

# **Robstown Independent School District**

## **San Pedro Elementary - TIP**

### **2022-2023 Essential Actions**



**Superintendent:**  
**DCSI/Grant Coordinator:**

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Adriana Tagle

**Principal:** Laura Cueva  
**ESC Case Manager:** Rebecca Casas  
**ESC Region:** 2

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# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:** Student performance goals have not been met. There is identified progress in all areas, and the data is being used to provide targeted intervention to students using the new accelerated learning tutors. The campus did meet the Closing the Gaps goal in both ELA (Hispanic) and ELA (Eco Dis). We will continue to provide opportunities for lesson internalization and planning using HQIM, and continue to provide feedback to teachers using the observation and feedback cycle in an effort to drive instruction.

### 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. • 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:** After a full year of our practices and reflecting on the needs of our campus, it deemed necessary to organize roles and responsibilities for each campus administrator to ensure an organized piece to our team of leaders. Knowing our specific roles and responsibilities we can better serve and support our students, teachers and community with clear guidance.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** By participating in the Texas Instructional Leadership program, with an emphasis in observation and feedback and lesson alignment, the campus can increase leadership capacity and each member of the leadership team can continue to develop specific roles and responsibilities that will impact the start of the new school year.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus principal will hold meetings to discuss campus goals and priorities and solicit input from all stakeholders including teachers, administration and support staff. By allowing stakeholders to prioritize campus milestones; the members will commit to executing and implementing the plan with fidelity. Stakeholder meetings will be held to develop roles and responsibilities.

**Desired Annual Outcome:** By the end of 2022-2023 school year, each campus leader will participate in instructional leader training, and will successfully carry out their specific roles and responsibilities as evidenced through meetings and weekly schedules monitored by the principal.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems, effective classroom routines, instructional strategies and efficiency will be evident across the campus.

**Desired 90-day Outcome:** By the end of Cycle 1, 100 % of instructional leaders will understand and have clear and defined roles and responsibilities and utilize the Get Better Faster training tools. These will be measured through schedules and 50% of classroom observations.

**District Actions:** If the district will provide ongoing support for coaching in partnership with ESC and TIL for the campus leader, then the campus leader will be able to complete the observation and feedback cycle with assigned staff. by the end of the school year.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** The 90 day outcome was met by identifying and providing clear roles and responsibilities as evidenced by the sign in sheets, agendas and minutes collected. Through this cycle, we have developed clearer roles which in turn has helped our stakeholders and students. Adjustments were reviewed to continue refining the roles and responsibilities for leadership.

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?
Leadership does not have electronic devices.	Action Step 4	Laptops will be ordered for each leader. Scheduling observations and setting expectation will help everyone remain on target.
Meeting the deadline to incorporate the percentage of observations.	Action Step 3	Scheduling observations and setting expectation will help everyone remain on target.

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

**Implementation Level:** Planning for Implementation

**Key Practices:** Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • 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:** By implementing 3.1, our campus will collectively plan to move forward with our vision, mission, goals and core values by providing a safe learning environment and improve academic achievement as based on our campus data and needs assessment for safety. This will be able to enhance the creativity in students and provide a safe environment to foster a well-rounded learning experience.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Stakeholders consisting of staff, students, families and community members will collaboratively engage in merging our core beliefs that will foster a safe learning environment and academic growth as we refine our campus' mission, vision, goals and core values.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Through platform meetings with stakeholders which will contribute to the "branding" of our campus through the core and extra-curricular subjects and safety measures throughout the campus. The campus will collaboratively identify priorities and action steps in order to create buy-in. The priorities will be communicated on social media, campus website and brochure which will help brand our campus.

