

# San Antonio Independent School District

## Stewart Elementary - TIP

### 2023-2024 Targeted Improvement Plan

**Campus Number:** 015907168

**Board Approval Date:** January 16, 2024

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

Dr. Jaime Aquino

**Principal:**  
**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:**

## 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:**

## 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:**

# Attestation

## 2023-2024 District Coordinator of School Improvement Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 23 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the [DCSI Job Description](#), and that the DCSI selected can perform all the duties included in the job description.

**DCSI Name:**  
**DCSI Title/Position:**

**Superintendent Name:** Dr. Jaime Aquino  
**Date:** Wed, Jan 17, 2024

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# Data Analysis

## Student Achievement

**What accountability goal has your campus set for this year in Domain 1? What challenges are you anticipating in Achieving your subject area Student Achievement goals?**

Our goal is to earn an overall C in achievement, which will be an increase of two letter grades from 2023. We will primarily do this by increasing the number of students scoring meets/masters in the achievement domain. The breakdown by content areas is as follows:

Reading: 65% approaches, 35% meets, 20% masters

Math: 70% approaches, 40% meets, 20% masters

Science/History: 65% approaches, 30% meets, 20% masters

## School Progress

**What accountability goal has your campus set for this year in Domain 2A? What challenges are you anticipating in achieving your school progress domain goals?**

Our goal for Domain 2A is to attain a B rating through significantly increasing the number of students moving to meets and masters, as well as ensuring students who scored at high DNM transition to low approaches. We will work to reach 78% percent growth in this area, with higher growth occurring in reading, as that was our greater area of need. In particular, within language arts instruction, we will be focused on short constructed responses and extended responses, as that is where our students really struggled to meet expectations.

## Closing the Gaps

**What accountability goal has your campus set for this year in Domain 3? What 3 - 4 priority targets are you focusing on in Domain 3? Why have you identified these groups/subjects?**

Within closing the gaps this year, we hope to attain a B rating. We plan to accomplish this by really focusing on our language arts instruction, particularly in terms of student achievement for specific subpopulations. We will be working to meet the target on TELPAS through focusing on writing instruction. We will also be focusing on the subpopulations of Hispanic and African American students in reading achievement. We have identified those groups because they comprise the majority of our campus population. If we are able to move the needle with them, we will significantly raise student achievement schoolwide.

# Self Assessment

**Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.**

**Key Practice:**

Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).

**Success Criteria:**

- Comprehensive list of responsibilities, including teachers assigned for supervision
- Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings

**Evidence:**

Detailed job responsibilities ensure clarity in task allocation within the school. There are clear duty schedules and coaching schedules so that staff receive a differentiated level of support. Weekly calendars are shared across the leadership team and designed to balance classroom observations, feedback sessions, PLCs, and key data meetings. The instructional team works to establish vertically aligned strategies and conduct batch observations, as well as coherent professional development series. Key data is analyzed during scheduled meetings within the leadership team and unit assessment data meetings are calendared in alignment with the pacing guides. This organized approach optimizes time for essential activities, promoting a culture of improvement and collaboration within the school community.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Performance expectations are clear, written, measurable, and match the job responsibilities.

**Success Criteria:**

- Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year

**Evidence:**

At our campus, we've implemented robust performance evaluations centered on measurable goals, fostering a shared understanding between educators and administrators. At the start of each academic year, we collaboratively establish and agree upon these objectives, ensuring they are SMART: specific, measurable, achievable, relevant, and time-bound. Regular check-ins throughout the year allow for discussions on progress and adaptations, ensuring alignment with these agreed-upon objectives. This structured approach cultivates accountability, transparency, and a unified vision for growth, reflecting our commitment to excellence in education at our campus.

**Implementation Level:**

Substantially in place and functioning



**Key Practice:**

Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

**Success Criteria:**

- Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings

**Evidence:**

Our school's Lead team members demonstrate structured leadership through the use of agendas and tracking tools in managing their instructional responsibilities. They organize observation and feedback cycles, PLCs, and data meetings using detailed agendas, ensuring focused and productive sessions. These agendas outline discussion points and action items, fostering efficient collaboration. Additionally, they employ tracking tools to monitor progress, document insights, and record key takeaways from these meetings.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus instructional leaders meet weekly to focus on student progress and formative data.

**Success Criteria:**

- Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring

**Evidence:**

Lead team meetings at our school are highly organized, incorporating written agendas and comprehensive meeting minutes. These sessions focus on capturing actionable next steps and effective follow-up techniques to maintain accountability and monitor progress.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Success Criteria:**

- Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings)
- Principals' calendar includes modeling the use of these tools and techniques
- Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

**Evidence:**

Our principal diligently structures their calendar, allocating specific time to observe the lead teams engaged in pivotal meetings like observation/feedback cycles, PLC observations, and data meetings. Yet, it's more than just observation—our principal actively leads by example, showcasing the effective utilization of tools and techniques. They actively participate in job-embedded feedback sessions with the instructional leadership team, fostering an environment of continuous growth and improvement.

