

# San Antonio Independent School District

## Storm Elementary - TIP

### 2023-2024 Targeted Improvement Plan



San Antonio Independent School District

**Ollie Perry Storm**  
Elementary School

**Campus Number:** 015907169

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

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

Jaime Aquino  
Ixchell Gonzalez

**Principal:** Jacquelyn Navar  
**ESC Case Manager:** Shanon 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:** Jacquelyn Navar

# 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:** Supervisor

**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 61% approaches, 27% meets, and 18% masters.

For math, our goals for each domain are 76% approaches, 16% meets, and 15% masters.

For science, our goals for each domain are 65% approaches, 5% meets, and 3% 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.

## 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.

For right now we are focused on Academic Achievement as we do not know how much we grew in 2023.

Our target priorities will be 1. Academic Achievement, 2. Academic Growth and 3 Closing the Gaps

# 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. 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).

**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.

**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:**

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:**

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.

**Implementation Level:**

Work is Underway

**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:**

Storm met at the beginning of the year to revise the school mission and vision. Created a gallery walk and provided feedback as a campus CAC team to meet and finalize our refined Mission and Vision.

**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 every Monday and Friday based on the campus school core values. Student led, for class cheers Discussuion 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:**

Work is Underway

**Essential Action Reflection:**

Some (less than 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

**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.

**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:**

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:**

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:**

We use a Staffing Worksheet to plan, recruit and evaluate where teachers should go.

**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

**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:**

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

**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:**

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Generated by Plan4Learning.com

- 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 campus uses a school wide Class Dojo and provides Bobcat bucks to students based on points. The first 30 days we work on campus and classroom transitions and have a bellwether to check the progress of the school. We then come together to work on the findings and next steps. 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:**

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:**

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 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:**

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

**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:**

The campus calendar includes job embedded Professional Development that focuses on culture, management & instruction. Teachers have a framework 75% of teachers are effectively using the framework for Math 70% for reading. Teachers are working on maximizing instruction from breakfast to dismissal. Teachers are building strong relationships with students by using restorative practices. 85% of the campus have a balance of Student talk vs Teacher Talk and have structured discourse in place where students are engaged.

**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 become motivated to learn and practice our core values. Students are encouraged to use sentence stems, 7 step strategies as well.

**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 methos to be responsive to IEP goals.

**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 regulary used to provide feedback and track trends Campus leaders use the Getting Better Faster Phases to support with observation feedback

**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:**

Leaders conduct weekly calibration walkthroughs for instruction and Management and provide school wide feedback Leaders conduct weekly observations and Have an OFM with their teachers every two weeks

**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 occur every two weeks for every teacher (unless they require weekly coaching sessions) Agendas for teacher OFMs are logged and followed up by leaders

**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

**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.

### 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 brought to coaching sessions (insert frequency). 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:**

Substantially in place and functioning

**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 24 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 in October and occur after various mid module or end of module assessments. DDI meetings occur after every MAP BOY MOY and EOY and CBA for grades 3-5 Every classroom posts student progress trackers for reading and math. The campus has reading and math progress posted ...

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Most (at least 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:** Beginning Implementation

**Key Practices:**

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

**Implementation Level:** Partial Implementation

**Key Practices:**

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

**Implementation Level:** Partial Implementation

**Key Practices:**

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

**Implementation Level:** Planning for Implementation

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

**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 research based best practices for delivering rigorous instruction in any content.

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:**

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

**Implementation Level:** Partial Implementation

**Key Practices:**

## 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 4.1: Daily use of high-quality instructional materials.

**Implementation Level:** Planning for Implementation

**Key Practices:** 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.

**Rationale:** While our campus utilizes formative assessment and exit tickets, we do not have campus wide expectations and systems around frequency and next steps after data has been collected for ALL grade levels. While we have a system for turning in lesson plans and criteria attached, we do not have a consistent system to provide feedback on the lesson.

