

**Killeen Independent School District
Hay Branch Elementary School - TIP
2022-2023 Targeted Improvement Plan**



Superintendent:
DCSI/Grant Coordinator:

Dr. John Craft
Carrie Parker

Principal: Steve H Bibiano
ESC Case Manager: Jessica Torres
ESC Region: 12

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: Carrie Parker

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: Carrie Parker

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: Steve H Bibiano

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

	Approaches	Meets	Masters
2021 STAAR	57%	28%	10%
2022 STAAR	55%	25%	9%
2023 Goal	65%	30%	12%

Rationale for 2023 Goal

Student performance remained low and stagnant resulting in a need of support designation. We are establishing an achievable and ambitious goal of increasing our scores by 5-10 pts, by for Approaches, Meets and Masters category, by May 23, 2022. Naturally addressing this growth will result in a positive affect on 2b. Achievement will be accomplished by building leadership capacity to provide an increase in alignment, expectations and feedback in campus program implementation. A structured approach to reviewing teacher internalization of lesson plans and teaching application will support leadership staff capacity to evaluate teaching and learning.

School Progress

What accountability goal has your campus set for this year?

Rationale for 2023 Goal

Domain 2A will be our focus determined by efficacy in campus success. 34% of the the students counted for growth either did not meet grade level standards or regressed to lower student performance in 21-22 school year. We are establishing an achievable and ambitious goal of reducing the number to only 17% of the student population This will result in a possible earning an overall 71 in the student growth category, by May 23, 2022. Achievement will be accomplished by building leadership capacity to provide an increase in alignment, expectations and feedback in campus program implementation. A structured approach to reviewing teacher internalization of lesson plans and teaching application will support leadership staff capacity to evaluate teaching and learning. Targeted feedback provided and alignment of practices will support students individual needs and ensure growth.

Closing the Gaps

What accountability goal has your campus set for this year?

Rationale for 2023 Goal

Our African American, Hispanic, Economically Disadvantaged and SPED students populations groups did not meet **academic achievement, growth and student success targets** for the 2022 STAAR in both Math and Reading. We are establishing an achievable and ambitious goal of meeting 90% of all growth targets in indicated categories, for our African American, Hispanic, Economically Disadvantaged and SPED students, by May 23, 2022. We will focus on building leadership capacity resulting in increased instructional alignment, expectations and feedback in campus program implementation. A structured approach to reviewing teacher internalization of lesson plans and teaching application will allow leadership to effectively evaluate teaching and learning, resulting in aligned and effective instruction.

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

READING	All Students	Goal 22-23
% Approaches	61%	71%
% Meets	34%	45%
% Masters	14%	20%

MATH	All Students	Goal 22-23
% Approaches	52%	65%
% Meets	17%	40%
% Masters	5%	15%

Rationale for 2023 Goal

Math data indicates a 10% to 15 % lower performance in the approaches, meets, and master’s category, though evidence of underperformance in all subject areas are evident in data. We are establishing an achievable and ambitious goal of 10-15 points growth in all performing standards, by May 23, 2022. We will focus on building leadership capacity resulting in increased instructional alignment, expectations, and feedback in campus program implementation. A structured approach to reviewing teacher internalization of lesson plans and teaching application will support leadership staff capacity to evaluate teaching and learning. Sound tier I instruction will provide positive results in both the academic achievement and growth categories.

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

Reading	All Students	African American	Hispanic	Eco Dis	SPED
% Approaches	61%	57%	52%	56%	29%

Reading	All Students	African American	Hispanic	Eco Dis	SPED
% Meets	34%	24%	21%	25%	15%
% Masters	14%	15%	9%	14%	6%

Math	All Students	African American	Hispanic	Eco Dis	SPED
% Approaches	52%	48%	52%	53%	16%
% Meets	17%	16%	16%	17%	13%
% Masters	5%	5%	3%	5%	3%

We are targeting the African American, Hispanic, Eco Disadvantage and SPED student groups in reading for all performance categories in Reading. We are setting an achievable and ambitious growth goal of 10–15 points to The SPED student groups will be targeted in both reading and math with a growth goal of 10-15 point in all performance standards. We will focus on building leadership capacity resulting in increased instructional alignment, expectations, and feedback in campus program implementation. A structured approach to reviewing teacher internalization of lesson plans and teaching application will support leadership efficacy, resulting in increased aligned learning. Sound tier I instruction will provide results in both the academic achievement and growth categories.

