers do to identify trends and a plan campus wide interventions. A campus wide data protocol will be set in place to ensure that all data is being properly reviewed and acted upon. Teachers will have protected time after each assessment to review data and plan interventions for all students within two days of each district assessment.

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Desired 90-day Outcome: By the end of May 2023, all instructional staff and CILT team members will review and solidify the data protocol for the 2023-2024 school year. All teachers and instructional staff will reflect upon the data from the 2023 STAAR and set campus, teacher and student goals for the next year.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Summative Goal	2023 Accountability Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	437	47	60	N/A	MAP	60	57	Interim Assessment	65		70	
			All	All	Reading	Meets	STAAR	437	20	31	N/A	MAP	27	26	Interim Assessment	30		36	
			All	All	Reading	Masters	STAAR	437	7	16	N/A	MAP	13	12	Interim Assessment	15		18	
			All	All	Mathematics	Approaches	STAAR	437	34	54	N/A	MAP	56	36	Interim Assessment	60		65	
			All	All	Mathematics	Meets	STAAR	437	14	24	N/A	MAP	25	11	Interim Assessment	25		30	
			All	All	Mathematics	Masters	STAAR	437	4	11	N/A	MAP	10	3	Interim Assessment	12		15	
			All	All	Science	Approaches	STAAR	149	50	59	N/A	MAP	55	53	Interim Assessment	58		60	
			All	All	Science	Meets	STAAR	149	21	22	N/A	MAP	20	19	Interim Assessment	22		25	
			All	All	Science	Masters	STAAR	149	5	7	N/A	MAP	5	5	Interim Assessment	8		10	
			All	All	Social Studies	Approaches	STAAR	149	36	38	N/A	Interim Assessment	37	35	Interim Assessment	45		50	
			All	All	Social Studies	Meets	STAAR	149	13	17	N/A	Interim Assessment	13	13	Interim Assessment	15		20	
			All	All	Social Studies	Masters	STAAR	149	3	7	N/A	Interim Assessment	4	3	Interim Assessment	5		5	
Closing the Gaps	Focus 1	Academic Achievement	All	ELL	STAAR	N/A	STAAR	N/A	29	43	100	MAP	45		MAP	48		50	
	Focus 2	Academic Achievement	All	Special Ed	STAAR	N/A	STAAR	N/A	22	36	100	MAP	25		MAP	30		43	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	437	Did Not Meet	40	40		35		30	
					Approaches	60	60		65		70	
					Meets	31	27		30		36	
					Masters	16	13		15		16	
	Math	All	STAAR	437	Did Not Meet	46	44		40		35	
					Approaches	54	56		60		65	
					Meets	24	25		25		29	
					Masters	11	10		12		15	

South San Antonio Independent School District

Abraham Kazen Middle School - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Henry Yzaguirre
DCSI/Grant Coordinator: Kevin Rasco

Principal: Judy Benavidez
ESC Case Manager: Shannon Allen
ESC Region: 20

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: Kevin Rasco

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: Millicent Marcha

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: Judy Benavidez

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our accountability goal for this year is to increase academic achievement for ALL students. With special attention to our special education and ELL populations as well as students who did not meet their progress measure. Using the A-F estimator, and considering a "C" rating for Domain 1 we need to hit the following for 22-23 school year:

APPROACHES: **69%**   / 21-22 (40%)

MEETS: **29%**   / 21-22 (14%)

MASTERS: **15%**   / 21-22 (4%)

21-22 academic strengths: (7th grade Reading / 8th grade Math) - Reading overall strength

*We set this goal for Reading / Math / Science/ Social Studies. To measure progress we will take MAP- NWEA (BOY/MOY) as well as both Fall and Spring STAAR interim assessments.

*We also have to account for 56 NEWLY enrolled students without data (6th-27 students / 7th- 13 students / 8th -16 students) indeterminate factors.

School Progress

What accountability goal has your campus set for this year?

For the 22-23 school year, we will focus on 2A - Academic Growth for Domain 2 (Academic Growth vs. Relative Performance). We will need to increase the number of test with a score to qualify to get us more growth points, with a focus in math because due a large opportunity to make gains. Specifically we will increase our math and reading points by 50%.

	# of Tests	Points Earned
0 Points	146	0.0
1/2 Point	18	9.0
1 Point	223	223.0
Total	**387**	**232.0**

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	146	0.0	18	9.0	223	223.0	232.0	387	60
Reading / ELA	65	0.0	5	2.5	122	122.0	124.5	192	65
Mathematics	81	0.0	13	6.5	101	101.0	107.5	195	55

Closing the Gaps

What accountability goal has your campus set for this year?

For Domain III:

We will look and create a super group of SPED / ELL Students that are capable of making **MEETS** in RLA / Math. In looking at 21-22 data for Domain III we were able to hit targets in 3 groups with "academic growth" (Eco Dis / Hispanic / Continuously enrolled) in READING. We made 0 progress with our SPED / ELL / All students for both RLA and Math. If we increase our MEETS in Reading and Math we will hit targets with SPED / ELL / All Students.

Meets - 29% / Masters- 15%

2022 ELAR:

ELAR (ACAD ACH): *ELL 2022 (25% TO 29%)

ELAR (GROWTH): *ALL (65% TO 66%) / *ELL (63% TO 64%) / *SPED (53% TO 59%)

2022 MATH:

MATH (ACAD ACH):

MATH (GROWTH): *HISP (55% TO 69%) / *ECO DIS (55% TO 68%) / *ELL (55% TO 68%) / *SPED 50% TO 61%

our groups: ALL / HISPANIC / ECO. DIS/ ELL / SPED

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?

Our main area of focus is math - math is where we have the greatest opportunity for growth and increasing our MEETS potential for all students. If we are able to make our goal this will give us a "C" rating.

21-22 APPROACHES / MEETS / MASTERS

34 / 9 / 1

22-23 APPROACHES / MEETS / MASTERS

69 / 29 / 15

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

We intend to grow ALL students in Math and Reading with a focus on students who:

1. did not make progress in 21-22

2. are receiving special education services

3. are not proficient in English

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Partial Implementation
Key Practices:

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

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
Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Beginning Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Essential Action 5.3: Data-driven instruction.
Implementation Level: Beginning Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

1. 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

   Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

   Rationale: This is our first full year of implementation of Carnegie Math and Amplify Reading -COVID Recovery Instructional Materials Support Initiative (CRIMSI)- to insure program integrity we need to provide additional support and focus for successful implementation to ensure HQIM for all students.

   Who will you partner with?: Other

   How will you build capacity in this Essential Action? Instructional Leadership Team will support teachers with dedicated time to internalize and plan out Crimsi /HQIM curriculum during the school day through daily PLC for all core classes. District / TEALearn / School Kit will provide professional development be available throughout the year to ensure proper implementation and usage of all new materials. Teacher leaders will support teachers during the leadership PLC time by conducting visioning walks, co-teaching, modeling and providing feedback regularly.

   How will you communicate these priorities to your stakeholders? How will you create buy-in?: Instructional Leadership team will meet every Monday to review, prioritize, and identify areas for improvement and refinement of our implementation of HQIM.   Through those discussions, the identified priorities will drive our weekly PLC's with teachers and individual planning sessions to focus on internalizing and modeling lesson before they are delivered to students. Visioning walks with planned feedback loops will be communicated routinely to insure fidelity and application of HQIM materials and assessments in classrooms. During this dedicated/protected time the continual improvement process (PLAN,Do, STUDY, Act) will support "buy-in" for all stakeholders to include ILT, teachers, and families.

   Desired Annual Outcome: By the end of 2023, 100% of all teachers will effectively internalize and create purposeful lesson plans, with feedback regarding alignment to the scope and sequence, the state standards, and expected level of rigor as evidenced by assessment calendars, completed data analysis of student work to assess the impact of instruction.

   District Commitment Theory of Action:
IF the district provides protected time for PLCs in the master schedule for discussions, implementation, analysis of student data, high-yield strategies, and possible adjustments to the viable curriculum THEN, students will make progress towards our accountability goals.   By allowing teachers the opportunity to process and monitor /adjust accelerated instruction to close gaps.

   Desired 90-day Outcome: By the end of November, 100% of teachers will actively participate in CRIMSI / HQIM Communities of Practice and professional Development opportunities.

   District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide access to CRIMSI as well as other resources through digital, print, and professional learning opportunities to include a scope and sequence tied to district formative unit assessments.

   Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Establishing common vocabulary and commitment to fidelity to HQIM with the immediate ILT team	None	Common Vision - Purpose

Step 1 Details	Reviews

Action Step 1: Protected time to meet as an Instructional Leadership Team (Admin + Instructional Coaches) to process, learn, and synthesize new learning and priorities for the campus regarding CRIMSI (Amplify and Carnegie) - HQIM Curriculum initiatives and best practices.
 	
    Evidence Used to Determine Progress: Agendas - Big Rock / PLC
    Person(s) Responsible: Admin + Instructional Coaches
    Resources Needed: Time, participation in Community of Practices
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Create protective space and time to create PLC cadence to support teachers with internalizing HQIM units and lessons. (D1 - Know it / D2- Practice it / D3- Apply it / D4- Show it
    Evidence Used to Determine Progress: Agendas and Internalization Year At A Glances (YAG)
    Person(s) Responsible: Instructional Coaches
    Resources Needed: Space / Time / Pacing Calendar /Meeting Schedule
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 1, 2022 - **Frequency:** Daily - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: ILT team utilize CRIMSI Vision Walk Tool - Collect data and report and refine findings every other week - 2x's a month.
 	