**Source Used to Identify Rationale:** ESF Diagnostic

**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?:** Using our pacing guide, we will backwards plan when we should assess and collect data for math and reading units. We will have grade levels calendarize their assessments having at least 4 assessment/exit tickets a month. Leadership team will create universal consistent form for providing feedback to teachers regarding lesson plans.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** After sharing feedback and data from last year's ESF visit. Data will show that this gap was where we fell short of executing an assesment plan and supporting teachers after they were provided the curriculum.

**Desired Annual Outcome:** -By the end of the year 95% all grade levels will have their assessments and exit tickets calendarized  
-By the end of the year 100% of leaders will have calendarized at least 6 data meetings based on the exit tickets that are calendarized by the teachers.  
-By the end of the year 100% of leaders will be aligned with providing feedback to teaches in a universal and consistent format.

**District Commitment Theory of Action:** If SSPS ensures the proper training for leaderser to effectively implement data meetings after exit tickets, then leaders will be able to effectively support teachers in planning reteaches, and group students accoring to need.

**Incremental Outcome 1 (optional):**

**District Actions:** SSPS ensures that campus instructional leaders receive ongoing coaching to support the implementation of instructional leadership systems with a focus on data meetings, actively monitoring, and structured discourse

**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?
New teachers starting at different times of the year and needing to be trained in the protocol	Action Step 1	Leaders will have ongoing trainings to support new teachers

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

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

Step 1 Details	Reviews
<p><b>Action Step 1:</b> During summer planning, new leaders will attend the NPAF leader training to align on the our feedback that will be provided to teachers on lesson planning and execution of the lesson plan. During July Leader Planning and training leaders will align and establish a protocol on providing lesson plan/lesson execution feedback, the to be used as well as the frequency.</p> <p><b>Evidence Used to Determine Progress:</b> Established protocol tracker for lesson plan components  a calendarized day of when every leader will turn in the feedback  a calendarized day of when the teachers will be observed to be included in the leader daily schedule.  PDs planned and teachers are trained for discourse and data meetings</p> <p><b>Leader(s) Accountable:</b> SSPS Executive Director, Principal, and Assistant Principal</p> <p><b>Leader Follow Up Action(s):</b> SSPS, and Principal observe new leaders conducting a data meetitng and provide feedback to new leaders. Leaders observe teachers implementing structured discourse in the classrooms</p> <p><b>Non-Funded Resources Needed:</b> Outlook calendar, protocol that is created by SSPS and Storm Leaders, leader daily schedules</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> July 25, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 25, 2023</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> We have a normed protocol for lesson plan criteria, submission. We are building a routine for providing the the feedback to teachers more consistently</p>



Step 2 Details	Reviews
<p><b>Action Step 2:</b> Instructional Leaders will calendarize and plan at least 2 data meetings using the established protocol based on the exit tickets that are calendarized, and planned by the teachers.</p> <p><b>Evidence Used to Determine Progress:</b> Invite to the data, data meeting agenda, evidence of reteach based on data meeting</p> <p><b>Leader(s) Accountable:</b> SSPS Executive director, Principal, Assistant Principal, and PR and Admin intern</p> <p><b>Leader Follow Up Action(s):</b> Observation and feedback</p> <p><b>Non-Funded Resources Needed:</b> See it, Name it, Do it protocol, leader calendar with data meetings logged, curriculum and lesson plan evidence to determine the effectiveness of the teaching.</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 1, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 6, 2023</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Leaders have had at least 2 data meetings with grade levels. Next steps are to continue to support teachers in the implementation of reteaches from data meetings, and following the pacing guide.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Instructional Leaders will facilitate grade level planning where assessments and exit tickets will be calendarized, the frequency around what data they will look at, the product of what will be assessed for the first quarter based on the provided pacing guide.</p> <p><b>Evidence Used to Determine Progress:</b> Planning Agenda, Sign in sheet, pacing guide reflects the frequency of data check points</p> <p><b>Leader(s) Accountable:</b> Instructional Leaders, SSPS, Teachers</p> <p><b>Leader Follow Up Action(s):</b> Leaders meet on a weekly basis to discuss data meetings and norm what data meetings will look like, such as sharing successes, naming the error or misconception, and planning the reteach.</p> <p><b>Non-Funded Resources Needed:</b> Curriculum, pacing guides, ssps academic calendar, trackers, agendas from the facilitation meetings</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 6, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 3, 2023</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> We have had at least one session since creating this goal. We need to continue to prioritize this in our Leadership meetings, so they will be come a priority in our grade level meetings and PLCs.</p>

## Submission 1 (optional)

### 2. 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 research based best practices for delivering rigorous instruction in any content.