Essential Actions

Cycles 1-3

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

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

Implementation Level: Fully Implemented

Key Practices:

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

Implementation Level: Partial Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices:

Cycle 4

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

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

Rationale: Building leadership capacity will provide an increase in alignment, expectations and feedback in campus program implementation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? An aligned and timely feedback process will be provided through a systematic observation feedback cycle. Planned dates for leadership observations and feedback will provide clarity and build leader capacity. Meeting documentation process (minutes) will be an expectation for all leadership meeting. This documentation will be used for reference, alignment, and action plan considerations.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Effective communication is essential for stakeholder buy-in. Conveying purpose of prioritized lever and its connection to student learning is essential for implementation and sustainment. Administration, one on one , and PLC meeting will be used to both introduce and sustain the implementation. Collaboration and support with team will reinforce positivity and help build an even more effective approach to implementation.

Desired Annual Outcome: Campus leaders will participate in 2 documented observational leadership coaching feedback per semester. Leaders will participate in meetings focused on campus learning needs driven by agendas and the learning cycle as evidence by agendas, data protocols, and meeting minutes 100% of the time by May 30th, 2023.

District Commitment Theory of Action: District Commitment Theory of Action: If the district provides opportunities for on-going support and coaching of the campus leadership team, then the campus leadership team can ensure campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Desired 90-day Outcome: September 1 thru Nov. 30th, campus leaders will participate in 1 per 9 week period documented observational leadership coaching feedback meeting. During the same time period leaders will also participate in meetings focused on campus learning needs driven by agendas and and the learning cycle as evidence by agendas, data protocols, and meeting minutes 70% of the time.

District Actions: 1.1 - District Actions: The DCSI and the district will support the campus by providing a continuum of resources that include professional learning and engagement for all members of the campus leadership team and on-going, regularly scheduled campus visits that focus on campus improvement and best practices. The DCSI and campus leadership team will focus on a process of observation, feedback and adjustment of practices as aligned to campus goals and objectives.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Logistics of planning around day to day school operations.	Action Step 1	Established dates will allow for schedule around for implementation
Consistent Feedback	Action Step 2	Allow for aligned expectations.

Step 1 Details	Reviews
<p>Action Step 1: Develop and implement leadership observation calendar.</p> <p>Evidence Used to Determine Progress: Clear evidence will be a documented observational calendar with assigned dates.</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: A created observational calendar</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: October 3, 2022 - Frequency: One Time - Evidence Collection Date: November 25, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Develop and implement systematic approach and document for meeting and feedback. This will include aligned action steps for documentation of implementations.</p> <p>Evidence Used to Determine Progress: Meeting and feedback document including action step.</p> <p>Person(s) Responsible: Principal and Admin Team</p> <p>Resources Needed: Aligned feedback process document.</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: October 7, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Connect purpose and observations and feedback to student learning. Support implementation with clear action steps.</p> <p>Evidence Used to Determine Progress: Meeting Minutes including implementation action steps.</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: none needed</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 3, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

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

Implementation Level: Partial Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: Consistent implementation of high quality instruction materials and aligned instructional calendars and interim formative assessments will improve student performance

Who will you partner with?: Other

How will you build capacity in this Essential Action? A structured approach to reviewing teacher internalization of lesson plans and teaching application will support leadership staff capacity to evaluate teaching and learning. Leadership team will participate in bi-weekly grade level planning meetings and provide structured feedback. Weekly leadership meetings for data, implementation and planning will allow for targeted PD and teaching refinement.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Effective communication is essential for stakeholder buy-in. Conveying purpose of prioritized lever and its connection to student learning is essential for implementation and sustainment. Administration, one on one , and PLC meeting will be used to both introduce and sustain the implementation. Collaboration and support with team will reinforce positivity and help build an even more effective approach to implementation.

Desired Annual Outcome: Teachers will implement a structured lesson design process, evaluated weekly by leadership and feedback provided 100% of the time. Bi-weekly leadership meetings for data and implementation of plannings will occur 100% of the time by May 30th, 2023.

District Commitment Theory of Action: 4.1 - District Commitment Theory of Action: If district policies support the effective use of standards-aligned, high-quality instructional materials and assessments and an annual academic calendar that includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus leadership team can frequently review how teachers use, internalize and modify lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.

Desired 90-day Outcome: Within 90 days teachers will implement a structured lesson design process, evaluated weekly by leadership and feedback provided 70% of the time.

District Actions: 4.1 - District Actions: The DCSI and the district will continue to provide training and resources on a regular basis that is designed to help campus instructional leaders train and monitor teachers in the implementation and effective use of standards-aligned, high-quality instructional materials and resources. The DCSI and district will provide regularly scheduled opportunities for professional development about learning standards, aligned instructional tasks, effective instructional strategies, providing appropriate feedback, and data debrief protocols that help monitor instructional outcomes.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Foundational understanding of essential lesson planning process.	Action Step 4	Action step will provide clarity and alignment to expectations.