    Evidence Used to Determine Progress: Data Walks - Big Rock Agenda - PLC
    Person(s) Responsible: Instructional Leadership Team (Admin + Instructional Coaches)
    Resources Needed: Training - Vision Walk Tool - calendar
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 15, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: We have several new teachers on campus whether it's new to middle school, recently certified, alternative certified, new to content, or new to grade level. We have very few experienced teachers on staff. With this consideration, we prioritized building capacity and content knowledge across the board among our teachers.   By building on our Tier 1 instruction, we plan to increase the opportunity for students to be exposed to high-quality instruction and instructors. Through data-walks and self-assessment. Tier 1 instruction needs additional support and professional development.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Instructional Leadership Team will provide mini-PD's and on-going support for teachers to extend their learning to improve and impact teacher behaviors in the classroom. We will utilize CRIMSI / AVID framework / and components of Fundamental 5.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Instructional Leadership Team will use CRIMSI-HQMI frameworks for instruction, including instructional materials use that contain high leverage practices and embedded weekly through PLCs and Roll Calls. The ILT team will train and introduced internalization structure (learned from CHRIMSI-Community of Practices) for buy-in and sense making with dedicated time for practicing key skills, recent observations, analysis of lesson-assessments, create exemplars, anticipate misconceptions, and practice addressing them with high-yield instructional practices.

Desired Annual Outcome: By the end of 2023, 100% of all teachers will be apply and utilize effective classroom routines and high-yield instructional strategies to increase student achievement as evidenced by an increase in student outcomes on formative assessments.

District Commitment Theory of Action: IF the district remains focused and refrains from adopting and/or introducing additional materials THEN teachers will be able to internalize and become masters in their subject area which increase the number of students who have access to high-quality instruction and instructor.

Desired 90-day Outcome: By the end of Cycle 1, 100% of teachers will have completed Fundamental 5-Revisited Book Study on 5 high-yield instructional strategies as evidenced by ILT team performing 2 data-walks in 100% of classrooms with timely feedback.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide a district-wide framework and conduct visioning walks on campuses to follow to monitor best-practices found in the Fundamental Five and practices specific to the CRIMSI instructional products adopted.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Protected time with ILT team to discuss and prioritize campus focus.	None	It requires the ILT to come together to engage in the learning.

Step 1 Details	Reviews

Action Step 1: Conduct book study with ILT team prior to teachers.
    Evidence Used to Determine Progress: ILT agenda and PPT
    Person(s) Responsible: Principal
    Resources Needed: Copies of Fundamental 5- Revisited
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** August 8, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Create a year- long professional development plan and priorities for PLCs.
    Evidence Used to Determine Progress: PD- YAG
    Person(s) Responsible: ILT team
    Resources Needed: Calendar / Book
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 1, 2022 - **Frequency:** Daily - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Learning/ Vision Walks conducted by ILT to calibrate and monitor effectiveness of Professional Development with an increase of high-yield instructional practices in the classroom.
    Evidence Used to Determine Progress: Learning Walk data
    Person(s) Responsible: ILT
    Resources Needed: Vision Walk / Learning /Data Collection Tool
    Addresses an Identified Challenge: Yes
 	
    Start Date: August 15, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The campus is at the beginning implementation of data-driven instruction. Using data to drive instructional decisions to support high-yield effective instructional strategies to support teachers to identify potential gaps or opportunities to accelerate learning. By measuring and progress tracking with a measurable goals, students will build ownership of their learning and set goals to increase student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Instructional Leadership Team will develop a system and process for analyzing data. Teachers will then be taught how to analyze their own data to determine possible corrective actions and make sound instructional decisions that maximize time.   Analysis will include space for unpacking the standard, identifying the gaps, plan the reteach, practice/model the reteach, and follow through.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT team will create an a campus-wide data protocol that will be used consistently and refined by teachers to analyze student data.   By soliciting input from ILT and teachers to continually improve our efficiency of analyzing data -data protocol will foster efficacy, ownership and sense of urgency for continuous improvement and student progress. Additionally, PLCs will provide the platform to sense make, provide mini-PD, and provide protected space to discuss misconceptions and opportunities to learn from colleagues.

Desired Annual Outcome: By the end of 2023, 100% of all teachers will utilize data protocols and make data-driven instructional decisions to monitor and adjust pacing to improve student retention, achievement, align rigor, and accelerate instruction.

District Commitment Theory of Action: IF the district provides protected time within the master schedule to meet daily for PLC for deep - critical- reflective, honest conversations about student data THEN students will make progress towards our campus accountability goals.

Desired 90-day Outcome: By the end of Cycle 1, 100% of teachers will be trained on campus data protocols.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, the Director of Teaching and Learning, and the Director of REIS will provide data systems and conduct training to including Skyward, Eduphoria, mCLass, and MWEA MAP to track student progress over time and address specific strengths and weaknesses in our teachers and students.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Deciding on one protocol	None	Requires a consensus and common purpose.

Step 1 Details	Reviews
Action Step 1: The Instructional Leadership Team will agree upon a data protocol that will support the teachers in analyzing student performance. **Evidence Used to Determine Progress:** Data Protocol **Person(s) Responsible:** ILT team **Resources Needed:** Various successful data protocol templates **Addresses an Identified Challenge:** Yes **Start Date:** September 6, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** October 7, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Train teachers on data protocol process and analysis of class data. **Evidence Used to Determine Progress:** data protocols - student data tracker **Person(s) Responsible:** ILT **Resources Needed:** Data Trackers/ Protocols / Branching minds / Eduphoria **Addresses an Identified Challenge:** Yes **Start Date:** September 9, 2022 - **Frequency:** Daily - **Evidence Collection Date:** October 7, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Progress monitoring and data collection of student achievement and growth. **Evidence Used to Determine Progress:** formative and progress monitoring data **Person(s) Responsible:** ILT team / Teachers **Resources Needed:** Eduphoria / Intervention tool- I-Ready for Math / Reading / Branching Minds **Addresses an Identified Challenge:** Yes **Start Date:** September 9, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** November 30, 2022 **Funding Sources:** I-Ready Curriculum Associates - 6300-Supplies and materials - $22,000	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 2 - (Dec – Feb)

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

1. 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

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: This is our first full year of implementation of Carnegie Math and Amplify Reading -COVID Recovery Instructional Materials Support Initiative (CRIMSI)- to insure program integrity we need to provide additional support and focus for successful implementation to ensure HQIM for all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Instructional Leadership Team will support teachers with dedicated time to internalize and plan out Crimsi /HQIM curriculum during the school day through daily PLC for all core classes. District / TEALearn / School Kit will provide professional development be available throughout the year to ensure proper implementation and usage of all new materials. Teacher leaders will support teachers during the leadership PLC time by conducting visioning walks, co-teaching, modeling and providing feedback regularly.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Instructional Leadership team will meet every Monday to review, prioritize, and identify areas for improvement and refinement of our implementation of HQIM. Through those discussions, the identified priorities will drive our weekly PLC's with teachers and individual planning sessions to focus on internalizing and modeling lesson before they are delivered to students. Visioning walks with planned feedback loops will be communicated routinely to insure fidelity and application of HQIM materials and assessments in classrooms. During this dedicated/protected time the continual improvement process (PLAN,Do, STUDY, Act) will support "buy-in" for all stakeholders to include ILT, teachers, and families.

Desired Annual Outcome: By the end of 2023, 100% of all teachers will effectively internalize and create purposeful lesson plans, with feedback regarding alignment to the scope and sequence, the state standards, and expected level of rigor as evidenced by assessment calendars, completed data analysis of student work to assess the impact of instruction.

District Commitment Theory of Action:
IF the district provides protected time for PLCs in the master schedule for discussions, implementation, analysis of student data, high-yield strategies, and possible adjustments to the viable curriculum THEN, students will make progress towards our accountability goals. By allowing teachers the opportunity to process and monitor /adjust accelerated instruction to close gaps.

Desired 90-day Outcome: By the end of Cycle 2, 100% of teachers will utilize the "internalization protocol" to create more robust lesson plans to allow for practice time for key skills, recent observations, analysis of lessons and assessments, creations or exemplars/rubrics, and discuss misconceptions and how to address them to improve student achievement.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide access to CRIMSI as well as other resources through digital, print, and professional learning opportunities to include a scope and sequence tied to district formative unit assessments..

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: We have several new teachers on campus whether it's new to middle school, recently certified, alternative certified, new to content, or new to grade level. We have very few experienced teachers on staff. With this consideration, we prioritized building capacity and content knowledge across the board among our teachers.   By building on our Tier 1 instruction, we plan to increase the opportunity for students to be exposed to high-quality instruction and instructors. Through data-walks and self-assessment. Tier 1 instruction needs additional support and professional development.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Instructional Leadership Team will provide mini-PD's and on-going support for teachers to extend their learning to improve and impact teacher behaviors in the classroom. We will utilize CRIMSI / AVID framework / and components of Fundamental 5.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Instructional Leadership Team will use CRIMSI-HQMI frameworks for instruction, including instructional materials use that contain high leverage practices and embedded weekly through PLCs and Roll Calls. The ILT team will train and introduced internalization structure (learned from CHRIMSI-Community of Practices) for buy-in and sense making with dedicated time for practicing key skills, recent observations, analysis of lesson-assessments, create exemplars, anticipate misconceptions, and practice addressing them with high-yield instructional practices.