**Implementation Level:**

Substantially in place and functioning

**Essential Action Reflection:**

All key practices are substantially in place and functioning

**Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.**

**Key Practice:**

Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.

**Success Criteria:**

- Creation and refinement of mission, vision, values, and goals include the authentic and collaborative involvement and investment of administrators, teachers, staff, parents, and students
- Campus leaders have a system for gathering student, staff, and family feedback and respond with transparency

**Evidence:**

Our school's mission, vision, values, and goals aren't just words on paper—they're the product of genuine collaboration and investment from administrators, teachers, staff, parents, and students. In particular, the campus leadership team has adopted regular structures and surveys to solicit input from grade level leads and all staff and then shares that data back with them regularly, along with progress towards school goals.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.

**Success Criteria:**

- Campus vision, mission, values, and/or goals articulate:
  - High expectations and shared ownership for student success
  - Ambitious student learning through rigorous and engaging lessons
  - Support for teachers to implement high leverage teaching practices
- Goals are set for student outcomes and implementation progress metrics aligned to highest priority curriculum and instruction strategies

**Evidence:**

Our campus vision, mission, values, and goals embody high expectations and shared responsibility for student success. They prioritize ambitious learning through engaging lessons and support teachers in implementing effective teaching practices. Our goals not only target student outcomes but also track progress in key curriculum and instruction strategies, ensuring a cohesive approach for student achievement and teaching excellence. These goals are returned to on a weekly basis to celebrate wins and name areas for growth.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

**Success Criteria:**

- Practices and policies are captured in writing and consistently implemented with fidelity
- Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed
- Artifacts in the classrooms and hallways reference the mission and/or vision in addition to aligned practices and policies
- Staff can articulate the school’s mission, vision, and values and share how classroom and schoolwide routines, procedures, and policies reflect them

**Evidence:**

At our school, practices and policies are not just written—they're consistently implemented with fidelity. Administrators and teachers set the bar high for all students, using asset-based language in interactions among staff and students, addressing performance, challenges, and strategies to ensure every student's success. Our classrooms and hallways proudly display artifacts that echo our mission and vision, reflecting our aligned practices and policies.

**Implementation Level:**

Substantially in place and functioning

**Essential Action Reflection:**

All key practices are substantially in place and functioning

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

**Key Practice:**

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

**Success Criteria:**

- Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships
- Uses referrals from current high-performing teachers in the recruitment and selection of staff
- Develops and strategically deploys marketing materials that present the school as an attractive place to work
- Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate

**Evidence:**

We frequently partner with local colleges, welcoming clinical student teachers regularly. Referrals from our high-performing teachers are key in our hiring process. We have some marketing materials, but could continue to update them to ensure we are telling an engaging story about what it's like to work at our school. Tracking our recruitment success rates consistently, we aim to attract quality candidates who align with our school's mission.

**Implementation Level:**

Work is Underway

**Key Practice:**

Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals.

**Success Criteria:**

- Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop
- Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals

**Evidence:**

In our school's teacher interview process, we establish criteria upfront that reflect our core values. These criteria include evaluating candidates based on their depth of content knowledge, their belief in the potential of every student, and their willingness to learn and develop continuously. Our interviews are unique, featuring demonstration lessons where candidates showcase their teaching abilities. What truly sets our process apart is the inclusion of formal interviews with our current high-performing teachers. This ensures that potential candidates not only align with our school's vision, mission, values, and goals but also resonate with the teaching approaches and values upheld by our most successful educators.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus leaders implement targeted and personalized strategies to retain high-performing staff.

**Success Criteria:**

- High-performing teachers are identified based on improving student outcomes and willingness to learn and develop
- Personalized strategies are employed to retain high performing staff including leadership opportunities and recognition

**Evidence:**

At our school, we identify high-performing teachers through their track record of enhancing student outcomes and their commitment to ongoing growth. To retain these valuable team members, we implement personalized retention strategies. These include offering customized leadership opportunities and acknowledging their contributions through recognition programs. By providing avenues for professional advancement and celebrating their dedication, we create an environment where our high-performing teachers feel valued and inspired to continue their impactful work within our school community.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Teacher placements are strategic based on student need and teacher strengths.

**Success Criteria:**

- Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff

**Evidence:**

When assigning staff, our school values expertise in content, previous success, and diversity within teams. We consider educators' subject knowledge, their past achievements, and diversity among grade-level and subject teams.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.

**Success Criteria:**

- Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills
- Targeted training includes adult facilitation and team dynamics
- Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching

**Evidence:**

When selecting teacher leaders, our focus lies in their proven ability to drive student success and exhibit strong leadership skills among peers. We identify leaders based on their track record in student achievement and their adeptness in guiding adults. To support them effectively, we offer tailored training that hones their skills in adult facilitation and team dynamics. Additionally, our ongoing support involves administrative guidance through observation and modeling of effective meeting facilitation, complemented by personalized performance coaching.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Preferred substitutes are recruited and retained.

