

Beeville Independent School District
Fadden-Mckeown-Chambliss - TIP
2021-2022 Targeted Improvement Plan



BEEVILLE
INDEPENDENT SCHOOL DISTRICT

Superintendent:
DCSI/Grant Coordinator:

Travis Fanning
Tiffany T. Spicer, PhD

Principal: Heather Vasquez
ESC Case Manager: Eunice Banks
ESC Region: 2

Assurances

DCSI/Grant Coordinator

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

Signature: Tiffany T. Spicer, PhD

Principal Supervisor

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

Signature: Tiffany T. Spicer, PhD

Principal

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

Signature: Heather Vasquez

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Data Analysis

Domain 1

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

Domain 1 goal is to achieve a component score of 40. We will do this by achieving the following results on our STAAR test overall:

Approaches: 70

Meets: 30

Masters: 20

FMC will work to close the academic gaps created over the past year and a half. It is necessary to increase our percentages in approaches, meets and masters to be rated at a minimum of a "C". Our master schedule provides a built in block of time for tutorials which will be utilized to support students who did not pass their STAAR tests and enrichment for those who did pass. We will also utilize support from the ACE 21st Century program.

Domain 2A or 2B

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

Domain 2B:

Our goal is to achieve a component score of 40; Eco Dis: 90%.

Through the implementation of daily built in tutorial time and the use of ACE 21st Century Program, contribute to the overall improvement of the component score and will increase our overall accountability rating. Our goal is to achieve more than a year's growth by accelerating instruction. However, we wanted to focus on relative performance.

Domain 3

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

Domain 3: Closing the Gaps: In 2020-2021 2 targets met

Across the board, our students struggled in math and reading achievement on 2021 STAAR. FMC will prioritize both math and reading to support our students in recovering the significant learning loss and focus specifically on Eco Dis reading and math as well as Hispanic reading and math populations. The campus master schedule provides daily built in tutorial time to focus on the individual needs of the students. We will also utilize the ACE 21st Century Program to provide additional interventions for students who were not successful on their STAAR test(s). If we prioritize 3 or more indicators in domain 3 it will help us make up for student learning loss and increase campus performance to get us back on track. This focus will improve our overall data for the current 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?

FMC has chosen to focus on math and reading. We believe that if we are purposeful and intentional in our efforts on these two subjects our students will grow and the knowledge and growth gained from those two subjects will also impact their academics across all core content. Creating this foundation and being strategic will impact student achievement and accountability.

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

Additionally, our Economically Disadvantaged and Hispanic students also need to be prioritized this year in terms of their achievement across the board. We must ensure that we focus on the needs of these student groups and this will improve our overall accountability scores and improve the number of targets met.

Essential Actions

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

Implementation Level: Planning for Implementation

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

Implementation Level: Planning for Implementation

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

Implementation Level: Planning for Implementation

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

Implementation Level: Planning for Implementation

Essential Action : Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Essential Action : Data-driven instruction.

Implementation Level: Planning for Implementation

Cycles

Cycle 1 - (Sept – Nov)

Did you achieve your student performance data goals? Why or why not?: Some of our student performance data goals were met while others were not. We are continuing to track our data, complete learning walks, administer progress measures, spiral low performing TEKS to address the areas of need. We are also utilizing the ACE 21st Century after-school program to provide additional tutorials.

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

Implementation Level: Planning for Implementation

Rationale: Last year ILT met, based on the campus needs survey and district principal selection survey, there is a need to ensure that staff members share a common understanding of the campus vision and mission and continue building a positive culture for FMC. Campus surveys (BOY, MOY, EOY) will assist with assessing and measuring the progress of staff and student experiences. Therefore, it is important for this lever to be a prioritized essential action.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district instructional leadership team will provide support by implementing the Effective Schools Framework along with Teach Like a Champion 2.0 and Get Better Faster. We will utilize campus instructional leadership team (CILT) to get feedback and implement actions to strengthen the campus climate and culture. Based on the findings and feedback, this team will utilize the information to create a plan.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT, teachers and staff will meet to discuss practices to be implemented that will lead towards a positive school culture. A plan for progress will be created and shared to ensure transparency. The identified essential actions will also be shared with our parents and students during campus activities provided throughout the year. We will communicate these plans via school messenger, social media and school newsletter.