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

**Rationale:** While the campus "footprint" was last year was to provide opportunities for student discourse, our classrooms are still largely teacher driven rather than student centered. Opportunities for students to productively struggle independently is not evident and teachers are not monitoring student work to collect data that would drive or create trends for error.

**Source Used to Identify Rationale:** ESF Diagnostic

**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?:** In every Professional Development, leaders will model what student discourse looks like by including structured discourse opportunities in every session. Leaders will include this strategy in lesson internalization and planning and allocate time for teachers to practice script their desired questions and practice with a peer. Leaders will observe classrooms for particular discourse areas and provide feedback to teachers.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Share ESF data on structured discourse and productive struggle with teachers. Provide research that promotes when students do the talking they are doing the thinking.

Show exemplar videos of teachers and classrooms that are creating an environment where students are doing the talking.

**Desired Annual Outcome:** -By the End of the year all leaders will include and model effective discourse strategies such as QSSSA, partner A/B, Inside/outside circle in their presentations so that By the end of the year 100% of teachers will be implementing student discourse in the classroom.

-By the end of August, 100% of teachers will have included at least 3 points of student discourse in their lesson plans for core contents and will execute the the strategy during instruction

- Evidence of progress will be tracked when questions for structured discourse are included in lesson plans and the discourse is observable in classroom execution.

**District Commitment Theory of Action:** Through professional development, support in planning, coaching and consistent feedback and observations SSPS will support with effective structured student discourse. When Storm Teachers are successfully incorporating structured student discourse in their planning and in execution, the ratio in Storm classrooms will be more student centered as opposed to teacher directed.

**Incremental Outcome 1 (optional):**

**District Actions:** Through professional development, support in planning, coaching and consistent feedback and observations SSPS will support with effective structured student discourse. When Storm Teachers are successfully incorporating structured student discourse in their planning and in execution, the ratio in Storm classrooms will be more student centered as opposed to teacher directed.

**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?
Teachers will struggle with the execution of the structured discourse during the lesson. Teachers might struggle with the types of questions that will lead to authentic discourse making the lesson more student directed.	Action Step 1, Action Step 3	By observing and putting into practice what discourse should look like in a learning environment, leaders will support teachers. By support teachers with incorporating questions that encourage discourse in the classroom during planning and providing feedback to the teachers on execution, teachers will be be more confident about allowing student discourse in the classroom.

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

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

Step 1 Details	Reviews
<p><b>Action Step 1:</b> All leaders will incorporate at least two opportunities using structured discourse strategies during summer PD and PD through out the year to model and support teachers in a more student directed conversations.</p> <p><b>Evidence Used to Determine Progress:</b> PD scripts and power points with evidence of the discourse strategy being used. Classroom lesson plans will reflect the questions asked for structured discourse, and discourse will be reflected in lessons during observations</p> <p><b>Leader(s) Accountable:</b> Principal, Assistant Principal, Administrative Intern</p> <p><b>Leader Follow Up Action(s):</b> Leaders and SSPS executive director to provide feedback on lesson plans specifically around the discourse question, During observations Structured discourse will be a look for in our observations and feedback will be provided by email, or during the observation feedback meeting.</p> <p><b>Non-Funded Resources Needed:</b> Meeting Time, Time to provide feedback, lesson plan submission</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> October 27, 2023</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Majority of our lessons have opportunities for discourse and different methods. Next Steps are to continue incorporating these strategies during our PDs.</p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> Leaders will provide teachers with support different methods of using Student discourse in the classroom during lesson planning, PD, and individual coaching.</p> <p><b>Evidence Used to Determine Progress:</b> agendas for PD, agendas during teacher feedback,</p> <p><b>Leader(s) Accountable:</b> Instructional leaders, SSPS</p> <p><b>Leader Follow Up Action(s):</b> Leaders will provide feedback on lesson plans, instruction, and during coaching sessions with teachers.</p> <p><b>Non-Funded Resources Needed:</b> lesson plan templates, feedback from leaders through email, sign in sheets</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 21, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 27, 2023</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> During our observations leaders look fors are always around discourse in the classroom. Feedback on lessons is always provided and action steps reflect turn an talks, QSSSA</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers will have include at least 3 points of student discourse in their lesson plan for core contents and will execute the the strategy during instruction.</p> <p><b>Evidence Used to Determine Progress:</b> Teacher lesson plans with discourse questions scripted, observation feedback through email and SSPS tracker, more than 1 observable actions of student directed discourse in the classroom</p> <p><b>Leader(s) Accountable:</b> teachers, leaders, ssps</p> <p><b>Leader Follow Up Action(s):</b> Leaders will provide feedback weekly on progress of a more student directed classroom.</p> <p><b>Non-Funded Resources Needed:</b> observation tracker, lesson plan templates, DOK question stems to support critical thinking discourse</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 21, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 27, 2023</p>	<p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> Teachers currently have one QSSSA question in their lesson plan, we are working on incorporating other essential questions that lend themsleves to discourse among students</p>