**Success Criteria:**

- Effective substitutes are identified and prioritized in short-term placement/deployment
- Ineffective substitutes are also identified and de-prioritized/prohibited

**Evidence:**

We've made strides in our efforts to identify and prioritize effective substitutes for short-term placements. Recognizing and deploying effective substitutes has been partially successful in maintaining continuity in the learning environment. However, we're still refining our strategies to better identify ineffective substitutes and appropriately limit their placements.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Most (at least half) of the key practices are substantially in place and functioning

**Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.****Key Practice:**

Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

**Success Criteria:**

- Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students
- Campus calendar indicates dedicated time for training and ongoing professional development focused on classroom culture and management
- Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, physical classroom layout, and student engagement strategies)
- Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation

**Evidence:**

The leadership at our campus has effectively communicated explicit school-wide expectations for both students and staff members, fostering a cohesive environment. Our campus calendar reflects dedicated time for training and continuous professional development, specifically honing in on classroom culture and management. Teachers and campus leaders employ a structured framework for classroom management, emphasizing high-leverage practices to optimize instruction and create a conducive learning atmosphere. This framework includes setting clear behavioral expectations, establishing routines and procedures, organizing the physical classroom layout, and implementing engaging student strategies.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.

**Success Criteria:**

- School wide routines include steps for students that are clear, action-oriented, and easy to remember

- School wide routines include clear steps for adults to take to support students in meeting the expectations of routines
- Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals

**Evidence:**

Our school has successfully implemented clear and easy-to-follow routines for students and adults, supporting a cohesive approach across our community. While transitions and routines like class changes and student meals have been well-practiced and demonstrated by both staff and students, dismissal procedures remain an area we are actively working to improve.

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

**Success Criteria:**

- Clear campus-wide guidelines exist for immediate next steps when a student does not fully meet expectations
- There is a system of rewards and consequences within the school-wide behavior system that is consistently implemented
- Staff uses consistent responses to student behaviors
- Schools have a system in place that positively reinforces students who model expectations and demonstrate behaviors that reflect campus values

**Evidence:**

Our campus has clear guidelines for addressing student behavior that doesn't meet expectations. We use consistent rewards and consequences and have a system to reinforce positive behavior. Staff responses to student behavior are uniform, and in more complex situations, our scholar support team steps in to assist. This ensures a fair and supportive environment aligned with our school-wide values.

**Implementation Level:**

Substantially in place and functioning

**Essential Action Reflection:**

Most (at least half) of the key practices are substantially in place and functioning

**Essential Action 4.1: Daily use of high-quality instructional materials.****Lever 4 Self Assessment:**

Campus has High-Quality Materials in place for both RLA and Math as defined by RBIS Indicators. (Based on Key Practice 1 Success Criteria for RBIS)

**Success Criteria:**

- Students have daily access to HQIM as part of their RLA student assignments.
- Students have daily access to HQIM as part of their Math student assignments.

**Evidence:**

Our academic plan prioritizes reading with all grades benefiting from daily access to High-Quality Instructional Materials (HQIM). In math, grades 3 to 5 are currently using Eureka Math, with plans to extend it to K-2 next year. Middle school math (grades 6 to 8) will adopt Carnegie Learning. This strategic approach ensures a comprehensive curriculum, fostering growth in both reading and math at our school.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Work is underway to develop at least one of the key practices

**Essential Action 5.1: Professional Development for Effective Classroom Instruction.****Key Practice:**

Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

**Success Criteria:**

- Teachers and campus leaders use frameworks for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus instructional materials (for example, in math pushing students to choose appropriate tools or techniques to solve problems)
- Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains content specific pedagogical practices
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices

**Evidence:**

Building on our past emphasis on refining math instruction, teachers have voiced a clear need for further training in writing instruction. This year, we're aligning our efforts to meet this expressed need by providing comprehensive professional development sessions specifically tailored to enhance teachers' skills in teaching writing. This strategic shift in focus acknowledges their requirements for additional support while maintaining our commitment to supporting their growth in both math and language arts instruction.

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.

**Success Criteria:**

- Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims)
- Teachers and campus leaders use a framework for instruction that contains high leverage practices for affirming students' needs and experiences (e.g., activating prior knowledge, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives)



- Leaders provide teachers with effective up-front training and ongoing coaching to ensure instruction contains best practice in any subject, including affirming students' needs and experiences
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on universal best teaching practices

**Evidence:**

We're actively addressing the gap in our instructional strategies, specifically focusing on wait time and fostering student discourse. While our current frameworks prioritize certain practices, such as independent learning and progress monitoring, we've recognized the need to enhance wait time and encourage more meaningful student discussions. Leaders provide support and training to embed these practices effectively, aligning our instruction with a broader array of effective strategies to meet the diverse needs of our students. This commitment to improvement is reflected in our dedicated time for continuous professional development

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.