Desired Annual Outcome: By the end of 2023, 100% of all teachers will be apply and utilize effective classroom routines and high-yield instructional strategies to increase student achievement as evidenced by an increase in student outcomes on formative assessments.

District Commitment Theory of Action: IF the district remains focused and refrains from adopting and/or introducing additional materials THEN teachers will be able to internalize and become masters in their subject area which increase the number of students who have access to high-quality instruction and instructor.

Desired 90-day Outcome: By the end of Cycle 2, 100% of teachers will implement routinely in the classroom 5 instructional strategies found in Fundamental 5 book as evident by 2 data walks per month with feedback.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide a district-wide framework and conduct visioning walks on campuses to follow to monitor best-practices found in the Fundamental Five and practices specific to the CRIMSI instructional products adopted.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The campus is at the beginning implementation of data-driven instruction. Using data to drive instructional decisions to support high-yield effective instructional strategies to support teachers to identify potential gaps or opportunities to accelerate learning. By measuring and progress tracking with a measurable goals, students will build ownership of their learning and set goals to increase student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Instructional Leadership Team will develop a system and process for analyzing data. Teachers will then be taught how to analyze their own data to determine possible corrective actions and make sound instructional decisions that maximize time.   Analysis will include space for unpacking the standard, identifying the gaps, plan the reteach, practice/model the reteach, and follow through.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT team will create an a campus-wide data protocol that will be used consistently and refined by teachers to analyze student data.   By soliciting input from ILT and teachers to continually improve our efficiency of analyzing data -data protocol will foster efficacy, ownership and sense of urgency for continuous improvement and student progress. Additionally, PLCs will provide the platform to sense make, provide mini-PD, and provide protected space to discuss misconceptions and opportunities to learn from colleagues.

Desired Annual Outcome: By the end of 2023, 100% of all teachers will utilize data protocols and make data-driven instructional decisions to monitor and adjust pacing to improve student retention, achievement, align rigor, and accelerate instruction.

District Commitment Theory of Action: IF the district provides protected time within the master schedule to meet daily for PLC for deep - critical- reflective, honest conversations about student data THEN students will make progress towards our campus accountability goals.

Desired 90-day Outcome: By the end of Cycle 2, teachers will utilize and analyze data collaboratively to identify learning gaps, plan for reteaching, opportunity to practice the reteaching, and create follow-up assessments to improve student achievement.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, the Director of Teaching and Learning, and the Director of REIS will provide data systems and conduct training to including Skyward, Eduphoria, mCLass, and MWEA MAP to track student progress over time and address specific strengths and weaknesses in our teachers and students.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

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

1. 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

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: This is our first full year of implementation of Carnegie Math and Amplify Reading -COVID Recovery Instructional Materials Support Initiative (CRIMSI)- to insure program integrity we need to provide additional support and focus for successful implementation to ensure HQIM for all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Instructional Leadership Team will support teachers with dedicated time to internalize and plan out Crimsi /HQIM curriculum during the school day through daily PLC for all core classes. District / TEALearn / School Kit will provide professional development be available throughout the year to ensure proper implementation and usage of all new materials. Teacher leaders will support teachers during the leadership PLC time by conducting visioning walks, co-teaching, modeling and providing feedback regularly.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Instructional Leadership team will meet every Monday to review, prioritize, and identify areas for improvement and refinement of our implementation of HQIM.   Through those discussions, the identified priorities will drive our weekly PLC's with teachers and individual planning sessions to focus on internalizing and modeling lesson before they are delivered to students. Visioning walks with planned feedback loops will be communicated routinely to insure fidelity and application of HQIM materials and assessments in classrooms. During this dedicated/protected time the continual improvement process (PLAN,Do, STUDY, Act) will support "buy-in" for all stakeholders to include ILT, teachers, and families.

Desired Annual Outcome: By the end of 2023, 100% of all teachers will effectively internalize and create purposeful lesson plans, with feedback regarding alignment to the scope and sequence, the state standards, and expected level of rigor as evidenced by assessment calendars, completed data analysis of student work to assess the impact of instruction.

District Commitment Theory of Action:
IF the district provides protected time for PLCs in the master schedule for discussions, implementation, analysis of student data, high-yield strategies, and possible adjustments to the viable curriculum THEN, students will make progress towards our accountability goals.   By allowing teachers the opportunity to process and monitor /adjust accelerated instruction to close gaps.

Desired 90-day Outcome: By the end of cycle 3, 100% of core teachers will be able to refine and revise their lesson plans to reflect the expected level of rigor as determined by an increase in student performance and progress.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide access to CRIMSI as well as other resources through digital, print, and professional learning opportunities to include a scope and sequence tied to district formative unit assessments

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: We have several new teachers on campus whether it's new to middle school, recently certified, alternative certified, new to content, or new to grade level. We have very few experienced teachers on staff. With this consideration, we prioritized building capacity and content knowledge across the board among our teachers. By building on our Tier 1 instruction, we plan to increase the opportunity for students to be exposed to high-quality instruction and instructors. Through data-walks and self-assessment. Tier 1 instruction needs additional support and professional development.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Instructional Leadership Team will provide mini-PD's and on-going support for teachers to extend their learning to improve and impact teacher behaviors in the classroom. We will utilize CRIMSI / AVID framework / and components of Fundamental 5.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Instructional Leadership Team will use CRIMSI-HQMI frameworks for instruction, including instructional materials use that contain high leverage practices and embedded weekly through PLCs and Roll Calls. The ILT team will train and introduced internalization structure (learned from CHRIMSI-Community of Practices) for buy-in and sense making with dedicated time for practicing key skills, recent observations, analysis of lesson-assessments, create exemplars, anticipate misconceptions, and practice addressing them with high-yield instructional practices.

Desired Annual Outcome: By the end of 2023, 100% of all teachers will be apply and utilize effective classroom routines and high-yield instructional strategies to increase student achievement as evidenced by an increase in student outcomes on formative assessments.

District Commitment Theory of Action: IF the district remains focused and refrains from adopting and/or introducing additional materials THEN teachers will be able to internalize and become masters in their subject area which increase the number of students who have access to high-quality instruction and instructor.

Desired 90-day Outcome: By the end of Cycle 3 - 100% of teachers will be articulate the alignment of high-yield strategies depicted in Fundamental 5 / AVID-WICOR strategies and Lead4Ward- instructional playlist to increase student achievement.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide a district-wide framework and conduct visioning walks on campuses to follow to monitor best-practices found in the Fundamental Five and practices specific to the CRIMSI instructional products adopted.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: The campus is at the beginning implementation of data-driven instruction. Using data to drive instructional decisions to support high-yield effective instructional strategies to support teachers to identify potential gaps or opportunities to accelerate learning. By measuring and progress tracking with a measurable goals, students will build ownership of their learning and set goals to increase student achievement.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Instructional Leadership Team will develop a system and process for analyzing data.   Teachers will then be taught how to analyze their own data to determine possible corrective actions and make sound instructional decisions that maximize time.   Analysis will include space for unpacking the standard, identifying the gaps, plan the reteach, practice/model the reteach, and follow through.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT team will create an a campus-wide data protocol that will be used consistently and refined by teachers to analyze student data.   By soliciting input from ILT and teachers to continually improve our efficiency of analyzing data -data protocol will foster efficacy, ownership and sense of urgency for continuous improvement and student progress. Additionally, PLCs will provide the platform to sense make, provide mini-PD, and provide protected space to discuss misconceptions and opportunities to learn from colleagues.

Desired Annual Outcome: By the end of 2023, 100% of all teachers will utilize data protocols and make data-driven instructional decisions to monitor and adjust pacing to improve student retention, achievement, align rigor, and accelerate instruction.

District Commitment Theory of Action: IF the district provides protected time within the master schedule to meet daily for PLC for deep - critical- reflective, honest conversations about student data THEN students will make progress towards our campus accountability goals.