## Submission 2A (optional)

**Did you achieve your student performance data goals?:** No

**What data supports your claim?:** We have not taken our IAs yet. Our BOY MAP scores indicate that at least 70% of our students are below reading level.

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

**Implementation Level:** Planning for Implementation

**Key Practices:** 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.

**Rationale:** While our campus utilizes formative assessment and exit tickets, we do not have campus wide expectations and systems around frequency and next steps after data has been collected for ALL grade levels. While we have a system for turning in lesson plans and criteria attached, we do not have a consistent system to provide feedback on the lesson.

**Source Used to Identify Rationale:** ESF Diagnostic

**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?:** Using our pacing guide, we will backwards plan when we should assess and collect data for math and reading units. We will have grade levels calendarize their assessments having at least 4 assessment/exit tickets a month. Leadership team will create universal consistent form for providing feedback to teachers regarding lesson plans.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** After sharing feedback and data from last year's ESF visit. Data will show that this gap was where we fell short of executing an assesment plan and supporting teachers after they were provided the curriculum.

**Desired Annual Outcome:** -By the end of the year 95% all grade levels will have their assessments and exit tickets calendarized  
-By the end of the year 100% of leaders will have calendarized at least 6 data meetings based on the exit tickets that are calendarized by the teachers.  
-By the end of the year 100% of leaders will be aligned with providing feedback to teaches in a universal and consistent format.

**District Commitment Theory of Action:** If SSPS ensures the proper training for leaderser to effectively implement data meetings after exit tickets, then leaders will be able to effectively support teachers in planning reteaches, and group students accoring to need.

**District Actions:** SSPS ensures that campus instructional leaders receive ongoing coaching to support the implementation of instructional leadership systems with a focus on data meetings, actively monitoring, and structured discourse

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?
New teachers starting at different times of the year and needing to be trained in the protocol	Action Step 1	Leaders will have ongoing trainings to support new teachers