Desired Annual Outcome: By May of 2022, 90% of our faculty and staff will be actively engaged and contributing to a positive school culture that reflects the district's core values, campus vision and mission which will be monitored through committee membership. Committee involved is highly encouraged for all staff members to have voice in the school. Our goal is to have a 15% increase on the EOY survey from the ESF Diagnostic Survey results.

District Commitment Theory of Action: If the district policies and practices align, then FMC will promote a positive school climate and culture.

Desired 90-day Outcome: Our staff will engage in discussions regarding current campus culture and participate in activities that will improve the overall climate as well as complete a survey about campus culture and climate. Expectations will be 100% set for authentic engagement and 50% of our classrooms will have artifacts displayed in reference to the mission and vision.

District Actions: The district will ensure that FMC's campus building is well maintained, safe, and conducive to learning to ensure an atmosphere conducive to teaching and learning.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: Faculty and staff meetings were held to discuss the expectations for authentic engagement and committees were formed. Committees have started their monthly meetings and over 60% of our staff have completed the ESF Diagnostic Survey that is due by 11/19/21. Classrooms are currently creating their artifacts to be displayed in reference to the vision and mission by 11/17/21.

Summative Evaluation: None

Step 1 Details	Reviews
<p>Action Step 1: The campus will send the ESF diagnostic survey for faculty, staff, students and parents to participate in to gauge the current current campus climate and encourage engagement.</p> <p>Evidence Used to Determine Progress: survey completion, cumulative data and trends</p> <p>Person(s) Responsible: ILT and counselor</p> <p>Resources Needed: survey</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 18, 2021 - Frequency: One Time - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The deadline is 11/19/21 for the ESF Survey. As of 11/11/21, 51 of our staff members have completed the survey. Campus reminders and announcements are made frequently until deadline.</p>
Step 2 Details	Reviews
<p>Action Step 2: The campus will create committees that foster accountability for all to take an active role in establishing positive campus culture and climate. The collaboration during committee meetings and share out in faculty meetings will provide the opportunity for stakeholders to share their voice and create buy-in. The results of the survey will determine our future action steps.</p> <p>Evidence Used to Determine Progress: committee sign-in sheets, meeting agendas and minutes, artifacts and observations</p> <p>Person(s) Responsible: ILT and staff</p> <p>Resources Needed: committee assignments, scheduled meetings with calendar invites, template for agenda and minutes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 2021 - Frequency: Ongoing - Evidence Collection Date: November 29, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Committees have been formed and monthly meetings have started. The committees will continue to meet throughout the remainder of the school year.</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus administrators will communicate with families weekly using the School Reach messenger system and social media outlets regarding expectations, upcoming events and important information.</p> <p>Campus administration will utilize the Remind app and district email to communicate information to all staff members.</p> <p>Evidence Used to Determine Progress: School Reach messenger reports, Remind application messages, email and text evidence</p> <p>Person(s) Responsible: Campus administration</p> <p>Resources Needed: School Reach messenger system, Remind App, FMC Facebook page and FMC Twitter profile</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Campus administrators have utilized the School Reach messenger system as well Facebook and Twitter to communicate with families and will continue throughout the year.</p> <p>Campus administration uses the Remind app and district email to communicate information to all staff members and will continue throughout the year.</p>

Step 4 Details	Reviews
<p>Action Step 4: Campus will create opportunities for family involvement/engagement.</p> <p>Evidence Used to Determine Progress: Meet the Teacher sign in sheets, Open House sign in sheets, School Reach messenger reports, acknowledgement on later surveys.</p> <p>Person(s) Responsible: All staff</p> <p>Resources Needed: sign in sheets and survey</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: The campus has held Meet the Teacher, Open House and Goodies with Grandparents as of 11/11/21. We have a Mariachi Christmas performance, Literacy Night and a Christmas concert scheduled for December.</p>
Step 5 Details	Reviews
<p>Action Step 5: Implement, monitor and provide feedback on student data tracking</p> <p>Evidence Used to Determine Progress: completed student tracking folders PLC minutes</p> <p>Person(s) Responsible: Campus administration Literacy Coach Teachers</p> <p>Resources Needed: Student data tracking sheets and folders</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 8, 2021 - Frequency: Ongoing - Evidence Collection Date: May 25, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Teachers have implemented the individual student data tracking process, classroom data tracking and campus data room. The campus has ordered and are currently waiting on the student data tracking folders. We will continue the process throughout the year so that students stay informed of their level of progress.</p>
Step 6 Details	Reviews
<p>Action Step 6: FMC teachers and assistants will participate in a book study of "Culturize" by Jimmy Casas and use the knowledge gained to inspire students and strive for excellence.</p> <p>Evidence Used to Determine Progress: meeting agendas group artifacts</p> <p>Person(s) Responsible: ILT</p> <p>Resources Needed: Culturize books for all teachers, assistants and campus administrators</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: November 8, 2021 - Frequency: Ongoing - Evidence Collection Date: February 14, 2022</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: FMC has received a quote for the books from the Jimmy Casas foundation and has submitted the W9 form for approval to purchase.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: It is possible that hesitation from staff could be a barrier because change can be difficult to accept.