Desired 90-day Outcome: By the end of cycle 3, 100% of teachers utilize data to effectively run PLC collaboratively to create action plans in preparation for STAAR administration. Teachers will articulate which students are making the necessary progress to improve our accountability measures.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, the Director of Teaching and Learning, and the Director of REIS will provide data systems and conduct training to including Skyward, Eduphoria, mCLass, and MWEA MAP to track student progress over time and address specific strengths and weaknesses in our teachers and students.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

			6100-Payroll		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$10,000.00
				+/- Difference	$10,000.00
			6200-Professional and contracted services		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$1,500.00
				+/- Difference	$1,500.00
			6300-Supplies and materials		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	I-Ready Curriculum Associates		$22,000.00
				Sub-Total	$22,000.00
				Budgeted Budget Object Code Amount	$29,512.00
				+/- Difference	$7,512.00
			Indirect Costs		
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$1,988.00
				+/- Difference	$1,988.00
				Grand Total Budgeted	$43,000.00
				Grand Total Spent	$22,000.00
				+/- Difference	$21,000.00

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Goal Summative Goal	2023 Accountability Goal Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	277	22	48	N/A	MAP	55		Interim Assessment	60		69	
			All	All	Reading	Meets	STAAR	277	8	21	N/A	MAP	25		Interim Assessment	27		29	
			All	All	Reading	Masters	STAAR	277	4	9	N/A	MAP	11		Interim Assessment	12		15	
			All	All	Mathematics	Approaches	STAAR	277	21	34	N/A	MAP	40		Interim Assessment	50		69	
			All	All	Mathematics	Meets	STAAR	277	4	9	N/A	MAP	11		Interim Assessment	15		29	
			All	All	Mathematics	Masters	STAAR	277	0	1	N/A	MAP	3		Interim Assessment	10		15	
			8th	All	Science	Approaches	STAAR	85	25	40	N/A	MAP	48		Interim Assessment	55		69	
			8th	All	Science	Meets	STAAR	85	2	10	N/A	MAP	12		Interim Assessment	17		29	
			8th	All	Science	Masters	STAAR	85	0	0	N/A	MAP	5		Interim Assessment	10		15	
			8th	All	Social Studies	Approaches	STAAR	85	18	17	N/A	MAP	25		Interim Assessment	50		69	
			8th	All	Social Studies	Meets	STAAR	85	2	5	N/A	MAP	10		Interim Assessment	15		29	
			8th	All	Social Studies	Masters	STAAR	85	0	1	N/A	MAP	5		Interim Assessment	10		15	
Closing the Gaps	Focus 1	Academic Growth Status	All	ELL	ELA	N/A	ELA	N/A	16	25	100	MAP	20		Interim Assessment	25		29	
	Focus 2	Academic Growth Status	All	Special Ed	ELA	N/A	ELA	N/A	0	2	100	MAP	20		Interim Assessment	25		29	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	277	Did Not Meet	52	48		43		37	
					Approaches	48	52		57		63	
					Meets	21	24		27		30	
					Masters	9	11		14		17	
	Math	All	STAAR	277	Did Not Meet	66	63		59		54	
					Approaches	34	37		41		46	
					Meets	9	11		14		17	
					Masters	2	4		7		10	

South San Antonio Independent School District

Alan B. Shepard Middle School - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Henry Yzaguirre
DCSI/Grant Coordinator: Kevin Rasco

Principal: Juan C Garza
ESC Case Manager: Shannon Allen
ESC Region: 20

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: Kevin Rasco

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: Millicent Marcha

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: Juan C Garza

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our campus goals for the 2022-23 school year in the area of student achievement are as follows:

- ELAR: 64% Approaches, 33% Meets, 19% Masters
- Math: 46% Approaches, 16% Meets, 10% Masters
- Science: 65% Approaches, 24% Meets, 10% Masters
- Social Studies: 57% Approaches, 24% Meets, 10% Masters

These results would increase our 2021-22 scores from anywhere between 5-10 percentage points and would help move our campus rating form an F to a C. Our students have sustained significant gaps in learning due the almost 2 years of modified instruction due COVID-19. These improvements will allow Shepard MS to return close to pre-COVID scores with the goals of continued improvements in consecutive years.

School Progress

What accountability goal has your campus set for this year?

Our Domain 2A goal for this year is to improve our academic growth score by 5 points. In order to do this we must increase our total point score to 450 from 403.5. In 2022 Shepard MS earned a total of 30.5 points with the 1/2 points accumulation and 373 points with the 1 point accumulation. Our plan is to address our Special Education and Economically Disadvantage students to ensure that we improve a total of 46.5 points improving our RAW score to 60 points.

Closing the Gaps

What accountability goal has your campus set for this year?

Our campus goals have been identified to ensure that we improve and meet our academic accountability rating.

During the 2021-22 school year our campus only met 1 of the 14 accountability indicators in our academic achievement closing the gap targets. Our goal is to target and meet at a minimum 4 of the 14 academic achievement closing the gap targets to include Special Education ELAR and Math and Economically Disadvantage ELAR and Math.

Our 2022 Special Education ELAR performance was at 14% with a target of 19%. By improving our total student passing number by 5 students we would meet the target point of 19%.

Our 2022 Special Education Math performance was at 14% with a target of 23%. By improving our total student passing number by 8 students we would meet the target point of 23%

Our 2022 Eco Dis ELAR performance was at 26% with a target of 33%. By improving our total student passing number by 33 students we would meet the target of 33%

Our 2022 Eco Dis math performance was at 10% with a target of 36%. BY improving our total student passing number by 112 students we would meet the target of 36%

In additional to meeting the objectives mentioned above, our Eco Dis students will also help our Hispanic and All student categories and possibly improve in 8 of the 14 indicators. This will improve our overall Closing the Gap rating from a F to a C.

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?

Shepard MS subject ares of focus are ELAR and Math. The student groups identified as a focus are Special Education and Econ Dis. These subject areas have been identified due to having the smallest gap in meeting the target identified. The impact that these two areas and student groups will have on the overall accountability of Shepard MS will be to improve from an F to a C rating.

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

Shepard MS has identified the Special Education and Econ Dis student groups. These 2 student groups show the smallest gap in meeting the target identified. By improving the student performance in these 2 student groups Shepard MS will improve its accountability rating from a F to a C.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Partial Implementation
Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. • Regular campus climate surveys assess and measure progress on student and staff experiences.

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: Shepard will have a new Principal and Assistant Principal in the Fall of 2022. New leadership will identify the roles and responsibilities of each member and schedule weekly meetings to maintain communication with CLT and staff. Admin team will schedule observations and feedback with teachers and conduct ongoing PD through staff meetings or PLCs.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Administrative stakes holders will begin the year with clearly defined roles and responsibilities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Assigned duties chart, review of Weekly worksheets and follow up meetings. Communication will be via staff meetings and PLCs. Buy in will be create through the involvement of key staff, ICs, Department Heads, and key teacher leaders.

Desired Annual Outcome: By May 30th 2023, we can demonstrate that Instructional leaders can dedicate 70% of their total work week to instructional items as evidence by presence in PLCs and classroom walkthrough schedule.

District Commitment Theory of Action: If the the district director of teaching and learning as well as the DOA team commits to providing systems to enable campus administration to focus on instructional time, then administration will be able to provide ongoing observations and feedback cycles with teachers.

Desired 90-day Outcome: By Nov of 2022, CLT will be established with a plan to meet routinely throughout the year. This will be monitored by agendas and sign-in sheets. A chain of communication will be established through CLT meetings on a weekly or bi-weekly schedule.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide professional development and resources to ensure campus administrators maintain a focus on instruction and student academic achievement.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Campus will be receiving new principal, assistant principal and counselors.	None	Defining roles allows for administration and counseling department to understand roles and responsibilities.

Step 1 Details	Reviews
Action Step 1: Establish a duties and responsibilities list which identifies what each administrator will be responsible for daily. **Evidence Used to Determine Progress:** Campus list of assigned duties **Person(s) Responsible:** Principal **Resources Needed:** Laptop **Addresses an Identified Challenge:** **Start Date:** September 1, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** October 31, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Admin internalize and understand duties and responsibilities, participate in weekly meetings according to planned schedule **Evidence Used to Determine Progress:** Duties and responsibilities list, meeting calendar, agendas, meeting handouts **Person(s) Responsible:** Principal **Resources Needed:** Duties and Responsibilities list, calendar, agendas **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** October 31, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Campus principal will provide a campus wide newsletter to ensure all stakeholders are informed about campus activities and events **Evidence Used to Determine Progress:** Weekly newsletters **Person(s) Responsible:** Principal **Resources Needed:** Campus calendar, computer, **Addresses an Identified Challenge:** Yes **Start Date:** September 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** October 31, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

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: Partial Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. • Regular campus climate surveys assess and measure progress on student and staff experiences.

Rationale: While a campus vision, mission, and identified values have been developed, the new administration will work to review and make any adjustments or refinement the established vision, mission and goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Shepard will start the year with a climate survey and commit to an MOY and EOY survey for students, parents, and staff.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: CILT meetings will review campus surveys and parents will receive black board messages explaining the purpose of the climate survey.

Desired Annual Outcome: By May 30th, 2023 Shepard will have an aligned mission, vision, and values in which 100% of all stake holders (students, staff, families) have and an opportunity to provide input.

District Commitment Theory of Action: If the district director of teaching and learning as well as the DOA team commit to providing guidance and assistance to align the campus plans, then the campus staff will embrace the campus mission, vision, and goals, and ensure the safety of all students.

