

**San Antonio Independent School District**  
**Ogden Elementary - TIP - TIP**  
**2023-2024 Targeted Improvement Plan**



**Campus Number:** 015907157

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

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

Jaime Aquino  
Ixchell Gonzalez

**Principal:** Nicanora Martinez  
**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:** Ixchell Gonzalez

## 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:** Ixchell Gonzalez

## 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:** Nicanora Martinez

# 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:** Ixchell Gonzalez  
**DCSI Title/Position:**

**Superintendent Name:** 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?**

For reading, our goals for each domain are 82% approaches, 20% meets, and 12% masters.

For math, our goals for each domain are 75% approaches, 20% meets, and 12% masters.

For science, our goals for each domain are 55% approaches, 25% meets, and 5% masters.

We determined these goals because our students have shown higher mastery in reading than in math. The goals impact our overall accountability rating by supporting improvement and growth so that we can maintain a C or grow to a B.

There are several challenges in achieving this goal. The first challenge to be named is to provide teachers with the professional development needed to unpack the TEKS so that they understand the goal of the lesson. Finding the time to do this and practice it will be a challenge. The second challenge will be to close the large learning that are students have. There are foundational skills that need to be addressed so that students can grow and achieve the goals that have been set for them.

## 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?**

Overall progress goal in Domain 2A is 74 in our raw score, and 79 in our scale score.

Over progress goal in Domain 2B is 35 raw score, and 69 in our scale score.

Overall score for approaches is 72, 20 for meets, and 12 for masters.

We set this goal because math has more room to grow. These scores will allow us to maintain a C or reach a B.

Our strength in reading will support our growth in science.

## 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?**

Our goal for 2023 for our overall score is 75, which will maintain our C status and ensure that we are closing the gaps in reading and math. This will support us attaining our goal of a B in student achievement.

# 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:**

Leaders have developed a MOCHA chart (Roles & Responsibilities) which includes who leads and assists on Initiatives and programs. Essentials documents that aligns what responsibilities each leader has taken for the school year. Leaders have their coaching protocols as well as the teachers they coach and evaluate. All leaders have calendars which reflect their observations, coaching sessions (OFMs) and their coaching meeting (with principal or with principal & Executive Director)

**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:**

June Goals are set up to review campus goals and Campus needs assessment. Leaders also meet to set up their personal goals and how they will be measured (TPESS or their evaluation). All faculty and staff meet with Principal Martinez to craft their SMART goals for the school year in September.

**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:**

Leaders use the Observation tracker to track teacher feedback and principal can see a holistic view of how everyone is doing and when they have been observed. Leaders use the Si Se Puede Calendar that documents all school events, PD and PLCs. All leaders is the same Teacher OFM document to include their notes and status of the 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:**

Leaders meet weekly for the State of the Schools Meeting to review successes, areas to focus on and date (Observations, Attendance, Student performance)

**Implementation Level:**

Work is Underway

**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:**

Principals Calendar and leaders calendar do reflect scheduled time for observations, the trackers keep track (per teacher) of the action steps. We use our coaching protocol to align our coaching sessions/ Leaders also record and receive feedback on their coaching sessions. Principal has scheduled meetings will all the instructional leaders. Those meetings include both check ins and coaching actions steps for the leaders.

**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 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:**

The Campus Advisory Committee which includes a member from every stakeholder group has been part of the creation and continue to refine the mission and vision. Core Values are reviewed each year as well as characteristics of transformational teachers. Family Ambassador program is returning and they provide regular feedback to the school from the parents and to the parents from the school.

**Implementation Level:**

Work is Underway

**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:**

Community Circle Monday - Friday based on the campus school core values. Student led, for class cheers Discussion and lesson around School Core Values

**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:**

Expectations, core values, and vision and mission are referenced in the halls and classrooms and evidenced in the way students and staff act. Staff reflects on how they show and model the school vision each week at Team Time when they share how a student or they really highlighted the school vision through learning and teaching.