What specific action steps address these challenges?: Action Step 1 addresses the need for change and Action Step 2 will create ownership/authentic engagement.

Cycle 1 - (Sept – Nov)

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

Implementation Level: Planning for Implementation

Rationale: The ILT met and discussed the lack of progress made towards the prioritized focus area in the 2020-2021 SY and determined that we need to continue with the EA being a prioritized focus area specifically utilizing high-quality instructional materials across all classrooms.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will use the support of the district curriculum and instruction department as well as ESC Region 2 to ensure all teachers are using high-quality instructional materials. Teachers have time built into their daily schedules for PLCs to ensure the planning and implementation of high-quality instructional materials. We will work specifically to ensure that all materials utilized during lessons are district purchased or approved.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT, teachers and staff will meet to discuss resources and materials that are appropriate for utilization. The determination will be made based on the alignment with our TEKS and level of rigor. The prioritized focus area and plan will also be shared with our parents and students during campus activities provided throughout the year (Math/Science Night, Literacy Night)

Desired Annual Outcome: By May of 2022, 100% of our teachers will use district approved materials with the necessary level of rigor for student success. The use of these high-quality instructional materials and assessments, increased rigor and alignment will allow for greater academic student progress.

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

Desired 90-day Outcome: By November 2021, teachers will focus specifically on reading and math curriculum, instruction, assessment and alignment by monitoring PLCs, student data tracking folders and learning walks.

District Actions: BISD will provide FMC with standards-aligned, high-quality instructional materials and assessments that meet the needs of all students including special populations, and all necessary materials for implementation with fidelity, then academic progress will be seen. With the adoption of new reading and math materials and the purchase of added resources we can proactively ensure student achievement. The district is providing support to FMC through the implementation of Effective School Framework, Get Better Faster and Teach Like a Champion strategies.

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers are currently using district approved high-quality instructional materials for Math and Reading. PLCs are held twice a month per content area and attended by campus administration. Reporting Period Assessments and Progress Measures are created using the TEKS that have been taught and in alignment with the other district elementary campus. Campus administrators do learning walks and students are currently tracking their data.

Summative Evaluation: None

Step 1 Details	Reviews
<p>Action Step 1: Master schedule is designed to foster collaboration by providing time for teachers to meet in Professional Learning Communities (PLC) to ensure teacher use of high-quality instructional materials and assessments.</p> <p>Evidence Used to Determine Progress: PLC forms, observations</p> <p>Person(s) Responsible: Campus administration, Literacy Coach</p> <p>Resources Needed: PLC calendar and agenda template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Each grade level has a common planning time which allows for the collaboration during the school day.</p>
Step 2 Details	Reviews
<p>Action Step 2: Implement, monitor and provide feedback on student data tracking ensuring teacher fidelity of high-quality instructional materials.</p> <p>Evidence Used to Determine Progress: completed student tracking folders PLC minutes</p> <p>Person(s) Responsible: Campus administration Literacy Coach Teachers</p> <p>Resources Needed: Student data tracking sheets and folders</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 8, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Teachers have implemented the individual student data tracking process, classroom data tracking and campus data room. The campus has ordered and are currently waiting on the student data tracking folders. We will continue the process throughout the year so that students stay informed of their level of progress.</p>
Step 3 Details	Reviews
<p>Action Step 3: Learning walks (campus and district) and reviews will provide feedback on the implementation of high-quality instructional materials and alignment to ensure student success.</p> <p>Evidence Used to Determine Progress: learning walk feedback form, monitoring PLCs, PLC minutes</p> <p>Person(s) Responsible: Campus and district administration Literacy Coach</p> <p>Resources Needed: Teacher email after feedback form is completed.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 20, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Learning walks both district and campus are currently being done. Feedback is being provided to ensure curriculum alignment and campus procedures/expectations are being met.</p>