Desired 90-day Outcome: By Nov of 2022, 100% of staff will understand and internalize the school's mission and values inside and outside the classroom; they will be part of the routines and activities throughout the school as evidence by reduced discipline referrals

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide a district framework to drive campus missions, values, and goals which focus on high levels of student achievement while ensuring safety.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
The challenge will be to change a student culture of success after several years of low accountability ratings	None	Build student and staff moral

Step 1 Details	Reviews

Action Step 1: Meet with CLT to review/revise and establish the campus mission and vision.
    Evidence Used to Determine Progress: Campus mission and vision statements
    Person(s) Responsible: Principal, Campus Leadership Team,
    Resources Needed: Campus vision and mission, campus leadership team
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** One Time - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Morning announcement to encourage safe and productive learning environment
    Evidence Used to Determine Progress: Morning announcement binder,
    Person(s) Responsible: Principal, VP
    Resources Needed: Words of Wisdom announcements,
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Daily - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Teachers will monitor areas immediately outside their classrooms during all passing periods to ensure students comply with school rules and provide a safe and positive learning environment for all students.
    Evidence Used to Determine Progress: Admin monitoring passing periods, reduced referrals, positive school climate surveys
    Person(s) Responsible: Teachers, Instructional coach, admin
    Resources Needed: Teachers, assigned duties list,
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: While Shepard did develop systems for data analysis and desegregation, student data analysis was not utilized, nor was data readily viewable to student or parent stake holders. Ensuring that teachers have immediate access to data will allow for instructional adjustments to fit student needs. Sharing data with students and parents will allow for stakeholder involvement in goal setting.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Teachers will be given embedded professional development on methods to increase student participation in the data analysis process. Teachers will use the Lead4ward resources available to ensure desegregation of student data to ensure focused targeted instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Through campus PLCs and in class data dig sessions with students. Through parental report card nights and student goal setting sheets.

Desired Annual Outcome: By May 2023 all Shepard MS staff will use date driven instruction to make instructional decisions to address all students needs as evidenced by improved student results and campus accountability improvement.

District Commitment Theory of Action: If the district director of teaching and learning and the C&I team commits to ensuring that systems are in place to ensure teachers and stakeholders have timely and accurate information on student progress, then campus staff will be allowed to analyze the most recent data and make adjustments to instruction to best fit the needs of all students.

Desired 90-day Outcome: By the Nov 2022, 100% of core content teachers will have participated in Data desegregation PD using Lead4Ward resources and understand how to analyze data and reteach with real-time feedback, redo portions until practice is strong. Instructional coaches will be working with teachers to establish opportunities for reteach. Administration/Instructional Coaches will conduct observations to monitor reteach moments.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, the Director of Teaching and Learning, and the Director of REIS will provide data systems and conduct training to including Skyward, Eduphoria, mCLass, and MWEA MAP to track student progress over time and address specific strengths and weaknesses in our teachers and students.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers having time and resources to analyze data and conduct a detailed data analysis to determine their student's area of need.	None	Teaches will understand where individual students need specific targeted instruction to address weak SE

Step 1 Details	Reviews

Action Step 1: Teachers will analyze Oct MAP data and conduct a detail data analysis using the Lead4Ward resources such as Heat Maps and Frequency Distribution charts.
 	
    Evidence Used to Determine Progress: Heat Map reports, frequency distribution charts, data posted in PLC room
    Person(s) Responsible: Teachers, Instructional Coaches, Principal
    Resources Needed: Lead4Ward Resources, Heat Maps, Frequency Distribution
    Addresses an Identified Challenge: Yes
 	
    Start Date: October 10, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** October 31, 2022
    Funding Sources: Lead 4Ward Resources - 6300-Supplies and materials - $500
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Teachers adjust instruction after analyzing Oct MAP data to address student's areas of need based on data analysis
    Evidence Used to Determine Progress: Heat Maps, Lesson Plans, Sample student work
    Person(s) Responsible: Teachers, Instructional Coaches, Principal
    Resources Needed: Lead4Ward, Lesson Plans, MAP Data
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Quarterly - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Teachers will conduct summative evaluations with students after analyzing the Oct MAP data to monitor student progress
    Evidence Used to Determine Progress: Classroom summative evaluations, student assessments
    Person(s) Responsible: Teachers, Instructional Coaches
    Resources Needed: Lesson Plans, Summative assessments
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 1, 2022 - **Frequency:** Weekly - **Evidence Collection Date:** October 31, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: Shepard will have a new Principal and Assistant Principal in the Fall of 2022. New leadership will identify the roles and responsibilities of each member and schedule weekly meetings to maintain communication with CLT and staff. Admin team will schedule observations and feedback with teachers and conduct ongoing PD through staff meetings or PLCs.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Administrative stakes holders will begin the year with clearly defined roles and responsibilities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Assigned duties chart, review of Weekly worksheets and follow up meetings. Communication will be via staff meetings and PLCs. Buy in will be create through the involvement of key staff, ICs, Department Heads, and key teacher leaders.

Desired Annual Outcome: By May 30th 2023, we can demonstrate that Instructional leaders can dedicate 70% of their total work week to instructional items as evidence by presence in PLCs and classroom walkthrough schedule.

District Commitment Theory of Action: If the the district director of teaching and learning as well as the DOA team commits to providing systems to enable campus administration to focus on instructional time, then administration will be able to provide ongoing observations and feedback cycles with teachers.

Desired 90-day Outcome: By Feb of 2023, CLT will continue to plan and meet routinely throughout the year. This will be monitored by agendas and sign-in sheets. A chain of communication will continue to hold meetings on a weekly or bi-weekly schedule.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

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: Partial Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. • Regular campus climate surveys assess and measure progress on student and staff experiences.

Rationale: While a campus vision, mission, and identified values have been developed, the new administration will work to review and make any adjustments or refinement the established vision, mission and goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Shepard will start the year with a climate survey and commit to an MOY and EOY survey for students, parents, and staff.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: CILT meetings will review campus surveys and parents will receive black board messages explaining the purpose of the climate survey.

Desired Annual Outcome: By May 30th, 2023 Shepard will have an aligned mission, vision, and values in which 100% of all stake holders (students, staff, families) have and an opportunity to provide input.

District Commitment Theory of Action: If the district director of teaching and learning as well as the DOA team commit to providing guidance and assistance to align the campus plans, then the campus staff will embrace the campus mission, vision, and goals, and ensure the safety of all students.

Desired 90-day Outcome: By Feb of 2023, 100% of staff will understand and internalize the school's mission and values inside and outside the classroom; they will be part of the routines and activities throughout the school.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

    Implementation Level: Partial Implementation

    Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

    Rationale: While Shepard did develop systems for data analysis and desegregation, student data analysis was not utilized, nor was data readily viewable to student or parent stake holders. Ensuring that teachers have immediate access to data will allow for instructional adjustments to fit student needs. Sharing data with students and parents will allow for stakeholder involvement in goal setting.

    Who will you partner with?: Other

    How will you build capacity in this Essential Action? Teachers will be given embedded professional development on methods to increase student participation in the data analysis process. Teachers will use the Lead4ward resources available to ensure desegregation of student data to ensure focused targeted instruction.

    How will you communicate these priorities to your stakeholders? How will you create buy-in?: Through campus PLCs and in class data dig sessions with students. Through parental report card nights and student goal setting sheets.

    Desired Annual Outcome: By May 2023 all Shepard MS staff will use date driven instruction to make instructional decisions to address all students needs as evidenced by improved student results and campus accountability improvement.

    District Commitment Theory of Action: If the district director of teaching and learning and the C&I team commits to ensuring that systems are in place to ensure teachers and stakeholders have timely and accurate information on student progress, then campus staff will be allowed to analyze the most recent data and make adjustments to instruction to best fit the needs of all students.

    Desired 90-day Outcome: By the Feb 2023, 100% of core content teachers will have participated in Data desegregation PD using Lead4Ward resources and understand how to analyze data and reteach with real-time feedback, redo portions until practice is strong. Instructional coaches will be working with teachers to establish opportunities for reteach. Teachers will routinely review data with each class and make classroom instructional adjustments to meet each child's needs.

    District Actions:

    Did you achieve your 90 day outcome?:

    Why or why not?:

Cycle 3 - (Mar – May)

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

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: Shepard will have a new Principal and Assistant Principal in the Fall of 2022. New leadership will identify the roles and responsibilities of each member and schedule weekly meetings to maintain communication with CLT and staff. Admin team will schedule observations and feedback with teachers and conduct ongoing PD through staff meetings or PLCs.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Administrative stakes holders will begin the year with clearly defined roles and responsibilities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Assigned duties chart, review of Weekly worksheets and follow up meetings. Communication will be via staff meetings and PLCs. Buy in will be create through the involvement of key staff, ICs, Department Heads, and key teacher leaders.

Desired Annual Outcome: By May 30th 2023, we can demonstrate that Instructional leaders can dedicate 70% of their total work week to instructional items as evidence by presence in PLCs and classroom walkthrough schedule.

District Commitment Theory of Action: If the the district director of teaching and learning as well as the DOA team commits to providing systems to enable campus administration to focus on instructional time, then administration will be able to provide ongoing observations and feedback cycles with teachers.

Desired 90-day Outcome: By May of 2023, Shepard MS CLT will plan and meet routinely throughout the year. This will be monitored by agendas and sign-in sheets. A chain of communication will continue to hold meetings on a weekly or bi-weekly schedule.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

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: Partial Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. • Regular campus climate surveys assess and measure progress on student and staff experiences.

Rationale: While a campus vision, mission, and identified values have been developed, the new administration will work to review and make any adjustments or refinement the established vision, mission and goals.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Shepard will start the year with a climate survey and commit to an MOY and EOY survey for students, parents, and staff.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: CILT meetings will review campus surveys and parents will receive black board messages explaining the purpose of the climate survey.

Desired Annual Outcome: By May 30th, 2023 Shepard will have an aligned mission, vision, and values in which 100% of all stake holders (students, staff, families) have and an opportunity to provide input.

District Commitment Theory of Action: If the district director of teaching and learning as well as the DOA team commit to providing guidance and assistance to align the campus plans, then the campus staff will embrace the campus mission, vision, and goals, and ensure the safety of all students.