**Did you achieve your annual outcome?:** No

**What data supports your claim?:** We are not yet at the end of the year, but we are making progress with our data meetings. Branching Minds shows our what interventions are working and which are not.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Instructional Leaders will calendarize and plan at least 2 data meetings using the established protocol based on the exit tickets that are calendarized, and planned by the teachers.</p> <p><b>Evidence Used to Determine Progress:</b> Invite to the data, data meeting agenda, evidence of reteach based on data meeting</p> <p><b>Leader(s) Accountable:</b> SSPS Executive director, Principal, Assistant Principal, and PR and Admin intern</p> <p><b>Leader Follow Up Action(s):</b> Observation and feedback</p> <p><b>Non-Funded Resources Needed:</b> See it, Name it, Do it protocol, leader calendar with data meetings logged, curriculum and lesson plan evidence to determine the effectiveness of the teaching.</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 1, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 6, 2023</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> During summer planning, new leaders will attend the NPAF leader training to align on the our feedback that will be provided to teachers on lesson planning and execution of the lesson plan. During July Leader Planning and training leaders will align and establish a protocol on providing lesson plan/lesson execution feedback, the to be used as well as the frequency.</p> <p><b>Evidence Used to Determine Progress:</b> Established protocol tracker for lesson plan components  a calendarized day of when every leader will turn in the feedback  a calendarized day of when the teachers will be observed to be included in the leader daily schedule.  PDs planned and teachers are trained for discourse and data meetings</p> <p><b>Leader(s) Accountable:</b> SSPS Executive Director, Principal, and Assistant Principal</p> <p><b>Leader Follow Up Action(s):</b> SSPS, and Principal observe new leaders conducting a data meetitng and provide feedback to new leaders. Leaders observe teachers implementing structured discourse in the classrooms</p> <p><b>Non-Funded Resources Needed:</b> Outlook calendar, protocol that is created by SSPS and Storm Leaders, leader daily schedules</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> July 25, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 25, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Instructional Leaders will facilitate grade level planning where assessments and exit tickets will be calendarized, the frequency around what data they will look at, the product of what will be assessed for the first quarter based on the provided pacing guide.</p> <p><b>Evidence Used to Determine Progress:</b> Planning Agenda, Sign in sheet, pacing guide reflects the frequency of data check points</p> <p><b>Leader(s) Accountable:</b> Instructional Leaders, SSPS, Teachers</p> <p><b>Leader Follow Up Action(s):</b> Leaders meet on a weekly basis to discuss data meetings and norm what data meetings will look like, such as sharing successes, naming the error or misconception, and planning the reteach.</p> <p><b>Non-Funded Resources Needed:</b> Curriculum, pacing guides, ssps academic calendar, trackers, agendas from the facilitation meetings</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 6, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 3, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> Instructional Leaders will facilitate grade level planning where assessments and exit tickets will be calendarized, the frequency around what data they will look at, the product of what will be assessed for the first quarter based on the provided pacing guide.</p> <p><b>Evidence Used to Determine Progress:</b> Planning Agenda, Sign in sheet, pacing guide reflects the frequency of data check points</p> <p><b>Leader(s) Accountable:</b> Instructional Leaders, SSPS, Teachers</p> <p><b>Leader Follow Up Action(s):</b> Leaders meet on a weekly basis to discuss data meetings and norm what data meetings will look like, such as sharing successes, naming the error or misconception, and planning the reteach.</p> <p><b>Non-Funded Resources Needed:</b> Curriculum, pacing guides, ssps academic calendar, trackers, agendas from the facilitation meetings</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 6, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 3, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**Submission 2A (optional)**

**2. 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 research based best practices for delivering rigorous instruction in any content.

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

**Rationale:** While the campus "footprint" was last year was to provide opportunities for student discourse, our classrooms are still largely teacher driven rather than student centered. Opportunities for students to productively struggle independently is not evident and teachers are not monitoring student work to collect data that would drive or create trends for error.

**Source Used to Identify Rationale:** ESF Diagnostic

**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?:** In every Professional Development, leaders will model what student discourse looks like by including structured discourse opportunities in every session. Leaders will include this strategy in lesson internalization and planning and allocate time for teachers to practice script their desired questions and practice with a peer. Leaders will observe classrooms for particular discourse areas and provide feedback to teachers.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Share ESF data on structured discourse and productive struggle with teachers. Provide research that promotes when students do the talking they are doing the thinking.

Show exemplar videos of teachers and classrooms that are creating an environment where students are doing the talking.

**Desired Annual Outcome:** -By the End of the year all leaders will include and model effective discourse strategies such as QSSSA, partner A/B, Inside/outside circle in their presentations so that By the end of the year 100% of teachers will be implementing student discourse in the classroom.

-By the end of August, 100% of teachers will have included at least 3 points of student discourse in their lesson plans for core contents and will execute the the strategy during instruction

- Evidence of progress will be tracked when questions for structured discourse are included in lesson plans and the discourse is observable in classroom execution.