**Desired Annual Outcome:** By the end of 2022-2023 school year, 100% of our campus staff, students, and parents together will practice shared common understanding of the vision, mission, goals and core values as reflected in the responses from staff, students and families gathered from surveys. Hence, the campus will fully execute and communicate the campus purpose of setting high expectations through a safe learning environment resulting in student academic success as measured by surveys, safety door sweeps data, and academic assessment data. The implementation of the House System will promote shared ownership of the commitment to the campus mission, vision, goals and values.

**District Commitment Theory of Action:** If the district provides for the necessary tools to create conditions for student success through survey feedback, student data and meetings to promote positive school culture, then students will flourish with high expectations set for learning and a safe learning environment for all.

**Desired 90-day Outcome:** By the end of Cycle 1, 90% of stakeholders will refine the mission, vision, and core values. Principal will monitor outcome as evidenced through sign in sheets of stake holders.

**District Actions:** If the district can assist with the installation of campus signage and branding, then the campus can showcase the branding secured to positively promote the campus and share the mission, vision, and core values at San Pedro Fine Arts Academy.

**Did you achieve your 90 day outcome?:** No

**Why or why not?:** The 90 day outcome was adjusted to align the key practices and success criteria therefore the initial outcome was not met. The adjusted outcome was met and all stakeholders were able to revisit the campus, vision, and mission to support the new changes to the campus for this school year.

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 transition from a traditional elementary campus to a Fine Arts Academy is a new concept and parents may be unsure of the change and the focus of the campus.	Action Step 1	Inviting the community on campus to explore the jobs and leadership development initiatives will help promote the Fine Arts Academy and build buy in from all stakeholders.

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

**Implementation Level:** Partial Implementation

**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:** Move Tier2 and Tier 3 students to a Tier 1 level instruction using high quality instructional materials. All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely support throughout the year.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Teachers who are confident about the content they are teaching and comfortable with the materials they are using, will more likely be effective in the classroom. High-quality instructional materials are designed to help build a teacher's content knowledge, provide guidance to inform lesson planning and offer structures to support through collaboration with other teachers. By allowing stakeholders to prioritize campus needs, members will commit to implementing best practices and research based instruction strategies that will help improve instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Creating campus, grade level, and content goals together will ensure that stakeholders have input into reasonable data-driven goals. In addition, action steps will be created together to ensure that all stakeholders have input and buy-in. The results of the diagnostic assessment will be shared with all staff members.

**Desired Annual Outcome:** By the end of 2022-2023, 100% of teachers will purposefully use their required amount of minutes to support and maximize instruction for learning and creating strong relationships by establishing high expectations using high leverage practices as measured by walk through observation feedback data and increase of student progress as measured using Istation Reading ISIP and Imagine Math Benchmarks.

**District Commitment Theory of Action:** If the district provides ongoing support and coaching of the campus leaders and ensures principal has the necessary authority to create conditions for school success, then teachers will have the tools necessary to develop objective-driven daily lesson plans with formative assessments and engaging data-driven instruction, as well as, early elementary foundational skills aligned to state standards for all tested and content areas in PK-2nd grade.

**Desired 90-day Outcome:** By the end of cycle 1, 100% of our teachers will receive support in the planning process, identifying student learning gaps, and plan their time accordingly to support students, as reflected in pacing calendars, and lesson plan alignment.

**District Actions:** If the district will provide the leadership team the tools and best practices through the TIL training and "Get Better Faster" Scope and Sequence, then instructional leaders can provide observation and feedback to support instruction in the classroom.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** The campus has participated in rigorous and continuous support from ESC2 instructional specialists and district curriculum specialists to plan instruction using high quality instructional materials. After RPAs and Benchmarks, the data is disaggregated and the "big rocks" for intervention have been identified.

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?
Statewide performance data indicates a drastic decline in student performance due to learning loss from COVID-19.	Action Step 2	By providing content specific support in addition to high quality instruction and the use of high quality instructional materials, we believe that we can accelerate learning.