**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 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:**

HCM supports with us with support with ongoing relationships with colleges, and agencies School relies on teacher/staff referrals to recruit staff for open positions. SSPS was able to track success of high quality teachers through our residency program and leader principal fellowship. Referrals are sent from the HCM office with candidates that are qualified for the positions that are open. The current marketing tool being used is Social Media. On this platform, videos and photos are posted to show the culture of the school. There is an interview tracker that is used. However, there is not a tracker to identify which recruitment events have been successful in getting candidates to apply.

**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:**

We use consistent criteria and protocols to interview. A screener interview takes place to see if they align with the schools mission, vision & needs. Candidates have a formal interview. Teaching candidates do a model lesson and partake in an Observation feedback Cycle. Other staff also completes 2-3 tasks that include their job duties. Model lessons are completed by the candidates. Scores are given by the interview panel to see if they align with our expectations.

**Implementation Level:**

Work is Underway

**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:**

Leaders meet with teachers for OFMs and Check-in personally to retain high performing teachers, Weekly survey to make any adjustments based off of feedback from staff and teachers

**Implementation Level:**

Work is Underway

**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:**

We use a Staffing Worksheet to plan, recruit and evaluate where teachers should go. Leadership discussions happen at the end of the year based on the growth of the teacher and student achievement to determine placements for the upcoming school year.

**Implementation Level:**

Work is Underway

**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:**

Every teacher has a coach assigned for weekly feedback and mentorship. New teachers have the SAISD New Teacher Mentor Program as well as Si Se Puede Schools New Teacher Support. Teacher Leaders are also assigned to mentor, plan and check in with new teachers. This school year, teacher leaders have been identified to lead their grade levels in PLCs. These Teacher Leaders also had conversations with the leaders to explain the rationale of them becoming the leader for their grade level for instructional support.

**Implementation Level:**

Work is Underway

**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:**

The school interview and retain/recruit certified and reliable substitutes.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

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

### **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 Campus Advisory Committee which includes a member from every stakeholder group has been part of the creation and continue to refine the mission and vision. Core Values are reviewed each year as well as characteristics of transformational teachers. Family Ambassador program is returning and they provide regular feedback to the school from the parents and to the parents from the school.

#### **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:**

The teachers have a copy and know the coaching waterfall for Culture and Rigor. The Observation Tracker aligns and norms feedback all teachers receive regularly which highlights what is going well, quick hit and next steps. Core Values are taught and revisited throughout the year during Community Circle & Classroom celebrations

#### **Implementation Level:**

Substantially in place and functioning

#### **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:**

Expectations, core values, and vision and mission are referenced in the halls and classrooms and evidenced in the way students and staff act. Staff reflects on how they show and model the school vision each week at Team Time when they share how a student or they really highlighted the school vision through learning and teaching.

**Implementation Level:**

Substantially in place and functioning

**Essential Action Reflection:**

All 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:**

Ogden uses Amplify and Eureka for their curriculum.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning.

**Success Criteria:**

- Assessments throughout the year build up to at least the same rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence
- Interim assessments are used to measure mastery of grade level standards at a specific point in time and not used to make instructional decisions.
- Formative assessments are used to measure progress towards mastery of specific grade level standard(s) and support instructional decision making in alignment with the

curriculum design.

**Evidence:**

The teachers have given feedback and Teacher leaders have modified the scope and sequence. Focusing on the Framework for reading and math is the main focus to increase rigor in Tier 1 instruction. The assessment calendar for the year considers countdowns, time to reflect on data after assessments and progress monitoring. The assessments used are aligned to STAAR expectations as they are from the Amplify and Eureka lessons. The question formats are on the higher end of the critical thinking skills. STAAR interim is planned and scheduled. The school does need to shift to using the data in the lense of TEKS mastery and not changing instructional decisions. Formative assessments are embedded in the curriculum. These assessments are reviewed by the teacher so that instructional changes are made.

**Implementation Level:**

Work is Underway

**Key Practice:**

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.