Step 4 Details	Reviews
<p>Action Step 4: Teach students to track their individual data.</p> <p>Evidence Used to Determine Progress: completed student data tracking folders</p> <p>Person(s) Responsible: ILT and teachers</p> <p>Resources Needed: data tracking sheets</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 11, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps: Some Progress</p> <p>Necessary Adjustments/Next Steps: Teachers have implemented the individual student data tracking process, classroom data tracking and campus data room. The campus has ordered and are currently waiting on the student data tracking folders. We will continue the process throughout the year so that students stay informed of their level of progress.</p>
Step 5 Details	Reviews
<p>Action Step 5: FMC will purchase Think Up Math workbooks to increase the rigor and utilization of high-quality instructional materials that will create opportunities for our students to process and evaluate information at deeper levels.</p> <p>Evidence Used to Determine Progress: purchase of materials</p> <p>Person(s) Responsible: ILT teachers</p> <p>Resources Needed: Think Up workbooks</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: September 13, 2021 - Frequency: Ongoing - Evidence Collection Date: October 15, 2021</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: The Think Up Math workbooks were purchased, received and currently being used.</p>

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?: implementation of student tracking system teachers not aligned or using district approved resources

What specific action steps address these challenges?: action step 1-3

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Planning for Implementation

Rationale: Last year ILT met, based on the campus needs survey and district principal selection survey, there is a need to ensure that staff members share a common understanding of the campus vision and mission and continue building a positive culture for FMC. Campus surveys (BOY, MOY, EOY) will assist with assessing and measuring the progress of staff and student experiences. Therefore, it is important for this lever to be a prioritized essential action.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district instructional leadership team will provide support by implementing the Effective Schools Framework along with Teach Like a Champion 2.0 and Get Better Faster. We will utilize campus instructional leadership team (CILT) to get feedback and implement actions to strengthen the campus climate and culture. Based on the findings and feedback, this team will utilize the information to create a plan.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT, teachers and staff will meet to discuss practices to be implemented that will lead towards a positive school culture. A plan for progress will be created and shared to ensure transparency. The identified essential actions will also be shared with our parents and students during campus activities provided throughout the year. We will communicate these plans via school messenger, social media and school newsletter.

Desired Annual Outcome: By May of 2022, 90% of our faculty and staff will be actively engaged and contributing to a positive school culture that reflects the district's core values, campus vision and mission which will be monitored through committee membership. Committee involved is highly encouraged for all staff members to have voice in the school. Our goal is to have a 15% increase on the EOY survey from the ESF Diagnostic Survey results.

District Commitment Theory of Action: If the district policies and practices align, then FMC will promote a positive school climate and culture.

Desired 90-day Outcome: By November 2021, 50% of our staff will begin to be able to state the vision and mission statements which will be shared daily through our morning announcements and progress results will be seen on campus surveys.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Summative Evaluation: None

Step 1 Details	Reviews
<p>Action Step 1: The campus will create committees that foster accountability for all to take an active role in establishing positive campus culture and climate. The collaboration during committee meetings and share out in faculty meetings will provide the opportunity for stakeholders to share their voice and create buy-in. The results of the survey will determine our future action steps.</p> <p>Evidence Used to Determine Progress: committee sign-in sheets, meeting agendas and minutes, artifacts and observations</p> <p>Person(s) Responsible: ILT and staff</p> <p>Resources Needed: committee assignments, scheduled meetings with calendar invites, template for agenda and minutes</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 2021 - Frequency: Ongoing - Evidence Collection Date: November 29, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus administrators will communicate with families weekly using the School Reach messenger system and social media outlets regarding expectations, upcoming events and important information.</p> <p>Campus administration will utilize the Remind app and district email to communicate information to all staff members.</p> <p>Evidence Used to Determine Progress: School Reach messenger reports, Remind application messages, email and text evidence</p> <p>Person(s) Responsible: Campus administration</p> <p>Resources Needed: School Reach messenger system, Remind App, FMC Facebook page and FMC Twitter profile</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Campus will create opportunities for family involvement/engagement.</p> <p>Evidence Used to Determine Progress: Meet the Teacher sign in sheets, Open House sign in sheets, School Reach messenger reports, acknowledgement on later surveys.</p> <p>Person(s) Responsible: All staff</p> <p>Resources Needed: sign in sheets and survey</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 16, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Implement, monitor and provide feedback on student data tracking</p> <p>Evidence Used to Determine Progress: completed student tracking folders PLC minutes</p> <p>Person(s) Responsible: Campus administration Literacy Coach Teachers</p> <p>Resources Needed: Student data tracking sheets and folders</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 8, 2021 - Frequency: Ongoing - Evidence Collection Date: May 25, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: FMC teachers and assistants will participate in a book study of "Culturize" by Jimmy Casas and use the knowledge gained to inspire students and strive for excellence.</p> <p>Evidence Used to Determine Progress: meeting agendas group artifacts</p> <p>Person(s) Responsible: ILT</p> <p>Resources Needed: Culturize books for all teachers, assistants and campus administrators</p> <p>Addresses an Identified Challenge: None</p> <p>Start Date: November 8, 2021 - Frequency: Ongoing - Evidence Collection Date: February 14, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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