## Cycle 2 - (Dec – Feb)

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

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

**Implementation Level:** 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. • 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:** After a full year of our practices and reflecting on the needs of our campus, it deemed necessary to organize roles and responsibilities for each campus administrator to ensure an organized piece to our team of leaders. Knowing our specific roles and responsibilities we can better serve and support our students, teachers and community with clear guidance.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** By participating in the Texas Instructional Leadership program, with an emphasis in observation and feedback and lesson alignment, the campus can increase leadership capacity and each member of the leadership team can continue to develop specific roles and responsibilities that will impact the start of the new school year.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus principal will hold meetings to discuss campus goals and priorities and solicit input from all stakeholders including teachers, administration and support staff. By allowing stakeholders to prioritize campus milestones; the members will commit to executing and implementing the plan with fidelity. Stakeholder meetings will be held to develop roles and responsibilities.

**Desired Annual Outcome:** By the end of 2022-2023 school year, each campus leader will participate in instructional leader training, and will successfully carry out their specific roles and responsibilities as evidenced through meetings and weekly schedules monitored by the principal.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems, effective classroom routines, instructional strategies and efficiency will be evident across the campus.

**Desired 90-day Outcome:** By February 28, 2023, the campus principal will participate in the Courageous Principal Program Level I, and will share key components of the program with campus instructional leadership at the Leadership Summit, as reflected in the program for the Leadership Summit.

**District Actions:** The district provides opportunities for ongoing support and coaching of the campus leader through high quality professional development needed to further grow in the area of leadership and instruction.

**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?
Scheduling the leadership summit may be difficult with the assessments in the Spring.	Action Step 1, Action Step 2, Action Step 3	By being intentional and strategic and scheduling the leadership summit and avoiding assessment windows, we will be able to share the key components of the Courageous Principal Program.

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

**Implementation Level:** Planning for Implementation

**Key Practices:** Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • 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:** By implementing 3.1, our campus will collectively plan to move forward with our vision, mission, goals and core values by providing a safe learning environment and improve academic achievement as based on our campus data and needs assessment for safety. This will be able to enhance the creativity in students and provide a safe environment to foster a well-rounded learning experience.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Stakeholders consisting of staff, students, families and community members will collaboratively engage in merging our core beliefs that will foster a safe learning environment and academic growth as we refine our campus' mission, vision, goals and core values.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Through platform meetings with stakeholders which will contribute to the "branding" of our campus through the core and extra-curricular subjects and safety measures throughout the campus. The campus will collaboratively identify priorities and action steps in order to create buy-in. The priorities will be communicated on social media, campus website and brochure which will help brand our campus.

**Desired Annual Outcome:** By the end of 2022-2023 school year, 100% of our campus staff, students, and parents together will practice shared common understanding of the vision, mission, goals and core values as reflected in the responses from staff, students and families gathered from surveys. Hence, the campus will fully execute and communicate the campus purpose of setting high expectations through a safe learning environment resulting in student academic success as measured by surveys, safety door sweeps data, and academic assessment data. The implementation of the House System will promote shared ownership of the commitment to the campus mission, vision, goals and values.

**District Commitment Theory of Action:** If the district provides for the necessary tools to create conditions for student success through survey feedback, student data and meetings to promote positive school culture, then students will flourish with high expectations set for learning and a safe learning environment for all.

**Desired 90-day Outcome:** By the end of cycle 2, the campus will promote an environment centered on safety and high expectations daily. The branding and positive promotions will be visible throughout the school to be monitored by the principal.

**District Actions:** District policies and practices align with and promote positive school culture that will help improve our campus image and foster confidence, cohesiveness and creativity. The district will continue to provide the upkeep to the branding items purchased.

**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?
Securing campus branding has been difficult with supply chain issues. The timeline for orders has also been extended.	Action Step 5	By securing the campus branding items, we can visually promote the mission, vision, and goals of the campus.