**Success Criteria:**

- Campus leaders regularly monitor the usage and implementation of provided adopted materials as designed
- Campus leaders provide feedback on teacher pacing and adherence to the level of rigor in the materials, including the use of student diagnostic and progress monitoring data
- Campus leaders provide the support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons
- Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate

**Evidence:**

The Si Se Puede Schools Pacing guides (Scope & Sequence) include assessment, reteaching and formative assessment. Amplify & Eureka are used and teachers have taken part of the state training with TNTP for the last 2.5 years. In addition, we have PLC's, Internalizations and embed time for planning and feedback. During Walkthrough leaders look at what is the student expectation and wether or not the student work matches the objective. Leaders monitor the submission of lesson plans and the alignment to the adopted materials. Since the whole school uses the same instructional materials. the leaders provide feedback during practice sessions that is focused on improving the execution. Artifacts: - PLC calendars, internalization times, and deliberate practice.

**Implementation Level:**

Work is Underway

**Key Practice:**

When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.

**Success Criteria:**

- Campus leaders provide professional development and review lesson plans for alignment between standards, daily objectives, knowledge and skills throughout the lesson, and exit tickets
- Campus leaders provide professional development and review lesson plans and give feedback to ensure lesson activities are in alignment with the objective of the lesson as



well as content-specific research-based instructional strategies

- Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate
- Campus instructional leaders ensure lessons feature embedded formative assessments and use that data to inform their instruction

**Evidence:**

Teachers receive feedback, we need to work on regular feedback on the lesson alignment and the execution of the lesson and what the students are expected to do. Teachers work with the Instructional Leader to support their annotations on their lesson plans. A lesson plan internalization checklist was developed to provide support to the teachers. Feedback is given during the OFMs to support their capacity of annotating the lessons. Professional Development was provided at the beginning of the school year as well as a practice session. Amplify and Eureka curriculum are used. The expectation is that teachers remain faithful to what is written.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

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

**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:**

All teacher summer PD aligned with specific pedagogical practices which included Professional Development that focuses on culture, management & instruction. Teachers have a framework (%) of teachers are effectively using the framework for Math (%) for reading. -Math/Reading Framework PD -School Culture PD -Research Based Getting Better Faster Taxonomies -Unpacking TEKS -ongoing unit PLCs/lesson internalizations

**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:**

Leaders are providing teachers with ongoing job-embedded professional development, observation and feedback. There are campus-wide expectations and policies to ensure that classroom rituals and routines, instructional activities and physical and social environment. Teachers are using restorative practice to build positive relationships through a variety of means, including their personal interests. Community Circle, Classroom Circle and student celebrations include opportunities for students to ... Artifacts: -action steps based on Getting BetterFaster Rigor Trajectory -OFMs -Campus observation feedback tracker -Campus Academic Calendar (afterschool/Fridays)

**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:**

The campus provided training on intervention framework, how to group students and use data to target our various level of students. We are currently looking at and exploring different methods to be responsive to IEP goals. Spec Ed teacher conducted a review of Behavior Intervention plan

**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:**

SSPS OFM Tracker is regularly used to provide feedback and track trends and includes looking at Instructional goals, Glows/Grows, quick hits, next steps/recommendations and next action step.

**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:**

Weekly Planning meetings with teachers, review of MAP and other assessment data, igrade level internaliation of curriculum

**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:**

OFM occurs every two weeks for every teacher (unless they require weekly coaching sessions). Follow-up discussions are held with teacher and quick check-in/check-outs with

teachers.

**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:**

We use the OFM Model (See it, name it, do it) and getting better faster waterfall for action steps where we discuss the success, gaps in lesson, discuss the action step and write it out, spar with T and coach to compare scripts, have real-time practice and modeling.