What specific action steps address these challenges?: None

Cycle 2 - (Dec – Feb)

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

Implementation Level: Planning for Implementation

Rationale: The ILT met and discussed the lack of progress made towards the prioritized focus area in the 2020-2021 SY and determined that we need to continue with the EA being a prioritized focus area specifically utilizing high-quality instructional materials across all classrooms.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will use the support of the district curriculum and instruction department as well as ESC Region 2 to ensure all teachers are using high-quality instructional materials. Teachers have time built into their daily schedules for PLCs to ensure the planning and implementation of high-quality instructional materials. We will work specifically to ensure that all materials utilized during lessons are district purchased or approved.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT, teachers and staff will meet to discuss resources and materials that are appropriate for utilization. The determination will be made based on the alignment with our TEKS and level of rigor. The prioritized focus area and plan will also be shared with our parents and students during campus activities provided throughout the year (Math/Science Night, Literacy Night)

Desired Annual Outcome: By May of 2022, 100% of our teachers will use district approved materials with the necessary level of rigor for student success. The use of these high-quality instructional materials and assessments, increased rigor and alignment will allow for greater academic student progress.

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

Desired 90-day Outcome: Utilizing high-quality instructional materials and assessments, increased rigor and alignment, our Fall Benchmark results will be at minimum 50% approaches, 15% meets and 10% masters.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

Summative Evaluation: None

Step 1 Details	Reviews
<p>Action Step 1: Master schedule is designed to foster collaboration by providing time for teachers to meet in Professional Learning Communities (PLC) to ensure teacher use of high-quality instructional materials and assessments.</p> <p>Evidence Used to Determine Progress: PLC forms, observations</p> <p>Person(s) Responsible: Campus administration, Literacy Coach</p> <p>Resources Needed: PLC calendar and agenda template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 6, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Implement, monitor and provide feedback on student data tracking ensuring teacher fidelity of high-quality instructional materials.</p> <p>Evidence Used to Determine Progress: completed student tracking folders PLC minutes</p> <p>Person(s) Responsible: Campus administration Literacy Coach Teachers</p> <p>Resources Needed: Student data tracking sheets and folders</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 8, 2021 - Frequency: Ongoing - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Learning walks (campus and district) and reviews will provide feedback on the implementation of high-quality instructional materials and alignment to ensure student success.</p> <p>Evidence Used to Determine Progress: learning walk feedback form, monitoring PLCs, PLC minutes</p> <p>Person(s) Responsible: Campus and district administration Literacy Coach</p> <p>Resources Needed: Teacher email after feedback form is completed.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 20, 2021 - Frequency: Weekly - Evidence Collection Date: November 19, 2021</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

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

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

Implementation Level: Planning for Implementation

Rationale: Last year ILT met, based on the campus needs survey and district principal selection survey, there is a need to ensure that staff members share a common understanding of the campus vision and mission and continue building a positive culture for FMC. Campus surveys (BOY, MOY, EOY) will assist with assessing and measuring the progress of staff and student experiences. Therefore, it is important for this lever to be a prioritized essential action.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The district instructional leadership team will provide support by implementing the Effective Schools Framework along with Teach Like a Champion 2.0 and Get Better Faster. We will utilize campus instructional leadership team (CILT) to get feedback and implement actions to strengthen the campus climate and culture. Based on the findings and feedback, this team will utilize the information to create a plan.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT, teachers and staff will meet to discuss practices to be implemented that will lead towards a positive school culture. A plan for progress will be created and shared to ensure transparency. The identified essential actions will also be shared with our parents and students during campus activities provided throughout the year. We will communicate these plans via school messenger, social media and school newsletter.