Desired 90-day Outcome: By May of 2023, 100% of staff will understand and internalize the school's mission and values inside and outside the classroom; they will be part of the routines and activities throughout the school.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: While Shepard did develop systems for data analysis and desegregation, student data analysis was not utilized, nor was data readily viewable to student or parent stake holders. Ensuring that teachers have immediate access to data will allow for instructional adjustments to fit student needs. Sharing data with students and parents will allow for stakeholder involvement in goal setting.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Teachers will be given embedded professional development on methods to increase student participation in the data analysis process. Teachers will use the Lead4ward resources available to ensure desegregation of student data to ensure focused targeted instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Through campus PLCs and in class data dig sessions with students. Through parental report card nights and student goal setting sheets.

Desired Annual Outcome: By May 2023 all Shepard MS staff will use date driven instruction to make instructional decisions to address all students needs as evidenced by improved student results and campus accountability improvement.

District Commitment Theory of Action: If the district director of teaching and learning and the C&I team commits to ensuring that systems are in place to ensure teachers and stakeholders have timely and accurate information on student progress, then campus staff will be allowed to analyze the most recent data and make adjustments to instruction to best fit the needs of all students.

Desired 90-day Outcome: By the May 2023, 100% of core content teachers will have participated in Data desegregation PD using Lead4Ward resources and understand how to analyze data and reteach with real-time feedback, redo portions until practice is strong. Instructional coaches will facilitate PLC's so teaches routinely meet and review data and continue to make instructional adjustments to meet each child's instructional needs.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$23,000.00
				+/- Difference	$23,000.00
6200-Professional and contracted services					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$3,000.00
				+/- Difference	$3,000.00
6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Lead 4Ward Resources		$500.00
				Sub-Total	$500.00
				Budgeted Budget Object Code Amount	$9,012.00
				+/- Difference	$8,512.00
6400-Other operating costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$6,000.00
				+/- Difference	$6,000.00
Indirect Costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$1,988.00

Indirect Costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$1,988.00
				Grand Total Budgeted	$43,000.00
				Grand Total Spent	$500.00
				+/- Difference	$42,500.00

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Goal Summative Goal	2023 Accountability Goal Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	500	44	54	N/A	MAP	55		MAP	60		64	
		All	All	Reading	Meets	STAAR	500	18	28	N/A	MAP	30		MAP	32		33	
		All	All	Reading	Masters	STAAR	500	7	14	N/A	MAP	15		MAP	17		19	
		All	All	Mathematics	Approaches	STAAR	500	29	36	N/A	MAP	38		MAP	45		46	
		All	All	Mathematics	Meets	STAAR	500	5	11	N/A	MAP	12		MAP	14		16	
		All	All	Mathematics	Masters	STAAR	500	1	4	N/A	MAP	5		MAP	8		10	
		All	All	Science	Approaches	STAAR	178	48	55	N/A	District Created Benchmark	56		District Created Benchmark	60		65	
		All	All	Science	Meets	STAAR	178	16	19	N/A	District Created Benchmark	20		District Created Benchmark	22		24	
		All	All	Science	Masters	STAAR	178	6	4	N/A	District Created Benchmark	5		District Created Benchmark	7		10	
		All	All	Social Studies	Approaches	STAAR	178	31	47	N/A	District Created Benchmark	48		District Created Benchmark	54		57	
		All	All	Social Studies	Meets	STAAR	178	8	14	N/A	District Created Benchmark	15		District Created Benchmark	18		24	
		All	All	Social Studies	Masters	STAAR	178	1	4	N/A	District Created Benchmark	5		District Created Benchmark	7		10	
Closing the Gaps	Focus 1 — Academic Growth Status	All	Econ Disadv	ELA	N/A	ELA	N/A	26	26	99	MAP	29		District Created Benchmark	31		33	
	Focus 2 — Academic Growth Status	All	Special Ed	ELA	N/A	ELA	N/A	14	14	98	MAP	16		District Created Benchmark	18		19	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	480	Did Not Meet	46	45		40		36	
					Approaches	54	55		60		64	
					Meets	28	30		32		33	
					Masters	14	15		17		19	
	Math	All	STAAR	470	Did Not Meet	64	62		58		54	
					Approaches	36	38		45		46	
					Meets	11	12		14		16	
					Masters	4	5		8		10	

South San Antonio Independent School District

South San Antonio High School - TIP

2022-2023 Targeted Improvement Plan

Superintendent: Henry Yzaguirre   **Principal:** John Alan Zamora
DCSI/Grant Coordinator: Kevin Rasco   **ESC Case Manager:** Shannon Allen
                                                  ESC Region: 20

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: Kevin Rasco

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: Millicent Marcha

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: John Alan Zamora

Table of Contents

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Collectively the team analyzed 2021 and 2022 performance date and arrived at the following accountability goal(s) for our campus for this year. We think it's both achievable and ambitious to increase our scores by 5-10 points for APP/Meets/Masters in ELAR and math. SSAISD has adopted the State created CRIMSI curriculum, as well as other research-based viable curriculum as SpringBoard. The district has both created protocols to monitor the fidelity of curriculum implementation and initiated its Vision Walks practice in guiding campuses towards success.

Goal for ALL Subjects:

Approaches - 51% → 61%

Meets 33%--> 38%

Masters 2% → 7%

Our action plan is to create and evaluating processes, as well as communicate the plan to campus staff. By having processes in place,admin and teachers know what to do and how to do it, thereby, increasing in passing scores.

The numbers stated above will earn us a D in Domain 1. We recognize that this is insufficient to obtain a rating in Domain 1, but we are going to focus on Domain 2A Growth to obtain a C rating.

School Progress

What accountability goal has your campus set for this year?

We are focusing on Domain 2A Student Growth. West Campus HS adopted a research based curriculum for English I, English 2 and Algebra 1. This curriculum is enriched with activities and unit assessments; this curriculum is recommended and created by TEA. We recognize that as a campus rated on 55%, West Campus needs to focus on student growth to exit accountability oversight this year. Achieving this level of student growth over multiple years will accomplish our long-term goals of student achievement in Domain 1.

Closing the Gaps

What accountability goal has your campus set for this year?

West Campus High School will be focusing on EL and SPED population. The West Campus HS goal for Closing the Gaps is the following:

Academic Achievement: 5 out of 28

Growth: 5 out of 28

ELPS: 1 out of 1

Student Success: 5 out of 14

By serving the two sub-populations, we will achieve 2 of the 14 targets for Domain 3. We made this determination by disaggregating the data and arriving at numbers that would help us attain an overall rating of a C.

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?

The subjects that West Campus HS plans to focus on this year are English 1, English 2 and Algebra 1 because these will impact academic achievement and student growth; CCMR will not be counted for WCHS until 2023-24. Since West Campus does not have a graduating cohort to support a CCMR rating, we are limited to focusing on student achievement in these subjects. The intended impact will be to improve performance on the subgroup populations, thereby, raising our overall campus rating from "not rated" to C.

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

West Campus is focusing on EL and SPED student population.

CCMR

What goals has your campus set for CCMR?

West Campus HS will not have CCMR as part of the 2022-23 school year accountability, however, the campus is working towards CCMR for the 2023-24 school year.

Federal Graduation Rate

What goals has your campus set for Federal Graduation Rate?

West Campus HS will not have federal graduation rate as part of the 2022-23 school year accountability, however, the campus is working towards the federal graduation rate for the 2023-24 school year.

Essential Actions

Cycles 1-3

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Beginning Implementation
Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Partial Implementation
Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycle 4

Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.
Implementation Level: Not Yet Started
Key Practices:

Essential Action 5.3: Data-driven instruction.
Implementation Level: Not Yet Started
Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: West Campus reopened 3 years ago and in that time, there were not defined roles and responsibilities by administration since there were only 9th and 10th cohorts. West Campus High School is a campus of 518 students with one principal, one assistant principal, the academic dean, two counselors and an instructional coach, the need to dedicate time to collaborate, discuss and define roles and responsibilities for setting the foundation for West Campus High School.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus principal will lead administration team in taking time to meet and reflect on current roles and dedicate time to collaborate on improving roles and responsibilities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leadership will reflect on how to communicate to teachers and stakeholders through Blackboard messages, social media, staff newsletter; in addition, plan how to gather feedback from teachers and stakeholders on roles and responsibilities. Administration will consider a plan to build a team of teachers and staff to get input and ideas for improving roles and responsibilities, and staff buy-in.

Desired Annual Outcome: By June 2023, 100% of instructional leaders will efficiently and effectively execute their roles and responsibilities for a safe and secure campus focused on an urgent for high expectations on student achievement as evidence by continuously evaluating the processes and systems of the campus.

District Commitment Theory of Action: If the chief academic officer provides guidance on roles and responsibilities, then the WCHS leaders can begin to reflect on building the criteria to efficiently and effectively execute their roles and responsibilities.

Desired 90-day Outcome: At the end of cycle 1, 100% of campus instructional leaders will have defined roles and responsibilities as evidenced by leadership meetings and artifact.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide professional development and resources to ensure campus administrators maintain a focus on instruction and student academic achievement.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Dedicated time for biweekly checkpoints with the leadership team (principal, assistant principal, instructional coach, academic dean, counselors, teacher leaders). During these meetings, artifacts will be collected. What duties have been completed? still pending? What concerns or duties do you struggle with? In meetings, share the processes of glows and grows based on your roles and responsibilities. Taken into consideration is the team's feedback on processes to help grow.	None	Action Step 1: By the end of September, the district will provide all secondary instructional processes and operational procedures.