**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:**

The calendars include time for leaders to analyze data, then turn around and have teachers do the same. Campus leaders review and analyze data to inform decisions Data Driven instruction includes reviewing student work to determine the gap and whether its procedural or conceptual gap. The re-teach plan is determined and coaches provide feedback on the

lesson (%) of the time. Our goal is to practice the re-teach and give feedback prior to going live with the students. Calendars has been developed over the Summer to include assessments that will take place. Instructional Leaders meet every week. In those meetings, there is a focus on three main areas based on data analysis. Those areas are MTSS, Academic Data and Social Emotional Learning. Actions steps are discussed so that the school is supported in growth. Teachers attend student weekly data meetings every week. The rotation includes reading, writing, and math. Student samples are turned in so that they are reviewed by the leader and prepared for the meeting. Actions steps and reteaches are planned in order to support the area of growth identified.

### **Implementation Level:**

Work is Underway

### **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:**

Teachers unpack the TEKS and have participated in PD and receive feedback from their coach. Student work is through to coaching sessions. Prior to DDI meetings teachers determine if the student error is procedural or conceptual based on the student work. They submit the work to their leaders at least one day prior so the leader can also do the pre-work to prep for the DDI. Teachers plan how to adjust the lesson based on student error. Teachers also practice the re-teach and coaches are prepared to provide real time feedback when they observe their teacher.

### **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 includes a conference time with an addition art and theater weekly additional conference time to allow for an OFM and a weekly data meeting. We also provided extended day for teachers for additional practice or PLC time Monday-Thursday as well as 25 early release Fridays for additional practice, PLC, DDI and professional development.

**Implementation Level:**

Substantially in place and functioning

**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:**

DDI meetings begin on September 20th and occur every week. Every classroom posts student progress trackers for reading and math. The campus has reading and math progress posted in the Think Space which is used to review growth. Zearn growth goals will be posted with the growth goals of the classrooms.

**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:** Partial Implementation

**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:** Partial Implementation

**Key Practices:**

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

**Implementation Level:** Planning for Implementation

**Key Practices:** Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals. The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

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

**Implementation Level:** Full Implementation

**Key Practices:**

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

**Implementation Level:** Beginning Implementation

**Key Practices:**

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

**Implementation Level:** Planning for Implementation

**Key Practices:**

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

**Implementation Level:** Full Implementation

**Key Practices:**

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

**Implementation Level:** Beginning Implementation

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

**Implementation Level:** Planning for Implementation

**Key Practices:** Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school’s vision, mission, values, and goals. The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

**Rationale:** By building the capacity of our teachers, we will be able to have students being serviced by quality instructors that will provide the high quality instruction.

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

**Who will you partner with?:** Relay Graduate School of Education - Accelerating Instructional Leadership Through Leverage Leadership

**How will you build capacity in this Essential Action?:** This will build capacity in ensuring that we have quality instructors in the classrooms during the hiring process. This would reduce the turnover rate.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This will be communicated through meetings and discussions with data to show the importance of having a strong teacher selected during the hiring process.

**Desired Annual Outcome:** The number of students in Tier 1 Reading and Math will increase from 31% to 80% by developing their reading, writing, and fluency skills which will be measured by using MAP and CIRCLE data from the beginning of the year to the end of the year.

**District Commitment Theory of Action:** The district will support in ensuring that instructors are hired in a timely manner, but also have the support of coaching in the classroom.

**Incremental Outcome 1 (optional):**

**District Actions:** The district will support in the recruitment of staff when there are vacancies by providing resumes of those that are highly qualified.

**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?
The challenge faced will be the number of highly qualified educators that are available.	Action Step 1	It provides an opportunity to coach the educators that we select so that we can ensure that they meet the needs of being highly qualified.