**Success Criteria:**

- Campus calendar indicates dedicated time for training and ongoing professional development focused on differentiation of tier 1 instructional materials for all learners
- Campus-wide training and professional development focuses on the incorporation of proactive instructional approaches that address flexibility in the way information is presented, how students respond and demonstrate understanding, and how students engage in instruction
- Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution

**Evidence:**

We've been actively engaged in training to enhance differentiation and best practices in Special Education and Emergent Bilingual Learners. Despite our efforts, we acknowledge that we are still in the process of reaching our desired goals in these areas. While we've made strides in our training initiatives, there's recognition that further progress is needed to fully implement these practices effectively.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Work is underway to develop at least one of the key practices

**Essential Action 5.2: Build teacher capacity through observation and feedback cycles.****Key Practice:**

Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

**Success Criteria:**

- Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.)
- Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time

**Evidence:**

Our campus utilizes a range of observation tools that encompass teaching practices focusing on both classroom management/engagement and academic rigor. These tools, which include High-Quality Instructional Materials observation tools, T-Get Better Faster, and Teach Like a Champion, among others, provide a comprehensive framework for assessing various aspects of teaching. Campus leaders have established a systematic approach to observe and monitor the implementation of these teaching practices among teachers. This system not only tracks the level of teacher implementation but also monitors progress over time, enabling continuous growth and improvement among educators within our learning community.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.

**Success Criteria:**

- Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results
- All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year

**Evidence:**

Observations occur at a frequency tailored to both teacher effectiveness and individual needs, aligning with student formative assessment outcomes. Ensuring a comprehensive approach, all teachers receive observation and feedback, going beyond mere evaluation, at a minimum of quarterly intervals throughout the school year. This consistent feedback loop enables ongoing support and guidance for educators, promoting professional growth and alignment with student learning needs.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.

**Success Criteria:**

- Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable
- Teacher goals or action steps are responsive to the teacher's current proficiency
- Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement

**Evidence:**

Following classroom observations, our school's debrief conversations center on establishing clear and impactful goals or actionable steps for teacher development. These goals are carefully crafted to be high-leverage and observable, tailored to each teacher's current proficiency level for relevance and attainability. Our instructional leaders actively engage teachers in this process, outlining the direct impact these goals will have on student achievement.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

**Success Criteria:**

- During observation debrief conversations, instructional leaders check-in with teachers on their progress with prior development goals, giving feedback on their implementation
- Instructional leaders clearly communicate the area of focus, goal, or action step to the teacher
- Instructional leaders show a model of the practice they would like teachers to implement, and discuss with the teacher how and when to implement the practice in their classroom
- Teachers practice, set a time to implement the goal or action step, and receive feedback on their area of focus

**Evidence:**

In our observation debrief conversations, instructional leaders conduct progress check-ins with teachers regarding their previously established development goals, providing constructive feedback on their implementation. They ensure clear communication by delineating the specific area of focus, goal, or action step to be addressed by the teacher. To further support teachers, instructional leaders model the desired practice and engage in discussions on its implementation in the classroom.

**Implementation Level:**

Substantially in place and functioning

**Essential Action Reflection:**

All key practices are substantially in place and functioning

**Essential Action 5.3: Data-driven instruction.****Key Practice:**

Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.

**Success Criteria:**

- Assessment calendars include windows for data analysis
- Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions
- Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction

**Evidence:**

Our assessment calendars include specific periods dedicated to data analysis. Campus instructional leaders meet post-assessment to review data for informed decision-making. Coaching and teacher support are guided by data insights, including student work samples, to assess curriculum rigor and instructional impact, collaboratively shaping decisions to enhance teaching practices. This data-driven approach fuels continuous improvement across our school community.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus leaders facilitate a consistent process for teachers, 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 to respond.

**Success Criteria:**

- **Understand the task, any related texts and standards and create or internalize the exemplar:** Unpack the standard into knowledge and skills, create or internalize the teacher exemplar to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery
- **Analyze and sort student work:** categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions
- **Identify the highest leverage gap:** Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding that if corrected would yield the greatest increase in mastery
- **Plan the response:** Identify adjustments to make to upcoming instructional opportunities where students will revisit unmastered concepts and/or concepts foundational to the current or upcoming unit of instruction
- **Practice the response:** Stand and deliver portions of your planned instructional response with real-time feedback, repeating as necessary until practice is strong
- **Follow Through:** Write the corrective instruction action plan, including the identified gap and when the planned response will take place, specific students to be addressed, and the follow-up date for reassessment and further data review

**Evidence:**

We regularly meet with teachers individually and in PLCs to engage in the above process of standard and student work analysis. Both the leadership team and teachers still need additional practice in identifying the highest leverage gap and ensuring there is follow through.