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

**Implementation Level:** Partial 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:** Move Tier2 and Tier 3 students to a Tier 1 level instruction using high quality instructional materials. All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely support throughout the year.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Teachers who are confident about the content they are teaching and comfortable with the materials they are using, will more likely be effective in the classroom. High-quality instructional materials are designed to help build a teacher's content knowledge, provide guidance to inform lesson planning and offer structures to support through collaboration with other teachers. By allowing stakeholders to prioritize campus needs, members will commit to implementing best practices and research based instruction strategies that will help improve instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Creating campus, grade level, and content goals together will ensure that stakeholders have input into reasonable data-driven goals. In addition, action steps will be created together to ensure that all stakeholders have input and buy-in. The results of the diagnostic assessment will be shared with all staff members.

**Desired Annual Outcome:** By the end of 2022-2023, 100% of teachers will purposefully use their required amount of minutes to support and maximize instruction for learning and creating strong relationships by establishing high expectations using high leverage practices as measured by walk through observation feedback data and increase of student progress as measured using Istation Reading ISIP and Imagine Math Benchmarks.

**District Commitment Theory of Action:** If the district provides ongoing support and coaching of the campus leaders and ensures principal has the necessary authority to create conditions for school success, then teachers will have the tools necessary to develop objective-driven daily lesson plans with formative assessments and engaging data-driven instruction, as well as, early elementary foundational skills aligned to state standards for all tested and content areas in PK-2nd grade.

**Desired 90-day Outcome:** By end of 90 days, campus leaders will have conducted walkthroughs, create and conduct survey of needed instructional tools and research based instructional resources of 100% of teachers. This will provide for teacher instructional growth and places value on their contribution of improving instruction and learning for all students.

**District Actions:** District policies support the effective use of standards-aligned, high quality instructional materials and assessments and provides time for allotted instructional walkthroughs in our daily schedules.

**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?
Fidelity of implementation is a challenge when implementing any new curriculum.	Action Step 1, Action Step 4	By closely monitoring classroom instruction and by having a designated time for reflection and feedback, we can support our teacher with fidelity of implementation and ESC2 support.

## 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. • 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:** After a full year of our practices and reflecting on the needs of our campus, it deemed necessary to organize roles and responsibilities for each campus administrator to ensure an organized piece to our team of leaders. Knowing our specific roles and responsibilities we can better serve and support our students, teachers and community with clear guidance.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** By participating in the Texas Instructional Leadership program, with an emphasis in observation and feedback and lesson alignment, the campus can increase leadership capacity and each member of the leadership team can continue to develop specific roles and responsibilities that will impact the start of the new school year.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The campus principal will hold meetings to discuss campus goals and priorities and solicit input from all stakeholders including teachers, administration and support staff. By allowing stakeholders to prioritize campus milestones; the members will commit to executing and implementing the plan with fidelity. Stakeholder meetings will be held to develop roles and responsibilities.

**Desired Annual Outcome:** By the end of 2022-2023 school year, each campus leader will participate in instructional leader training, and will successfully carry out their specific roles and responsibilities as evidenced through meetings and weekly schedules monitored by the principal.

**District Commitment Theory of Action:** If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems, effective classroom routines, instructional strategies and efficiency will be evident across the campus.

**Desired 90-day Outcome:** The results of the effectiveness of the Leadership Summit will be evident in the survey of 100% of participants in regards to the campus, mission, vision and goals for the next school year. This will lead to a stronger beginning with every role and responsibility of each staff member that will smoothly carry out instruction, safety, and a positive campus climate at the beginning of a new school year.