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

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

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Teachers and leaders will engage in Observation Feedback Meetings weekly to coach, practice, and improve on best practices of instructional delivery.</p> <p><b>Evidence Used to Determine Progress:</b> Summer; Leaders will receive training through NPAF to be aligned in OFM practices.            Q1: 75% of the teachers will meet their action step within two weeks.            Q2: 85% of the leaders will meet their action step within two weeks.            Q3: 100% of the teachers will meet their action step within two weeks.</p> <p><b>Leader(s) Accountable:</b> Principal            Assistant Principal            Admin Interns            Dean of Students</p> <p><b>Leader Follow Up Action(s):</b> Hold Observation Feedback Meetings with the teachers weekly using the cycle.</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> July 10, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 24, 2024</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Teachers and leaders will be aligned in routines, procedures, and best practices for the classroom management throughout the school.</p> <p><b>Evidence Used to Determine Progress:</b> Summer: Teachers will receive training on the common expectations for routines, procedures, and classroom management.            September: The school will score proficient on 50% of the Bellwether Rubric            October: The school will score proficient on 80% of the Bellwether Rubric</p> <p><b>Leader(s) Accountable:</b> Principal            Assistant Principal            Admin Interns            Dean of Students</p> <p><b>Leader Follow Up Action(s):</b> Leaders will observe the school culture at designated bellwethers to measure the level of expectation being meet.</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 14, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 31, 2024</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Students who are Tier 3 will be pulled out for additional Intervention support by another teacher to support in accelerating in closing the learning gap.</p> <p><b>Evidence Used to Determine Progress:</b> Q2: MOY MAP will show a decrease of students in Tier 3 by 20% from the beginning of the year. Q4: MOY MAP will show a decrease of student in Tier 3 by 35% from the beginning of the year.</p> <p><b>Leader(s) Accountable:</b> Principal Admin Interns</p> <p><b>Leader Follow Up Action(s):</b> Leaders will adjust their schedules to meet with students who need the intensive support.</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 14, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 31, 2024</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Submission 1 (optional)

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

**Implementation Level:** Beginning Implementation

**Key Practices:** 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.

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

**Rationale:** The leaders will develop their skills in reviewing data to determine action steps for the teacher to support the continued learning of the students.

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

**Who will you partner with?:** Relay Graduate School of Education - Accelerating Instructional Leadership Through the National Principals Academy Fellowship (NPAF)

**How will you build capacity in this Essential Action?:** This would build capacity in leaders and teachers in developing their skill to consistently review student work and plan reteach as appropriate.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** These priorities will be communicated through meetings with data to show that our goal is student centered. The actions that we are taking are part of developing the students.

**Desired Annual Outcome:** The number of students in Tier 1 Reading and Math will increase from 31% to 80% by developing their reading, writing, and fluency skills which will be measured by using MAP and CIRCLE data from the beginning of the year to the end of the year.

**District Commitment Theory of Action:** This district will be committed to supporting the school in funding the programs needed to develop the leaders.

**Incremental Outcome 1 (optional):**

**District Actions:** Opportunities to receive training in the data driven process.

**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?
The challenges that will be encountered is the ability to practice the process that is needed.	Action Step 1, Action Step 2	The action step addresses that challenge by giving leaders an opportunity to practice the process with fidelity each week.

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

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

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Teachers will administer and analyze bi-weekly formal and informal assessments to provide data for Weekly Data Meetings, Professional Learning Communities, and Real-Time Coaching to improve student academic achievement.</p> <p><b>Evidence Used to Determine Progress:</b> Q2: 60% of students will show growth on MOY MAP Q4: 80% of students will show growth in EOY MAP</p> <p><b>Leader(s) Accountable:</b> Principal Assistant Principal Admin Interns Teachers</p> <p><b>Leader Follow Up Action(s):</b> Leaders will monitor the student work samples that are turned in for Weekly Data Meetings, create agendas for Professional Learning Communities, and being in the classroom to coach the teachers.</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2023 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> May 17, 2024</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> PLCs will occur prior to a unit being taught for both Math and Reading to support the teacher understanding of the standards and activities.</p> <p><b>Evidence Used to Determine Progress:</b> Q1: Students will have an increase of 15% growth in Math and Reading in identified TEKS. Q2: Students will have an increase of 25% growth in Math and Reading in identified TEKS. Q3: Students will have an increase of 35% growth in Math and Reading in identified TEKS.</p> <p><b>Leader(s) Accountable:</b> Teachers Assistant Principal Teachers</p> <p><b>Leader Follow Up Action(s):</b> Leaders will provide the resources needed as well as train teachers on how to lead PLCs for their grade level.</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 24, 2024</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Students will hold monthly goal setting meetings with their teachers to discuss goal attainment, growth, and build individual plans to continue to achieve their identified yearly goals.</p> <p><b>Evidence Used to Determine Progress:</b> Q1: 100% of students will have student goals in place based on MAP analysis  Q2: 85% of students are working on interventions that target their student goals  Q3: 85% of students will have shown growth on their student goals based on MOY MAP  Q4: 100% of students will be able to name their student goal and its importance</p> <p><b>Leader(s) Accountable:</b> Principal  Assistant Principal  Teachers</p> <p><b>Leader Follow Up Action(s):</b> Leaders will monitor the goal setting meetings with their teachers to measure their growth and progress throughout the school year.</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 15, 2023 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> March 15, 2024</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Submission 2A (optional)