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

**Success Criteria:**

- The master schedule includes at least one block weekly for teacher teams to meet for the purpose of reflecting on student work
- Teacher team meeting agendas are developed utilizing a common protocol
- Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery

**Evidence:**

The master schedule sets aside a weekly block for teacher teams to reflect on student work. Using a common protocol, these meetings cover formative data, effective teaching strategies, and potential adjustments to how we teach. It's our collaborative space to dive into student progress and brainstorm ways to enhance our teaching methods. There is still work to be done to ensure these meetings have clear follow through on corrective instruction plans.

**Implementation Level:**

Work is Underway

**Key Practice:**

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.

**Success Criteria:**

- All classrooms include at least one visible student progress tracking artifact, which is regularly updated
- Campus hallways include at least one visible student progress tracking artifact, which is regularly updated

**Evidence:**

We've implemented classroom trackers to monitor student progress, ensuring each classroom has a visible tracking artifact regularly updated to reflect student advancement. However, we haven't extended this practice to hallway trackers across the campus.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Some (less than half) of the key practices are substantially in place and functioning

# Essential Actions

## Submission 1 and 2A

**Essential Action 1.1:** Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

**Implementation Level:** Full Implementation

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).

Performance expectations are clear, written, measurable, and match the job responsibilities.

Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Essential Action 1.2:** Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

**Implementation Level:** Full Implementation

**Key Practices:** Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.

Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

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

**Implementation Level:** Partial Implementation

**Key Practices:** The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.

Campus leaders implement targeted and personalized strategies to retain high-performing staff.

**Essential Action 3.1:** Explicit school-wide behavioral expectations and culture routines.

**Implementation Level:** Partial Implementation

**Key Practices:** Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.

Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

**Essential Action 4.1:** Daily use of high-quality instructional materials.

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus leaders ensure that teachers have access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.

Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.

When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.

**Essential Action 5.1:** Professional Development for Effective Classroom Instruction.

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

**Essential Action 5.2:** Build teacher capacity through observation and feedback cycles.

**Implementation Level:** Full Implementation

**Key Practices:** Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.

Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.

Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

**Essential Action 5.3:** Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.

## Summer Planning

**Essential Action 1.1:** Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 1.2:** Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

**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:** Explicit school-wide behavioral expectations and culture routines.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 4.1:** Daily use of high-quality instructional materials.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 5.1:** Professional Development for Effective Classroom Instruction.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 5.2:** Build teacher capacity through observation and feedback cycles.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 5.3:** Data-driven instruction.

**Implementation Level:** Not Yet Started

**Key Practices:**



# Submissions

## Submission 1 (optional)

### 1. Essential Action 5.1: Professional Development for Effective Classroom Instruction.

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

**Rationale:** 5.1 was prioritized because we must have a clear framework for content-embedded literacy practices if we are going to move ELA data across the campus. Our data has increased for the past two years in math, science and history but has stagnated in language arts. In reflecting on our coaching support, classroom observations, and student work samples, it is evident that there is not clarity on how to increase student discourse and embed writing into instruction. Both teachers and members of the instructional team have expressed that they would appreciate more development in this area.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Collins Education Associates - Collins Writing Program: Improving Student Performance Through Writing and Thinking Across the Curriculum

**How will you build capacity in this Essential Action?:** Engaging with Collins Education Associates will help us ensure teachers are knowledgeable about the different types of writing and have the concrete skillset to implement writing strategies across content areas. The program will help build the capacity of our instructional leaders to better coach and support our teachers on embedding literacy practices across content areas.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our staff is aware of our priorities in our annual state of the campus during summer PD. We will pre-communicate training dates for the fall with teachers and then provide updates on campus progress via videos/pictures from classroom observations in our weekly newsletter and data/student work samples analysis during PLCs. Community and families will be notified of our focus in our Annual Title I meeting and provided updates via the weekly newsletter. Our students will be made aware of our focus on writing by receiving frequent feedback during individual writing conferences and receiving on the spot feedback.

**Desired Annual Outcome:** By May of 2024, 90% of classroom observations in Kinder-8th grades will reflect implementation of campus framework for student discourse and written expression.

**District Commitment Theory of Action:** If the campus establishes a partnership with a knowledgeable literacy-focused service provider, then the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of content-embedded literacy practices.

**Incremental Outcome 1 (optional):**

**District Actions:** The district will facilitate the partnership with Collins Writing Associates so that they can collaborate on literacy instruction with the campus.

**Incremental Outcome 2 (optional):**

**Did you achieve your Incremental Outcome 1 (optional):**

**What data supports your claim? (optional):**

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?
One challenge that we will encounter is the number of emergent bilinguals, particularly newcomers in middle school	Action Step 3	It focuses on that subpopulation in terms of instructional supports.