Desired Annual Outcome: By May of 2022, 90% of our faculty and staff will be actively engaged and contributing to a positive school culture that reflects the district's core values, campus vision and mission which will be monitored through committee membership. Committee involved is highly encouraged for all staff members to have voice in the school. Our goal is to have a 15% increase on the EOY survey from the ESF Diagnostic Survey results.

District Commitment Theory of Action: If the district policies and practices align, then FMC will promote a positive school climate and culture.

Desired 90-day Outcome: By May of 2022, 90% of our staff will be able to state the campus vision and mission statements as well as recognize the values in our campus expectations. Artifacts will be posted throughout the campus.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

Summative Evaluation: None

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

What specific action steps address these challenges?: None

Cycle 3 - (Mar – May)

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

Implementation Level: Planning for Implementation

Rationale: The ILT met and discussed the lack of progress made towards the prioritized focus area in the 2020-2021 SY and determined that we need to continue with the EA being a prioritized focus area specifically utilizing high-quality instructional materials across all classrooms.

Who will you partner with?: Other

How will you build capacity in this Essential Action? We will use the support of the district curriculum and instruction department as well as ESC Region 2 to ensure all teachers are using high-quality instructional materials. Teachers have time built into their daily schedules for PLCs to ensure the planning and implementation of high-quality instructional materials. We will work specifically to ensure that all materials utilized during lessons are district purchased or approved.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT, teachers and staff will meet to discuss resources and materials that are appropriate for utilization. The determination will be made based on the alignment with our TEKS and level of rigor. The prioritized focus area and plan will also be shared with our parents and students during campus activities provided throughout the year (Math/Science Night, Literacy Night)

Desired Annual Outcome: By May of 2022, 100% of our teachers will use district approved materials with the necessary level of rigor for student success. The use of these high-quality instructional materials and assessments, increased rigor and alignment will allow for greater academic student progress.

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

Desired 90-day Outcome: By May of 2022, teachers will consistently implement and use high-quality instructional materials and assessments which will result in 60% approaches, 20% meets and 15% masters on the STAAR Released Spring Benchmark.

District Actions: None

Challenges to Address this Cycle: None

Did you achieve your 90 day outcome?: None

Why or why not?: None

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

Summative Evaluation: None

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

What specific action steps address these challenges?: None

Cycle 4 - (Jun – Aug)

Student Data																		
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	66	56	98	Interim Assessment	50	34	Released STAAR	60		70	
			All	All	Reading	Meets	STAAR	27	24	98	Interim Assessment	15	11	Released STAAR	25		30	
			All	All	Reading	Masters	STAAR	10	13	98	Interim Assessment	10	5	Released STAAR	15		20	
			All	All	Mathematics	Approaches	STAAR	70	57	98	Interim Assessment	50	47	Released STAAR	60		70	
			All	All	Mathematics	Meets	STAAR	31	27	98	Interim Assessment	10	18	Released STAAR	25		30	
			All	All	Mathematics	Masters	STAAR	17	15	98	Interim Assessment	10	11	Released STAAR	15		20	
			All	All	Science	Approaches	STAAR	41	56	98	Interim Assessment	50	35	Released STAAR	60		70	
			All	All	Science	Meets	STAAR	26	14	98	Interim Assessment	10	16	Released STAAR	25		30	
			All	All	Science	Masters	STAAR	11	4	98	Interim Assessment	10	7	Released STAAR	15		20	
			All	All	Writing	Approaches	STAAR	43	28	98	Interim Assessment	50		Interim Assessment	60			
			All	All	Writing	Meets	STAAR	14	10	98	Interim Assessment	15		Interim Assessment	25			
			All	All	Writing	Masters	STAAR	3	0	98	Interim Assessment	10		Interim Assessment	15			
2. Domain 3	Focus 1	Academic Achievement	All	Hispanic	Reading	NA	STAAR	27	56	98	Interim Assessment	50	32	Released STAAR	60		70	
	Focus 2	Academic Achievement	All	Hispanic	Mathematics	NA	STAAR	30	57	98	Interim Assessment	50	44	Released STAAR	60		70	
	Focus 3	Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	24	54	98	Interim Assessment	50	32	Released STAAR	60		70	
	Focus 4	Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	30	56	98	Interim Assessment	50	44	Released STAAR	60		70	

Addendums