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

**What data supports your claim?:**

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

**Implementation Level:** Planning for Implementation

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

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

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

**Rationale:** By building the capacity of our teachers, we will be able to have students being serviced by quality instructors that will provide the high quality instruction.

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

**Who will you partner with?:** Relay Graduate School of Education - Accelerating Instructional Leadership Through Leverage Leadership

**How will you build capacity in this Essential Action?:** This will build capacity in ensuring that we have quality instructors in the classrooms during the hiring process. This would reduce the turnover rate.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This will be communicated through meetings and discussions with data to show the importance of having a strong teacher selected during the hiring process.

**Desired Annual Outcome:** The number of students in Tier 1 Reading and Math will increase from 31% to 80% by developing their reading, writing, and fluency skills which will be measured by using MAP and CIRCLE data from the beginning of the year to the end of the year.

**District Commitment Theory of Action:** The district will support in ensuring that instructors are hired in a timely manner, but also have the support of coaching in the classroom.

**District Actions:**

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

**What data supports your claim?:**

## Submission 2A (optional)

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

**Implementation Level:** Beginning Implementation

**Key Practices:** 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.

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

**Rationale:** The leaders will develop their skills in reviewing data to determine action steps for the teacher to support the continued learning of the students.

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

**Who will you partner with?:** Relay Graduate School of Education - Accelerating Instructional Leadership Through the National Principals Academy Fellowship (NPAF)

**How will you build capacity in this Essential Action?:** This would build capacity in leaders and teachers in developing their skill to consistently review student work and plan reteach as appropriate.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** These priorities will be communicated through meetings with data to show that our goal is student centered. The actions that we are taking are part of developing the students.

**Desired Annual Outcome:** The number of students in Tier 1 Reading and Math will increase from 31% to 80% by developing their reading, writing, and fluency skills which will be measured by using MAP and CIRCLE data from the beginning of the year to the end of the year.

**District Commitment Theory of Action:** This district will be committed to supporting the school in funding the programs needed to develop the leaders.

**District Actions:**

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

**What data supports your claim?:**



**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	322	40	33	Curriculum Based Measurement		79	
			All	All	All	Reading	Meets	STAAR	322	17	11	Curriculum Based Measurement		39	
			All	All	All	Reading	Masters	STAAR	322	8	2	Curriculum Based Measurement		24	
			All	All	All	Mathematics	Approaches	STAAR	322	34	25	Curriculum Based Measurement		77	
			All	All	All	Mathematics	Meets	STAAR	322	6	6	Curriculum Based Measurement		21	
			All	All	All	Mathematics	Masters	STAAR	322	1	0	Curriculum Based Measurement		12	
			All	All	All	Science	Approaches	STAAR	60	11	32	Curriculum Based Measurement		42	
			All	All	All	Science	Meets	STAAR	60	2	2	Curriculum Based Measurement		12	
			All	All	All	Science	Masters	STAAR	60	0	0	Curriculum Based Measurement		10	
Closing the Gaps	Priority Target 1	Academic Achievement	All	All	All	ELA	N/A	ELA	N/A	69	43	Curriculum Based Measurement		75	
	Priority Target 2	Academic Achievement	All	All	All	Mathematics	N/A	Mathematics	N/A	50	39	Curriculum Based Measurement		64	
	Priority Target 3	Academic Growth Status	All	All	All	ELA	N/A	ELA	N/A	78	0	Curriculum Based Measurement		95	