**Did you achieve your Incremental Outcome 2 (optional):**

**What data supports your claim? (optional):**

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The campus instructional team will partner with Collins Writing Associates to deliver a series of 2 professional learning sessions with job embedded training (co-teaching) with the middle school team over the course of the first semester to focus on academic writing across content areas.</p> <p><b>Evidence Used to Determine Progress:</b> Content/copies from professional learning sessions</p> <p><b>Leader(s) Accountable:</b> Curriculum Specialist, Collins Writing Associates</p> <p><b>Leader Follow Up Action(s):</b> Debrief writing visits with Collins Writing Associates and plan PD for second half of year</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 15, 2023 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> January 1, 2024</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> We will schedule sessions for the second semester based on progress notes from this first two PD visits.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Middle school content teachers will incorporate Type 2 (informal, content based) writing into their lessons a minimum of 2 times a week, with feedback provided by their direct coach.</p> <p><b>Evidence Used to Determine Progress:</b> Type 2 Writing Samples</p> <p><b>Leader(s) Accountable:</b> Instructional Specialist, Assistant Principal</p> <p><b>Leader Follow Up Action(s):</b> Review Type 2 samples in coaching meetings and revise coaching plans as needed</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> October 2, 2023 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> January 1, 2024</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> There are specific teachers who are implementing Type 2 writing; math teachers are in need of additional coaching.</p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> The instructional leadership team will regularly observe and provide feedback to both our ESL teacher and content area teachers on adapting literacy strategies for discourse and written expression for emergent bilingual students.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson observation notes</p> <p><b>Leader(s) Accountable:</b> Instructional team</p> <p><b>Leader Follow Up Action(s):</b> Monitor student performance data to determine EB students who are not progressing</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 2, 2023 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> January 1, 2024</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> We have provided feedback and adjustments to the ESL separate block, but need to do more work to ensure that content teachers are getting more frequent feedback on supports for EBs.</p>

## Submission 1 (optional)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.

**Rationale:** While the campus has improved data driven practices over the past two years, the data analysis often occurs at the end of a unit exam or after the fact, when there is not the ability to really impact or move student achievement. There is a need to better gauge student achievement with formative measures to respond in real time to trends. Additionally, while there has been individual coaching support in data analysis, there is a need to more effectively leverage vertical teams to diagnose gaps and problem solve together. The campus instructional team reviews data periodically, but needs to move towards backwards planning formative reviews based on pacing guides across all grade levels.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Collins Education Associates - Collins Writing Program: Improving Student Performance Through Writing and Thinking Across the Curriculum

**How will you build capacity in this Essential Action?:** We will build capacity in this area by restructuring our leadership data analysis meetings so that each teammate has core responsibilities in sharing data for their respective grade level bands. We will also norm and learn from each other by observing

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our staff is aware of our priorities in our annual state of the campus during summer PD. We will pre-communicate training dates for the fall with teachers and then provide updates on campus progress via videos/pictures from classroom observations in our weekly newsletter and data/student work samples analysis during PLCs. Community and families will be notified of our focus in our Annual Title I meeting and provided updates via the weekly newsletter. Our students will be looped into conversations about their data through goal setting conferences and the opportunity to track their data and reflect on their work.

**Desired Annual Outcome:** By May of 2024, the campus leadership team will collaboratively plan for and facilitate meetings in which schoolwide and grade level specific student work artifacts are analyzed a minimum of 2x per month.

**District Commitment Theory of Action:** If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then the campus will be able to respond appropriately to data to drive student achievement.

**Incremental Outcome 1 (optional):**

**District Actions:** The district will regularly update and monitor the quality of data collection and reporting through PEIMS and Cambium.

**Incremental Outcome 2 (optional):**

**Did you achieve your Incremental Outcome 1 (optional):**

**What data supports your claim? (optional):**

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?
As a growing campus, there is not enough time for instructional leaders to sit in on all data analysis meetings and still follow their observation/feedback and coaching schedules, as well as other campus responsibilities.	Action Step 3	It builds the capacity of teacher leaders so that there is more distributed leadership and data analysis still takes place with fidelity.