**District Commitment Theory of Action:** Through professional development, support in planning, coaching and consistent feedback and observations SSPS will support with effective structured student discourse. When Storm Teachers are successfully incorporating structured student discourse in their planning and in execution, the ratio in Storm classrooms will be more student centered as opposed to teacher directed.

**District Actions:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers will struggle with the execution of the structured discourse during the lesson. Teachers might struggle with the types of questions that will lead to authentic discourse making the lesson more student directed.	Action Step 1, Action Step 3	By observing and putting into practice what discourse should look like in a learning environment, leaders will support teachers. By support teachers with incorporating questions that encourage discourse in the classroom during planning and providing feedback to the teachers on execution, teachers will be more confident about allowing student discourse in the classroom.



**Did you achieve your annual outcome?:** No

**What data supports your claim?:** We are a step closer to achieving our outcome. We have provided the training in discourse. Our teachers have started to incorporate the structured discourse into their lesson plans. During observations leaders have this strategy as a look for and are beginning to observe the strategy in the classroom. Leaders are now providing actions to enhance the strategy around the types of questions DOL that are being asked.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> All leaders will incorporate at least two opportunities using structured discourse strategies during summer PD and PD through out the year to model and support teachers in a more student directed conversations.</p> <p><b>Evidence Used to Determine Progress:</b> PD scripts and power points with evidence of the discourse strategy being used. Classroom lesson plans will reflect the questions asked for structured discourse, and discourse will be reflected in lessons during observations</p> <p><b>Leader(s) Accountable:</b> Principal, Assistant Principal, Administrative Intern</p> <p><b>Leader Follow Up Action(s):</b> Leaders and SSPS executive director to provide feedback on lesson plans specifically around the discourse question, During observations Structured discourse will be a look for in our observations and feedback will be provided by email, or during the observation feedback meeting.</p> <p><b>Non-Funded Resources Needed:</b> Meeting Time, Time to provide feedback, lesson plan submission</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> October 27, 2023</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> Leaders will provide teachers with support different methods of using Student discourse in the classroom during lesson planning, PD, and individual coaching.</p> <p><b>Evidence Used to Determine Progress:</b> agendas for PD, agendas during teacher feedback,</p> <p><b>Leader(s) Accountable:</b> Instructional leaders, SSPS</p> <p><b>Leader Follow Up Action(s):</b> Leaders will provide feedback on lesson plans, instruction, and during coaching sessions with teachers.</p> <p><b>Non-Funded Resources Needed:</b> lesson plan templates, feedback from leaders through email, sign in sheets</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 21, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 27, 2023</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers will have include at least 3 points of student discourse in their lesson plan for core contents and will execute the the strategy during instruction.</p> <p><b>Evidence Used to Determine Progress:</b> Teacher lesson plans with discourse questions scripted, observation feedback through email and SSPS tracker, more than 1 observable actions of student directed discourse in the classroom</p> <p><b>Leader(s) Accountable:</b> teachers, leaders, ssps</p> <p><b>Leader Follow Up Action(s):</b> Leaders will provide feedback weekly on progress of a more student directed classroom.</p> <p><b>Non-Funded Resources Needed:</b> observation tracker, lesson plan templates, DOK question stems to support critical thinking discourse</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 21, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 27, 2023</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	125	41	40	TEA Interim		61	
			All	All	All	Reading	Meets	STAAR	125	17	9	TEA Interim		27	
			All	All	All	Reading	Masters	STAAR	125	8	0	TEA Interim		18	
			All	All	All	Mathematics	Approaches	STAAR	125	28	28	TEA Interim		76	
			All	All	All	Mathematics	Meets	STAAR	125	6	5	TEA Interim		16	
			All	All	All	Mathematics	Masters	STAAR	125	5	2	TEA Interim		15	
			5th	All	All	Science	Approaches	STAAR	40	12	21	Curriculum Based Measurement		65	
			5th	All	All	Science	Meets	STAAR	40	0	3	Curriculum Based Measurement		5	
Closing the Gaps	Priority Target 1	Academic Achievement	All	All	All	ELA	N/A	ELA	N/A	41	40	Curriculum Based Measurement		61	
	Priority Target 2	Academic Achievement	All	All	All	Mathematics	N/A	Mathematics	N/A	28	38	Curriculum Based Measurement		46	
	Priority Target 3	Academic Growth Status	All	All	All	ELA	N/A	ELA	N/A	71	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	23							17	3	3	0	0	0
High DNM	16							3	6	3	3	1	0
Low App	9							2	1	3	3	0	0
High App	8							1	0	4	2	1	0
Meets	10							0	2	0	3	5	0
Masters	3							0	0	0	0	3	0
Current Year Student Count	125												
		Sub 2 Goals Student Count						23	12	13	11	10	0
		Sub 2 Goals Percentages						33	17	19	16	14	0
		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	31							24	6	1	0	0	0
High DNM	19							8	8	1	1	1	0
Low App	7							1	2	4	0	0	0
High App	11							1	2	2	5	1	0
Meets	1							0	0	0	0	1	0
Masters	3							0	0	0	0	1	0
Current Year Student Count	125												
		Sub 2 Goals Student Count						34	18	8	6	4	0
		Sub 2 Goals Percentages						47	25	11	8	6	0
		Sub 2 Results											