### Academic Growth

#### Academic Growth Current Year RLA

Student Prior Year Performance	Student Count	Submission 1 Results						Summative Submission 2 Goals					
		Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters
Low DNM	46							32	11	3	0	0	0
High DNM	17							6	10	0	1	0	0
Low App	11							3	3	2	3	0	0
High App	10							1	1	4	2	2	0
Meets	8							0	1	0	4	3	0
Masters	6							0	0	0	0	4	2
Current Year Student Count	141												
		Sub 2 Goals Student Count						42	26	9	10	9	2
		Sub 2 Goals Percentages						43	27	9	10	9	2
		Sub 2 Results											

#### Academic Growth Current Year MATH

Student Prior Year Performance	Student Count	Submission 1 Results						Summative Submission 2 Goals					
		Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters
Low DNM	38							18	20	0	0	0	0
High DNM	31							15	11	4	1	0	0
Low App	11							3	3	3	2	0	0
High App	16							4	3	5	3	1	0
Meets	4							0	0	1	1	2	0
Masters	2							0	0	0	1	1	0
Current Year Student Count	141												
		Sub 2 Goals Student Count						40	37	13	8	4	0
		Sub 2 Goals Percentages						39	36	13	8	4	0
		Sub 2 Results											

# Addendums

## Ixchell Gonzalez

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**From:** MARTINEZ, NICANORA C <NMARTINEZ5@saisd.net>  
**Sent:** Monday, October 2, 2023 6:00 AM  
**To:** Ogden Elementary\_Leaders  
**Subject:** Ogden Leader Focus and Action Steps 10.2

Good morning!

We are closing out the last week of the first quarter. There are a lot of reflections that we will be doing during SOS to identify our personal areas of growth and accomplishments. Be ready to share those on Monday after school.

Quick fun item: Send me a bitmoji for October!

### Classroom Look Fors

As a leadership team, we need to do a better job at collecting the data for the week. We should be looking at lesson plans every week since this is how we are ensuring that our students are getting the rigorous education that they deserve. This week, we will be including MAP data walls and bulletin board updates. I still see bulletin boards that are either not up or does not have student work. The deadline for the first round past a few weeks ago. I will be asking leaders on how they are supporting those teachers identified with not meeting expectations so be sure to have that information as well as next steps for the teachers. <https://docs.google.com/spreadsheets/d/1Fgo9bgPEjfrZxn8e0DEdoSGta7LHsiHjh2cimwZxiiY/edit?usp=sharing>

### Grades

We have a deadline coming up for grades. Be sure that your teachers know how to enter and post grades into Frontline. Jillian will be sending out the steps for everyone, but we may want to provide extra support for our teachers. We have not been able to have all of our teachers with grades entered by the deadlines that were given.

### Intervention Classes

Both Stephanie and Dalinda have begun their schedules which include pulling groups for added interventions. These pull outs are essential to the growth of our students. When they are pulling students, they are not to be dealing with any calls over the radio. We are currently keeping track of how many times the students are being pulled for the class which will be aligned to their growth and attendance rate. They will be sending out calendar invites to the teachers so that they know when and whom they are pulling each day. The expectation is that there is a reason and clear documentation for any classes that are not pulled.

### Leader Feedback/Action Steps Alignment

On Tuesday, we will be meeting after school to align how we are giving our teachers feedback. I have been reviewing the feedback that is being written and we need to make sure that we are aligned. Make arrangements to be at this meeting so that we are all getting the same training. It will be from 4:30-5:30 in the OLT office.