**District Actions:** The district ensures that principal supervisors have necessary authority to create conditions for school success by engaging and soliciting input from various entities on the campus to improve the systems to better serve our students and community.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

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

**Implementation Level:** Planning for Implementation

**Key Practices:** Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • 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:** By implementing 3.1, our campus will collectively plan to move forward with our vision, mission, goals and core values by providing a safe learning environment and improve academic achievement as based on our campus data and needs assessment for safety. This will be able to enhance the creativity in students and provide a safe environment to foster a well-rounded learning experience.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Stakeholders consisting of staff, students, families and community members will collaboratively engage in merging our core beliefs that will foster a safe learning environment and academic growth as we refine our campus' mission, vision, goals and core values.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Through platform meetings with stakeholders which will contribute to the "branding" of our campus through the core and extra-curricular subjects and safety measures throughout the campus. The campus will collaboratively identify priorities and action steps in order to create buy-in. The priorities will be communicated on social media, campus website and brochure which will help brand our campus.

**Desired Annual Outcome:** By the end of 2022-2023 school year, 100% of our campus staff, students, and parents together will practice shared common understanding of the vision, mission, goals and core values as reflected in the responses from staff, students and families gathered from surveys. Hence, the campus will fully execute and communicate the campus purpose of setting high expectations through a safe learning environment resulting in student academic success as measured by surveys, safety door sweeps data, and academic assessment data. The implementation of the House System will promote shared ownership of the commitment to the campus mission, vision, goals and values.

**District Commitment Theory of Action:** If the district provides for the necessary tools to create conditions for student success through survey feedback, student data and meetings to promote positive school culture, then students will flourish with high expectations set for learning and a safe learning environment for all.

**Desired 90-day Outcome:** By successfully participating and implementing the Ron Clark House Mania Conference, 75% of our campus will create a house system that will notably brand our campus based on our Coat of Honor as San Pedro Fine Arts Academy Knights per grade level this semester.

Collect feedback from 100% of parents, staff and students regarding the safety and learning environment for our first year as a Fine Arts Academy has positively impacted the teaching and learning of our staff and students. Ensure we have a team of teachers and staff attending Ron Clark House Conference in July.

**District Actions:** The district provides campuses with best practice resources and tools for engaging families in the progression of building partnerships with the campus staff to ensure an aligned and refined campus mission, vision and values.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

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

**Implementation Level:** Partial 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:** Move Tier2 and Tier 3 students to a Tier 1 level instruction using high quality instructional materials. All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely support throughout the year.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Teachers who are confident about the content they are teaching and comfortable with the materials they are using, will more likely be effective in the classroom. High-quality instructional materials are designed to help build a teacher's content knowledge, provide guidance to inform lesson planning and offer structures to support through collaboration with other teachers. By allowing stakeholders to prioritize campus needs, members will commit to implementing best practices and research based instruction strategies that will help improve instruction.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Creating campus, grade level, and content goals together will ensure that stakeholders have input into reasonable data-driven goals. In addition, action steps will be created together to ensure that all stakeholders have input and buy-in. The results of the diagnostic assessment will be shared with all staff members.

**Desired Annual Outcome:** By the end of 2022-2023, 100% of teachers will purposefully use their required amount of minutes to support and maximize instruction for learning and creating strong relationships by establishing high expectations using high leverage practices as measured by walk through observation feedback data and increase of student progress as measured using Istation Reading ISIP and Imagine Math Benchmarks.

**District Commitment Theory of Action:** If the district provides ongoing support and coaching of the campus leaders and ensures principal has the necessary authority to create conditions for school success, then teachers will have the tools necessary to develop objective-driven daily lesson plans with formative assessments and engaging data-driven instruction, as well as, early elementary foundational skills aligned to state standards for all tested and content areas in PK-2nd grade.

**Desired 90-day Outcome:** By end of cycle 3, campus data will indicate the implementation of GBF academic monitoring high leverage practice will help improve student achievement by decreasing number of failures and did not meet on state assessments.

**District Actions:** District policies support the effective use of standards-aligned, high quality instructional materials and assessments which provide teachers with the academic tools to monitor student progress every six weeks.

**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	Action Step 2	Requesting input from teachers who use HQIM, will highlight the importance of their input.

**Did you achieve your annual outcome?:**

**Cycle 4 - (Jun – Aug)**