Step 1 Details	Reviews
<p>Action Step 1: Develop lesson planning framework and expectations for staff.</p> <p>Evidence Used to Determine Progress: Minutes and documentation</p> <p>Person(s) Responsible: Administration team</p> <p>Resources Needed: Cohesive lesson planning framework.</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 2, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Create a feedback document and system to support lesson planning expectations.</p> <p>Evidence Used to Determine Progress: Created document artifact</p> <p>Person(s) Responsible: Principal and Admin Team</p> <p>Resources Needed: Lesson Planning feed back document.</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: October 3, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Monitor teacher lesson planning both during process and reflections.</p> <p>Evidence Used to Determine Progress: Documented Feedback</p> <p>Person(s) Responsible: Principal and Admin Team</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: October 3, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Train staff effective lesson planning framework to ensure alignment of expectations.</p> <p>Evidence Used to Determine Progress: Increase efficacy in lesson planning through feedback.</p> <p>Person(s) Responsible: Principal and Admin Team</p> <p>Resources Needed: None</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 15, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

Rationale: Building leadership capacity will provide an increase in alignment, expectations and feedback in campus program implementation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? An aligned and timely feedback process will be provided through a systematic observation feedback cycle. Planned dates for leadership observations and feedback will provide clarity and build leader capacity. Meeting documentation process (minutes) will be an expectation for all leadership meeting. This documentation will be used for reference, alignment, and action plan considerations.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Effective communication is essential for stakeholder buy-in. Conveying purpose of prioritized lever and its connection to student learning is essential for implementation and sustainment. Administration, one on one , and PLC meeting will be used to both introduce and sustain the implementation. Collaboration and support with team will reinforce positivity and help build an even more effective approach to implementation.

Desired Annual Outcome: Campus leaders will participate in 2 documented observational leadership coaching feedback per semester. Leaders will participate in meetings focused on campus learning needs driven by agendas and the learning cycle as evidence by agendas, data protocols, and meeting minutes 100% of the time by May 30th, 2023.

District Commitment Theory of Action: District Commitment Theory of Action: If the district provides opportunities for on-going support and coaching of the campus leadership team, then the campus leadership team can ensure campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Desired 90-day Outcome: December 1 thru February 28 , campus leaders will participate in 2 per 9 week period documented observational leadership coaching feedback meeting. During the same time period leaders will also participate in meetings focused on campus learning needs driven by agendas and the learning cycle as evidence by agendas, data protocols, and meeting minutes 80% of the time.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

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

Implementation Level: Partial Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: Consistent implementation of high quality instruction materials and aligned instructional calendars and interim formative assessments will improve student performance

Who will you partner with?: Other

How will you build capacity in this Essential Action? A structured approach to reviewing teacher internalization of lesson plans and teaching application will support leadership staff capacity to evaluate teaching and learning. Leadership team will participate in bi-weekly grade level planning meetings and provide structured feedback. Weekly leadership meetings for data, implementation and planning will allow for targeted PD and teaching refinement.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Effective communication is essential for stakeholder buy-in. Conveying purpose of prioritized lever and its connection to student learning is essential for implementation and sustainment. Administration, one on one , and PLC meeting will be used to both introduce and sustain the implementation. Collaboration and support with team will reinforce positivity and help build an even more effective approach to implementation.

Desired Annual Outcome: Teachers will implement a structured lesson design process, evaluated weekly by leadership and feedback provided 100% of the time. Bi-weekly leadership meetings for data and implementation of plannings will occur 100% of the time by May 30th, 2023.

District Commitment Theory of Action: 4.1 - District Commitment Theory of Action: If district policies support the effective use of standards-aligned, high-quality instructional materials and assessments and an annual academic calendar that includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus leadership team can frequently review how teachers use, internalize and modify lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.

Desired 90-day Outcome: December 1 thru February 28 , Teachers will implement a structured lesson design process, evaluated weekly by leadership and feedback provided 80% of the time. Bi-weekly leadership meetings for data and implementation of plannings will occur 80% of the time.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

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

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams.

Rationale: Building leadership capacity will provide an increase in alignment, expectations and feedback in campus program implementation.

Who will you partner with?: Other

How will you build capacity in this Essential Action? An aligned and timely feedback process will be provided through a systematic observation feedback cycle. Planned dates for leadership observations and feedback will provide clarity and build leader capacity. Meeting documentation process (minutes) will be an expectation for all leadership meeting. This documentation will be used for reference, alignment, and action plan considerations.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Effective communication is essential for stakeholder buy-in. Conveying purpose of prioritized lever and its connection to student learning is essential for implementation and sustainment. Administration, one on one , and PLC meeting will be used to both introduce and sustain the implementation. Collaboration and support with team will reinforce positivity and help build an even more effective approach to implementation.