### AIPs

During your weekly OFM:

1. Login to branching minds with your teacher you are coaching
2. Review with the teacher the AIPS
  - Goals and Progress Monitoring
  - Intervention and Supports
  - Dates Sept. 25 to week of Oct 16

**Note: Ensure Goals and Progress Monitoring and Interventions and Supports are completed. If these areas are not complete AIPs is incomplete**

### Leader Coaching/Check In Sessions

In our meetings, we will be doing the TPESS BOY Conference. All of you (except Lisa) will need to make sure that your self-assessment is completed **prior** to our check-in. In your assessment, provide clear evidence as to why you selected that section.

### October Monthly Calendar

In the next coming weeks....

October 2023							Note: This calendar is a living document, and is subject to change.
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
1	2	3	4	5	6	7	
National Principal Month		CBA #1 3-5					
National Bullying Prevention Month		BOY Circle					
Ogden Faculty & Staff "I've been Boo'ed"	School Custodian Appreciation Day			World Teacher Day	Ogden's Full Day Friday		
				Ogden CAC Meeting 3:30-4:30	Storm Early Release		
					End of 1st Qtr Grading Period		
					Interventionist Appreciation Day		
					Storm Principal Coffee 9am		
					Ogden 3 Field Trip- UTSA		
8	9	10	11	12	13	14	
	Indigenous Peoples' Day School Holiday	Start of 2nd Qtr Grading Period		Professional Development NPAF for DOS in Denver	Professional Development NPAF for DOS in Denver		
		Ogden Recycle Contest Start		Ogden Cafecito con la directora 11:00-12:00	Fair Labor, FERPA, Code of Ethics, Sexual Harrasment, & Sign Language Training Due		
					Ogden- End of Qt 1 Prize Drawing		
					Ogden Early Release Wowza Celebration		
					Storm's Full Day Friday		
15	16	17	18	19	20	21	
	Professional Development	Ogden Bellwether	Unity Day/ Stop Bullying Day	Ogden Hispanic Heritage Bus Visit	Ogden Early Release	Ogden Community Meeting 10AM	
	National Boss's Day	Ogden Q1 Chromebook Update	Storm Bellwether		Storm Early Release		
			Storm Community Meetings 6:00 PM		Bellwether		
					Ogden Q1 Awards in Classroom		
					Ogden PreK Attendance Incentive		
22	23	24	25	26	27	28	
RR Theme Dress Week	Red Ribbon/ Drug Free America Week						
	Storm CAC Mtg			Ogden Dream Dance Party (Snapshot)	Parent/Teacher Conference Student Holiday		
			PK- Craft with me Storm	Cosmic Bowling/mini gulf Storm			
29	30	31	K- Craft with me Library				
		Halloween					
	GT 5th Grade/ Referrals for all other Grades						
	50th Day of School	Ogden Trunk or Treat & Character Dress Day					
		Character Day Parade Day 2:30 PM					

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Principal

Ogden Elementary- Si, Se Puede Schools

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## ¡Sí, Se Puede!

**DISTRICT MISSION STATEMENT:** To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

*It is the policy of San Antonio ISD not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation or disability in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended, and SAISD's board policies DIA, FFH, and FFI.*

*Es norma del distrito de San Antonio no discriminar por motivos de raza, color, religión, origen nacional, sexo, identidad de género, expresión de género, orientación sexual o discapacidad, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda, y las pólizas DIA, FFH, y FFI de la mesa directiva de SAISD.*

San Antonio ISD is committed to non-discrimination on the basis of race, color, ethnicity, culture, religion, national origin, age, sex, gender identity, gender expression, sexual orientation, appearance, immigration/citizenship status, home language, socioeconomic status, or disability in its educational programs, services, and District business functions.

Information on persons designated to handle inquiries regarding non-discrimination policies can be found within SAISD Board Policies DIA(Exhibit) or FFH(Exhibit), available online at: <https://pol.tasb.org/PolicyOnline?key=176>.  
[Translation.](#)