Step 1 Details	Reviews

Action Step 1: Action Step 1: Instructional campus leaders will meet to discuss what roles and responsibilities are needed for the campus.
 	
    Evidence Used to Determine Progress: Agendas, Calendar invite meets, minutes, notes
    Person(s) Responsible: Campus leadership team.
    Resources Needed: Scheduled time, location, agendas
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 19, 2022 - **Frequency:** Daily - **Evidence Collection Date:** October 14, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	**Reviews**

Action Step 2: Action Step 2: Create an action plan to determine what roles and responsibilities are needed.
 	
    Evidence Used to Determine Progress: meetings, date, time; sign-in sheets, notes
    Person(s) Responsible: Campus Leadership Team
    Resources Needed: scheduled times, location, agendas
    Addresses an Identified Challenge: Yes
 	
    Start Date: October 17, 2022 - **Frequency:** Daily - **Evidence Collection Date:** November 4, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Action Step 3: Campus instructional leaders will have an opportunity for professional development to address identified gaps or needs.
 	
    Evidence Used to Determine Progress: Professional Development agenda / sign-in sheets.
    Person(s) Responsible: Campus Leadership Team
    Resources Needed: travel time, conference registrations, location, agendas
    Addresses an Identified Challenge: Yes
 	
    Start Date: November 7, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 18, 2022
    Funding Sources: - 6200-Professional and contracted services - $10,000
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: West Campus High School is a campus of 518 students with one principal, one assistant principal, the academic dean, two counselors, one instructional coach, and 28 teachers. WCHS leaders will meet to reflect and discuss effective classroom routines and instructional strategies to show growth.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Taking time to reflect on walkthrough process, classroom routines and instructional strategies.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leadership will reflect on how to communicate to teachers and stakeholders through Blackboard messages, social media, staff newsletter; in addition, plan how to gather feedback from teachers and stakeholders on classroom routines and instructional strategies. Administration will consider a plan to build a team of teachers and staff to get input and ideas on walkthroughs, improving classroom routines and instructional strategies, and staff buy-in.

Desired Annual Outcome: By June 2023, 100% teachers will have effective classroom routines and instructional strategies as evidence by the effective implementation of the fundamental 5 and the lead4ward strategies.

District Commitment Theory of Action: If the Director of Teacher and Learning will provide guidance, instructional pedagogy support, then all teachers will be able to improve effective classroom routines and instructional strategies.

Desired 90-day Outcome: At the end of cycle 1, ELAR, Math, and Science teachers will be trained in instructional strategies and pedagogy. Agendas and sign-in sheets will be provided as evidence.

District Actions: The Department of Academics to include the Chief Academic Officer, Executive Director of Curriculum and Instruction, and the Director of Teaching and Learning will provide a district-wide framework and conduct visioning walks on campuses to follow to monitor best-practices found in the Fundamental Five and practices specific to the CRIMSI instructional products adopted.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teacher buy in, time constraints, integrity of implementation, resistance to change	None	1. Establish the need and communicate its importance 2.Create a traininig schedule. 3. Incorporate instructional walkthroughs to monitor implementation of curriculum.

Step 1 Details	Reviews
Action Step 1: Action Step 1: Campus Leadership will conduct classroom walkthroughs to gather data on classroom routines and instructional strategies. **Evidence Used to Determine Progress:** Classroom walkthroughs. **Person(s) Responsible:** Campus Instructional Team **Resources Needed:** scheduled time **Addresses an Identified Challenge:** Yes **Start Date:** October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** October 21, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 2 Details	Reviews
Action Step 2: Action Step 2: Teachers surveys on what are their perceived needs for classroom routines and instructional strategies. **Evidence Used to Determine Progress:** google form surveys **Person(s) Responsible:** Campus Leadership Team, faculty **Resources Needed:** scheduled surveys **Addresses an Identified Challenge:** **Start Date:** October 24, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 18, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Investigate opportunities to address our needs by finding professional development to support teachers. **Evidence Used to Determine Progress:** Gap analysis to connect needs and opportunities **Person(s) Responsible:** Campus Leadership Team **Resources Needed:** approved vendors, scheduled meetings **Addresses an Identified Challenge:** **Start Date:** November 7, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

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Campus #015908006
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Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: West Campus reopened 3 years ago and in that time, there were not defined roles and responsibilities by administration since there were only 9th and 10th cohorts. West Campus High School is a campus of 518 students with one principal, one assistant principal, the academic dean, two counselors and an instructional coach, the need to dedicate time to collaborate, discuss and define roles and responsibilities for setting the foundation for West Campus High School.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus principal will lead administration team in taking time to meet and reflect on current roles and dedicate time to collaborate on improving roles and responsibilities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leadership will reflect on how to communicate to teachers and stakeholders through Blackboard messages, social media, staff newsletter; in addition, plan how to gather feedback from teachers and stakeholders on roles and responsibilities. Administration will consider a plan to build a team of teachers and staff to get input and ideas for improving roles and responsibilities, and staff buy-in.

Desired Annual Outcome: By June 2023, 100% of instructional leaders will efficiently and effectively execute their roles and responsibilities for a safe and secure campus focused on an urgent for high expectations on student achievement as evidence by continuously evaluating the processes and systems of the campus.

District Commitment Theory of Action: If the chief academic officer provides guidance on roles and responsibilities, then the WCHS leaders can begin to reflect on building the criteria to efficiently and effectively execute their roles and responsibilities.

Desired 90-day Outcome: At the end of cycle 2, 100% of campus instructional leaders will implement and execute their roles and responsibilities.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews

Action Step 1: Action Step 1: Instructional campus leaders will meet to discuss what roles and responsibilities are needed for the campus.
 	
    Evidence Used to Determine Progress: Agendas, Calendar invite meets, minutes, notes
    Person(s) Responsible: Campus leadership team.
    Resources Needed: Scheduled time, location, agendas
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 19, 2022 - **Frequency:** Daily - **Evidence Collection Date:** October 14, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 2 Details	Reviews

Action Step 2: Action Step 1: Instructional campus leaders will meet to discuss what roles and responsibilities are needed for the campus.
 	
    Evidence Used to Determine Progress: Agendas, Calendar invite meets, minutes, notes
    Person(s) Responsible: Campus leadership team.
    Resources Needed: Scheduled time, location, agendas
    Addresses an Identified Challenge: Yes
 	
    Start Date: September 19, 2022 - **Frequency:** Daily - **Evidence Collection Date:** October 14, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 3 Details	Reviews

Action Step 3: Action Step 2: Create an action plan to determine what roles and responsibilities are needed.
 	
    Evidence Used to Determine Progress: meetings, date, time; sign-in sheets, notes
    Person(s) Responsible: Campus Leadership Team
    Resources Needed: scheduled times, location, agendas
    Addresses an Identified Challenge: Yes
 	
    Start Date: October 17, 2022 - **Frequency:** Daily - **Evidence Collection Date:** November 4, 2022
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

Step 4 Details	Reviews

Action Step 4: Action Step 3: Campus instructional leaders will have an opportunity for professional development to address identified gaps or needs.
 	
    Evidence Used to Determine Progress: Professional Development agenda / sign-in sheets.
    Person(s) Responsible: Campus Leadership Team
    Resources Needed: travel time, conference registrations, location, agendas
    Addresses an Identified Challenge: Yes
 	
    Start Date: November 7, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 18, 2022
    Funding Sources: - 6200-Professional and contracted services - $10,000
	Progress toward Action Steps:
	
	Necessary Adjustments/Next Steps:

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: West Campus High School is a campus of 518 students with one principal, one assistant principal, the academic dean, two counselors, one instructional coach, and 28 teachers. WCHS leaders will meet to reflect and discuss effective classroom routines and instructional strategies to show growth.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Taking time to reflect on walkthrough process, classroom routines and instructional strategies.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leadership will reflect on how to communicate to teachers and stakeholders through Blackboard messages, social media, staff newsletter; in addition, plan how to gather feedback from teachers and stakeholders on classroom routines and instructional strategies. Administration will consider a plan to build a team of teachers and staff to get input and ideas on walkthroughs, improving classroom routines and instructional strategies, and staff buy-in.

Desired Annual Outcome: By June 2023, 100% teachers will have effective classroom routines and instructional strategies as evidence by the effective implementation of the fundamental 5 and the lead4ward strategies.

District Commitment Theory of Action: If the Director of Teacher and Learning will provide guidance, instructional pedagogy support, then all teachers will be able to improve effective classroom routines and instructional strategies.