**Did you achieve your Incremental Outcome 2 (optional):**

**What data supports your claim? (optional):**

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The campus leadership team will cross train and norm on data collection and formatting for MAP, STAAR Interim and curricular assessments, including conditional formatting and growth targets. All data will be centrally stored in campus spreadsheets.</p> <p><b>Evidence Used to Determine Progress:</b> Campus data trackers</p> <p><b>Leader(s) Accountable:</b> Instructional team</p> <p><b>Leader Follow Up Action(s):</b> Continue to monitor data trackers for timely data submission</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> October 1, 2023 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> January 1, 2024</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> We have built capacity with different team members on specific assessments. We now need to transfer that knowledge across all exams.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Weekly coaching of instructional leaders will include a data analysis component, including the evaluation of student work from the grade levels that they coach.</p> <p><b>Evidence Used to Determine Progress:</b> Coaching agendas, student work examples</p> <p><b>Leader(s) Accountable:</b> Principal</p> <p><b>Leader Follow Up Action(s):</b> Monitor alignment of items brought by coachees to campus data trackers</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> October 2, 2023 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> January 1, 2024</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> We need to adjust this protocol for the second semester based on middle of year academic data. While the initial focus was literacy, we need to spend more time diving into math.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> The campus leadership team will calendar all key assessment analysis meetings for both single and multi-member content teams and norm the unit exam analysis format. They will also identify teacher leaders who are able to facilitate this analysis for their own grade level teams.</p> <p><b>Evidence Used to Determine Progress:</b> Data analysis meeting agendas</p> <p><b>Leader(s) Accountable:</b> Instructional team</p> <p><b>Leader Follow Up Action(s):</b> Continue to monitor for fidelity to schedule</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 2, 2023 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> January 1, 2024</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Assessments have been calendared and data is tracked. There is not yet consistent observations and feedback on the effectiveness of the data follow up for these meetings.</p>

## Submission 2A (optional)

**Did you achieve your student performance data goals?:**

**What data supports your claim?:**

### 1. Essential Action 5.1: Professional Development for Effective Classroom Instruction.

**Implementation Level:** Planning for Implementation

**Key Practices:** Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

**Rationale:** 5.1 was prioritized because we must have a clear framework for content-embedded literacy practices if we are going to move ELA data across the campus. Our data has increased for the past two years in math, science and history but has stagnated in language arts. In reflecting on our coaching support, classroom observations, and student work samples, it is evident that there is not clarity on how to increase student discourse and embed writing into instruction. Both teachers and members of the instructional team have expressed that they would appreciate more development in this area.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Collins Education Associates - Collins Writing Program: Improving Student Performance Through Writing and Thinking Across the Curriculum

**How will you build capacity in this Essential Action?:** Engaging with Collins Education Associates will help us ensure teachers are knowledgeable about the different types of writing and have the concrete skillset to implement writing strategies across content areas. The program will help build the capacity of our instructional leaders to better coach and support our teachers on embedding literacy practices across content areas.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our staff is aware of our priorities in our annual state of the campus during summer PD. We will pre-communicate training dates for the fall with teachers and then provide updates on campus progress via videos/pictures from classroom observations in our weekly newsletter and data/student work samples analysis during PLCs. Community and families will be notified of our focus in our Annual Title I meeting and provided updates via the weekly newsletter. Our students will be made aware of our focus on writing by receiving frequent feedback during individual writing conferences and receiving on the spot feedback.

**Desired Annual Outcome:** By May of 2024, 90% of classroom observations in Kinder-8th grades will reflect implementation of campus framework for student discourse and written expression.

**District Commitment Theory of Action:** If the campus establishes a partnership with a knowledgeable literacy-focused service provider, then the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of content-embedded literacy practices.

**District Actions:**

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

**What data supports your claim?:**

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The instructional leadership team will regularly observe and provide feedback to both our ESL teacher and content area teachers on adapting literacy strategies for discourse and written expression for emergent bilingual students.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson observation notes</p> <p><b>Leader(s) Accountable:</b> Instructional team</p> <p><b>Leader Follow Up Action(s):</b> Monitor student performance data to determine EB students who are not progressing</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 2, 2023 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> January 1, 2024</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Middle school content teachers will incorporate Type 2 (informal, content based) writing into their lessons a minimum of 2 times a week, with feedback provided by their direct coach.</p> <p><b>Evidence Used to Determine Progress:</b> Type 2 Writing Samples</p> <p><b>Leader(s) Accountable:</b> Instructional Specialist, Assistant Principal</p> <p><b>Leader Follow Up Action(s):</b> Review Type 2 samples in coaching meetings and revise coaching plans as needed</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> October 2, 2023 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> January 1, 2024</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Submission 2A (optional)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.

**Rationale:** While the campus has improved data driven practices over the past two years, the data analysis often occurs at the end of a unit exam or after the fact, when there is not the ability to really impact or move student achievement. There is a need to better gauge student achievement with formative measures to respond in real time to trends. Additionally, while there has been individual coaching support in data analysis, there is a need to more effectively leverage vertical teams to diagnose gaps and problem solve together. The campus instructional team reviews data periodically, but needs to move towards backwards planning formative reviews based on pacing guides across all grade levels.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Collins Education Associates - Collins Writing Program: Improving Student Performance Through Writing and Thinking Across the Curriculum

**How will you build capacity in this Essential Action?:** We will build capacity in this area by restructuring our leadership data analysis meetings so that each teammate has core responsibilities in sharing data for their respective grade level bands. We will also norm and learn from each other by observing

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure our staff is aware of our priorities in our annual state of the campus during summer PD. We will pre-communicate training dates for the fall with teachers and then provide updates on campus progress via videos/pictures from classroom observations in our weekly newsletter and data/student work samples analysis during PLCs. Community and families will be notified of our focus in our Annual Title I meeting and provided updates via the weekly newsletter. Our students will be looped into conversations about their data through goal setting conferences and the opportunity to track their data and reflect on their work.