# Addendums

## SSPS Schools

### Storm Links

[Academic Calendar](#)  
[WAG](#)  
[Observation Tracker](#)  
Discipline Log

### Bright Spots 5 min

**Navar:** Bobcat Store nice to see students spending their money.

**Jones:** Got in 4 observations this week!

#### Greathouse

**Chavarria:** LPACs done, just need 3 students, 3rd DL student placed in DL class,  
**SSP:**

### Topics and Notes

14 minutes

(If it is highlighted in red, then it needs a quick discussion.)

Rightsizing Updates: Have your questions or any of your teachers been answered?

School Safety and Security:

Goals: For IAs, clerks and non teaching staff need to be complete by Friday Sept. 29

**Data Meetings: Can we look out the assessment calendar to see where we can put a data meeting**

**Observations for MTSS students: From now on, we will support with observations. You will be asked to observe students whose teachers you coach. It will be easy as we are mostly in their classrooms.**

**PD for Friday - Team Time 2:00-2:30 2:30 How write PLAFFPS and MTSS Protocol**

**CBA's Greathouse:**

**Culture:**

**Pizza on Thursday in the Library, Recess on Friday as well**

**Custodian Appreciation Day- Monday-**

**Student:**

- **HALLS Posters and reminders Voice Levels (needed these for Bellwether) Common areas**
- **Dojo data to be shared every Friday Data**
- **Table Settings/Roll out to classes in Cafeteria**

Birthday Board for Lounge

Other motivation sayings after MAP

**Project Updates  
2 minutes**

*(List out the projects that you are currently working on along with a brief 1-2 sentence update. These items are to inform the team of the progress of each project on campus.)*

Navar	Jones	Greathouse
Support for Olvera CIP due Sept. 29 TIP due Oct. 29	MTSS PD for staff MTSS paperwork (now at 13 referrals) Input MAP data for classes with subs TTESS goal check off	
Chavarria		

**Next Steps  
5 minutes**

*(List out your individual next steps from this meeting.)*

Navar	Jones	<u>Chavarria</u>
Greathouse	Keep checking teacher goals for revisions Finalize MTSS PD	

**Upcoming Events  
1 minute**

*(Review the upcoming events and POC.)*

Bobcat Facts Night Sept. 21	
Solar Eclipse Oct. 14	

**Data Points  
2 minutes**

*(Review the data points to identify an area of concern.)*

Student Attendance	Failure Report	Discipline Referral/DOJO	Rhithm
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<p style="text-align: center;"><b>93.80%</b> Attendance Rate As of: 09/12/2023, Tue</p>	<p><a href="#">Failure Report</a></p>		
<p style="text-align: center;"><b>NEW Teacher Action Steps</b></p>	<p style="text-align: center;"><b>Total Observations</b></p>	<p style="text-align: center;"><b>Staff Attendance</b></p>	<p style="text-align: center;"><b>DDI/Spotchecks</b></p>

[WMP 09-11-23 Latinx-Hispanic Heritage Month.pdf](#)