Desired 90-day Outcome: At the end of cycle 2, teachers will be trained and implement instructional strategies. Classroom walkthroughs will be provided as evidence.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
Action Step 1: Action Step 1: Campus Leadership will conduct classroom walkthroughs to gather data on classroom routines and instructional strategies.	**Progress toward Action Steps:**
Evidence Used to Determine Progress: Classroom walkthroughs.	**Necessary Adjustments/Next Steps:**
Person(s) Responsible: Campus Instructional Team	
Resources Needed: scheduled time	
Addresses an Identified Challenge: Yes	
Start Date: October 3, 2022 - **Frequency:** Ongoing - **Evidence Collection Date:** October 21, 2022	

Step 2 Details	Reviews
Action Step 2: Action Step 2: Teachers surveys on what are their perceived needs for classroom routines and instructional strategies. **Evidence Used to Determine Progress:** google form surveys **Person(s) Responsible:** Campus Leadership Team, faculty **Resources Needed:** scheduled surveys **Addresses an Identified Challenge:** **Start Date:** October 24, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 18, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Step 3 Details	Reviews
Action Step 3: Investigate opportunities to address our needs by finding professional development to support teachers. **Evidence Used to Determine Progress:** Gap analysis to connect needs and opportunities **Person(s) Responsible:** Campus Leadership Team **Resources Needed:** approved vendors, scheduled meetings **Addresses an Identified Challenge:** **Start Date:** November 7, 2022 - **Frequency:** One Time - **Evidence Collection Date:** November 30, 2022	**Progress toward Action Steps:** **Necessary Adjustments/Next Steps:**

Cycle 3 - (Mar – May)

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

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

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: West Campus reopened 3 years ago and in that time, there were not defined roles and responsibilities by administration since there were only 9th and 10th cohorts. West Campus High School is a campus of 518 students with one principal, one assistant principal, the academic dean, two counselors and an instructional coach, the need to dedicate time to collaborate, discuss and define roles and responsibilities for setting the foundation for West Campus High School.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus principal will lead administration team in taking time to meet and reflect on current roles and dedicate time to collaborate on improving roles and responsibilities.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leadership will reflect on how to communicate to teachers and stakeholders through Blackboard messages, social media, staff newsletter; in addition, plan how to gather feedback from teachers and stakeholders on roles and responsibilities. Administration will consider a plan to build a team of teachers and staff to get input and ideas for improving roles and responsibilities, and staff buy-in.

Desired Annual Outcome: By June 2023, 100% of instructional leaders will efficiently and effectively execute their roles and responsibilities for a safe and secure campus focused on an urgent for high expectations on student achievement as evidence by continuously evaluating the processes and systems of the campus.

District Commitment Theory of Action: If the chief academic officer provides guidance on roles and responsibilities, then the WCHS leaders can begin to reflect on building the criteria to efficiently and effectively execute their roles and responsibilities.

Desired 90-day Outcome: At the end of cycle 3, the leadership team will reflect on leadership role and responsibilities and make necessary revisions.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: West Campus High School is a campus of 518 students with one principal, one assistant principal, the academic dean, two counselors, one instructional coach, and 28 teachers. WCHS leaders will meet to reflect and discuss effective classroom routines and instructional strategies to show growth.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Taking time to reflect on walkthrough process, classroom routines and instructional strategies.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Campus leadership will reflect on how to communicate to teachers and stakeholders through Blackboard messages, social media, staff newsletter; in addition, plan how to gather feedback from teachers and stakeholders on classroom routines and instructional strategies. Administration will consider a plan to build a team of teachers and staff to get input and ideas on walkthroughs, improving classroom routines and instructional strategies, and staff buy-in.

Desired Annual Outcome: By June 2023, 100% teachers will have effective classroom routines and instructional strategies as evidence by the effective implementation of the fundamental 5 and the lead4ward strategies.

District Commitment Theory of Action: If the Director of Teacher and Learning will provide guidance, instructional pedagogy support, then all teachers will be able to improve effective classroom routines and instructional strategies.

Desired 90-day Outcome: By the end of cycle 3, the leadership team will reflect on effective instructional strategies and classroom routines and make necessary revisions.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$18,723.00
				+/- Difference	$18,723.00

6200-Professional and contracted services					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$10,000.00
2	1	4			$10,000.00
				Sub-Total	$20,000.00
				Budgeted Budget Object Code Amount	$22,289.00
				+/- Difference	$2,289.00

6300-Supplies and materials					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$0.00
				+/- Difference	$0.00

6400-Other operating costs					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$0.00
				+/- Difference	$0.00

6600-Capital Outlay					
Cycle	**Essential Action**	**Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

6600-Capital Outlay					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
				Budgeted Budget Object Code Amount	$0.00
				+/- Difference	$0.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Budget Object Code Amount	$1,988.00
				+/- Difference	$1,988.00
				Grand Total Budgeted	$43,000.00
				Grand Total Spent	$20,000.00
				+/- Difference	$23,000.00

Student Data

Student Achievement and Closing the Gaps

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	2021 Results	2022 Results	2022 Participation Rates	Cycle 1 Assessment Type	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Assessment Type	Cycle 2 Formative Goal	Cycle 2 Actual Results	2023 Accountability Goal Summative Goal	2023 Accountability Goal Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		9th	All	Reading	Approaches	STAAR	320	43	51	N/A	Interim Assessment	54		District Created Benchmark	59		61	
			9th	All	Reading	Meets	STAAR	320	22	33	N/A	Interim Assessment	35		District Created Benchmark	37		38	
			9th	All	Reading	Masters	STAAR	320	1	2	N/A	Interim Assessment	4		District Created Benchmark	6		7	
			All	All	Mathematics	Approaches	STAAR	90	35	56	N/A	Interim Assessment	59		District Created Benchmark	63		66	
			All	All	Mathematics	Meets	STAAR	90	4	13	N/A	Interim Assessment	14		District Created Benchmark	16		18	
			All	All	Mathematics	Masters	STAAR	90	0	2	N/A	Interim Assessment	3		District Created Benchmark	5		7	
			All	All	Science	Approaches	STAAR	170	54	71	N/A	Interim Assessment	75		District Created Benchmark	79		81	
			All	All	Science	Meets	STAAR	170	16	29	N/A	Interim Assessment	31		District Created Benchmark	33		34	
			All	All	Science	Masters	STAAR	170	2	6	N/A	Interim Assessment	8		District Created Benchmark	10		11	
			All	All	Social Studies	Approaches	STAAR	140		76	N/A	Interim Assessment	80		District Created Benchmark	84		86	
			All	All	Social Studies	Meets	STAAR	140		46	N/A	Interim Assessment	48		District Created Benchmark	50		51	
			All	All	Social Studies	Masters	STAAR	140		20	N/A	Interim Assessment	22		District Created Benchmark	23		25	
Closing the Gaps	Focus 1	Academic Growth Status	All	ELL	ELA	N/A	ELA	N/A	25	24	92	Interim Assessment	29		District Created Benchmark	32		34	
	Focus 2	Academic Growth Status	All	Special Ed	ELA	N/A	ELA	N/A	12	12	92	Interim Assessment	14		District Created Benchmark	18		22	

Academic Growth

Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	320	Did Not Meet	49	41		35		30	
					Approaches	51	59		65		70	
					Meets	33	37		40		43	
					Masters	2	6		10		15	
	Math	All	STAAR	90	Did Not Meet	44	38		34		30	
					Approaches	56	62		66		70	
					Meets	13	23		33		43	
					Masters	2	5		10		15	

Addendums

West Campus High School
2022-2023

LEADERSHIP ROLES & RESPONSIBILITIES

J. Zamora - Principal	Dr. Villalobos - AP	Mrs. Valles-Villarreal - Acadmic Dean	S. Silva - IC	VACANT
House Bill 4545	House Bill 4545	House Bill 4545	House Bill 4545	House Bill 4545
Saturday School	Saturday School	Saturday School	Saturday School	Saturday School
Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty	Lunch Duty
Faculty Meeting (Cougar Huddle)	Faculty Meeting (Cougar Huddle)	Faculty Meeting (Cougar Huddle)	Faculty Meeting (Cougar Huddle)	Faculty Meeting (Cougar Huddle)
Campus Events	Campus Events	Campus Events	Campus Events	Campus Events
T-TESS	T-TESS	T-TESS	Textbooks	CTE Planning
Budget	DEIC	DEIC	Spanish Vacancy Lesson Plans / Grades	Teacher Mentors
Attendance	TESTING / TELPAS	Faculty Duty	United Way	Assist w/
Appraisal List	Gear Up Professional Development	Attendance	Lesson Plan Monitoring Form	Testing & TELPAS
Campus Improvement Plan (CIP)	Discipline	Discipline	Aggressive Monitoring Form / Call Logs	SAT – March 1st
Graduation Oversight	Attendance	Athletics	Math Planning	PSAT – Oct. 12th
Data Meeting	AP / Pre-AP Audit	Band / Cheer / Dance	Science Planning	ACT – Nov. 1st
Dept. Chairs	Navigate 360/ Safety	Parent Organizations / Boosters	Chromebooks	Teacher Failure Action Reports
Oversight	Substitutes	Counselors		TEKS Resource System
Leadership Team	Campus Improvement Plan (CIP)	Instructional Coaches		English Planning
Oversight	504/SPED/ARD's	SPED/ARD's		Social Studies Planning
Newsletter	Dual Credit Proctors	Optional Flex School		
Walk Throughs	P-Tech: Institute of Data Science and Cybersecurity	Walk Throughs		
Master Schedule Oversight	Early College Academy	Data Meeting		
Teacher/Staff Recognition	Class Sponsors	LPAC's		
Navigate 360	Walk Throughs			
Safety	Assist w/ Budget			
Front Office	Data Meeting			
VP's	Website			
Custodial Staff	Navigate 360 /Safety			

Last updated 09/20/2022