Desired Annual Outcome: Campus leaders will participate in 2 documented observational leadership coaching feedback per semester. Leaders will participate in meetings focused on campus learning needs driven by agendas and the learning cycle as evidence by agendas, data protocols, and meeting minutes 100% of the time by May 30th, 2023.

District Commitment Theory of Action: District Commitment Theory of Action: If the district provides opportunities for on-going support and coaching of the campus leadership team, then the campus leadership team can ensure campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Desired 90-day Outcome: March 1 thru May 31, campus leaders will participate in 2 per 9 week period documented observational leadership coaching feedback meeting. During the same time period leaders will also participate in meetings focused on campus learning needs driven by agendas and the learning cycle as evidence by agendas, data protocols, and meeting minutes 100% of the time.

District Actions: 4.1 - District Commitment Theory of Action: If district policies support the effective use of standards-aligned, high-quality instructional materials and assessments and an annual academic calendar that includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus leadership team can frequently review how teachers use, internalize and modify lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

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

Implementation Level: Partial Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Rationale: Consistent implementation of high quality instruction materials and aligned instructional calendars and interim formative assessments will improve student performance

Who will you partner with?: Other

How will you build capacity in this Essential Action? A structured approach to reviewing teacher internalization of lesson plans and teaching application will support leadership staff capacity to evaluate teaching and learning. Leadership team will participate in bi-weekly grade level planning meetings and provide structured feedback. Weekly leadership meetings for data, implementation and planning will allow for targeted PD and teaching refinement.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Effective communication is essential for stakeholder buy-in. Conveying purpose of prioritized lever and its connection to student learning is essential for implementation and sustainment. Administration, one on one , and PLC meeting will be used to both introduce and sustain the implementation. Collaboration and support with team will reinforce positivity and help build an even more effective approach to implementation.

Desired Annual Outcome: Teachers will implement a structured lesson design process, evaluated weekly by leadership and feedback provided 100% of the time. Bi-weekly leadership meetings for data and implementation of plannings will occur 100% of the time by May 30th, 2023.

District Commitment Theory of Action: 4.1 - District Commitment Theory of Action: If district policies support the effective use of standards-aligned, high-quality instructional materials and assessments and an annual academic calendar that includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, then the campus leadership team can frequently review how teachers use, internalize and modify lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.

Desired 90-day Outcome: March 1 thru May 31, teachers will implement a structured lesson design process, evaluated weekly by leadership and feedback provided 100% of the time. Bi-weekly leadership meetings for data and implementation of plannings will occur 100% of the time.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results	
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	608	64	61	N/A	MAP	65		MAP	70		75	
			All	All	Reading	Meets	STAAR	608	34	34	N/A	MAP	40		MAP	42		45	
			All	All	Reading	Masters	STAAR	608	12	14	N/A	MAP	16		MAP	18		20	
			All	All	Mathematics	Approaches	STAAR	608	54	52	N/A	MAP	57		MAP	65		70	
			All	All	Mathematics	Meets	STAAR	608	27	17	N/A	MAP	20		MAP	25		30	
			All	All	Mathematics	Masters	STAAR	608	11	5	N/A	MAP	8		MAP	10		15	
			All	All	Science	Approaches	STAAR	608	50	48	N/A	MAP	55		MAP	60		70	
			All	All	Science	Meets	STAAR	608	23	20	N/A	MAP	25		MAP	28		30	
			All	All	Science	Masters	STAAR	608	5	8	N/A	MAP	10		MAP	12		15	
Closing the Gaps	Focus 1	Academic Achievement	All	Special Ed	Mathematics	N/A	Mathematics	N/A	13	13	100	MAP	18		MAP	21		23	
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	17	17	100	MAP	25		MAP	30		36	
	Focus 3	Academic Achievement	All	Hispanic	ELA	N/A	ELA	N/A	28	28	100	MAP	31		MAP	35		40	
	Focus 4	Academic Achievement	All	African American	Mathematics	N/A	Mathematics	N/A	16	16	100	MAP	22		MAP	26		31	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	203	Did Not Meet	39	35		30		25	
					Approaches	61	65		70		75	
					Meets	34	40		42		45	
					Masters	14	16		18		20	
	Math	All	STAAR	203	Did Not Meet	48	42		35		30	
					Approaches	52	57		65		70	
					Meets	17	20		25		30	
					Masters	5	8		10		15	