**Desired Annual Outcome:** By May of 2024, the campus leadership team will collaboratively plan for and facilitate meetings in which schoolwide and grade level specific student work artifacts are analyzed a minimum of 2x per month.

**District Commitment Theory of Action:** If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then the campus will be able to respond appropriately to data to drive student achievement.

**District Actions:**

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

**What data supports your claim?:**



Step 1 Details	Reviews
<p><b>Action Step 1:</b> Weekly coaching of instructional leaders will include a data analysis component, including the evaluation of student work from the grade levels that they coach.</p> <p><b>Evidence Used to Determine Progress:</b> Coaching agendas, student work examples</p> <p><b>Leader(s) Accountable:</b> Principal</p> <p><b>Leader Follow Up Action(s):</b> Monitor alignment of items brought by coachees to campus data trackers</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> October 2, 2023 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> January 1, 2024</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> The campus leadership team will calendar all key assessment analysis meetings for both single and multi-member content teams and norm the unit exam analysis format. They will also identify teacher leaders who are able to facilitate this analysis for their own grade level teams.</p> <p><b>Evidence Used to Determine Progress:</b> Data analysis meeting agendas</p> <p><b>Leader(s) Accountable:</b> Instructional team</p> <p><b>Leader Follow Up Action(s):</b> Continue to monitor for fidelity to schedule</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 2, 2023 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> January 1, 2024</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**Submission 2B - Summer Planning**

**Did you achieve your student performance data goals?:**

**What data supports your claim?:**

# Student Data

Student Achievement and Closing the Gaps															
Core Metrics	Sub Metrics		Grade	Student Group	Student Group Analyzed	Subject Tested	Performance Level	Sub 2 Assessment	2024 Student Count	% of Assessments					
										2022 Results	2023 Results	Sub 1 Actual Results		2024 Accountability Goal	
												Sub 1 Assessment Type	Sub 1 Actual Results	Sub 2 Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	All	Reading	Approaches	STAAR	310	57	54	TEA Interim	43	65	
			All	All	All	Reading	Meets	STAAR	310	26	24	TEA Interim	32	35	
			All	All	All	Reading	Masters	STAAR	310	10	7	TEA Interim	12	20	
			All	All	All	Mathematics	Approaches	STAAR	310	51	59	TEA Interim	35	70	
			All	All	All	Mathematics	Meets	STAAR	310	21	26	TEA Interim	14	40	
			All	All	All	Mathematics	Masters	STAAR	310	8	5	TEA Interim	8	20	
			All	All	All	Science	Approaches	STAAR	100	38	55	TEA Interim	40	70	
			All	All	All	Science	Meets	STAAR	100	13	17	TEA Interim	12	30	
			All	All	All	Science	Masters	STAAR	100	4	2	TEA Interim	5	20	
			All	All	All	Social Studies	Approaches	STAAR	50	19	47	TEA Interim	44	65	
			All	All	All	Social Studies	Meets	STAAR	50	0	10	TEA Interim	4	30	
			All	All	All	Social Studies	Masters	STAAR	50	0	2	TEA Interim	2	20	
Closing the Gaps	Priority Target 1	English Language Proficiency	All	EB-TELPAS	EB	TELPAS	N/A	TELPAS	N/A	45	36	Curriculum Based Measurement	35	49	
	Priority Target 2	Academic Achievement	All	Second Lowest EG	Hispanic	ELA	N/A	ELA	N/A	26	24	TEA Interim	30	39	
	Priority Target 3	Academic Achievement	All	First Lowest EG	African American		N/A		N/A	24	23		29	34	

### Academic Growth

#### Academic Growth Current Year RLA

		Submission 1 Results						Summative Submission 2 Goals						
Student Prior Year Performance	Student Count	Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters	
Low DNM	72							40	20	12				
High DNM	39								10	20	9			
Low App	34									10	20	4		
High App	40										20	10	10	
Meets	44											25	19	
Masters	17												17	
Current Year Student Count	246							Sub 2 Goals Student Count	40	30	42	49	39	46
								Sub 2 Goals Percentages	16	12	17	20	16	19
								Sub 2 Results						

#### Academic Growth Current Year MATH

		Submission 1 Results						Summative Submission 2 Goals						
Student Prior Year Performance	Student Count	Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters	
Low DNM	45							20	10	15				
High DNM	54								20	20	14			
Low App	44									15	15	14		
High App	34										15	15	4	
Meets	56											25	31	
Masters	12												12	
Current Year Student Count	245							Sub 2 Goals Student Count	20	30	50	44	54	47
								Sub 2 Goals Percentages	8	12	20	18	22	19
								Sub 2 Results						