

Mansfield Independent School District
Glenn Harmon Elementary School - TIP
2022-2023 Cycles/Essential Actions/Action Steps



Campus Number: 220908107

Board Approval Date: November 15, 2022

Superintendent:
DCSI/Grant Coordinator:

Dr. Kimberly Cantu
Dr. Tamara Vardy

Principal: Robyn Rinearson
ESC Case Manager: Meredith Perry
ESC Region: 11

Table of Contents

Cycles	3
Cycle 1 - (Sept – Nov)	3
Cycle 2 - (Dec – Feb)	7
Cycle 3 - (Mar – May)	11
Cycle 4 - (Jun – Aug)	15

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: Planning for Implementation

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

Rationale: According to our self-assessment completed in August of 2022, 1.1 Strong School Leadership and Planning will be a prioritized focus area for 2022-2023. Implementing weekly leadership meetings to schedule observations/feedback, review student progress, and determine next steps and follow-up techniques for teachers and/or students will align with the ESF and the fidelity measures of the district Cadence of Accountability. By building leadership capacity in the administrative team, teachers will benefit from systematic observation and targeted instructional feedback, therefore improving quality Tier I instruction for all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Consistently working in collaboration with the district School Improvement Team implementing the ESF and building leadership capacity. Campus Leadership Team will partner with School Improvement Team for Observation and Feedback training and development so that teachers effectively use best practices to monitor and adjust instruction to meet student needs. The cohort will provide professional development, implementation support and on-going coaching. This support will help build the capacity of instructional leaders to coach and support teachers in planning high-quality, aligned, and rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff will participate in professional development on the Effective Schools Framework and aligned campus protocols September 2022 facilitated by the Campus Leadership Team (CLT) comprised of administrators and district School Improvement Team. The CLT chose observation and feedback as a process for coaching and developing teachers in delivering high-quality instruction that is rigorous and aligned to state standards during classroom walkthroughs and in the PLC process when designing instruction. Planning and training occurred with the district and the Campus Leadership Team to prepare for roll out. Those trained will provide professional development and coach teachers consistently and continuously beginning Fall of 2022. Buy-in will be created through ongoing support provided by the CLT as well as the teachers' input into the process. Campus leaders will notify parents, students and the community of the implementation and purpose of the campus Professional Learning Community including observation and feedback to deliver high-quality instruction through campus newsletter including spotlight lessons from classrooms and PLC's as they implement the common protocol. The newsletter will be provided in print and on-line.

Desired Annual Outcome: By May 2023, the campus administrative team will maintain weekly calendars, execute their roles and responsibilities with fidelity, including four documented observation/feedback cycles, as measured by an instructional leadership team observation/feedback rubric. This annual outcome aligns leadership behaviors and actions with the teacher fidelity measures of the district Cadence of Accountability process and is achievable through intentional calendar blocking, leadership team debriefs, and rubric reviews.

District Commitment Theory of Action: If MISD commits to providing campus instructional leaders with initial training and ongoing coaching to support the implementation of instructional systems (documented observation and feedback cycles, intentional calendar blocking, leadership team agenda and debriefs, and rubric reviews), then the teachers will consistently deliver quality Tier I instruction that ensure students perform at or above grade-level.

Desired 90-day Outcome: By December 2022, the campus administrative team will establish weekly leadership agendas to monitor weekly calendars, receive feedback on executed their roles and responsibilities, including two documented observation/feedback cycles, for identified teachers, as measured by an instructional leadership team observation/feedback rubric. This outcome aligns leadership behaviors and actions with the teacher fidelity measures of the district Cadence of Accountability process and is achievable through setting consistent leadership weekly schedule, leadership team PLC's, and coaching feedback given to teachers.

District Actions: The district supports principals by protecting their time dedicated for school instructional leadership.

The district provides opportunities for ongoing support and coaching of the campus leader by means of District School Improvement Officer. The district ensures that the DCSI has the necessary authority to create conditions for school success.

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?
Allot time for task, distractions regarding school operations	Action Step 3	Blocked calendar for observations and feedback

Step 1 Details	Reviews
<p>Action Step 1: The Campus Leadership team will design a weekly leadership debrief agenda template that includes written expectations.</p> <p>Evidence Used to Determine Progress: Agenda template as an artifact</p> <p>Person(s) Responsible: Robyn Rinearson, Principal</p> <p>Resources Needed: Time, Guidance from School Improvement Coordinator</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 9, 2022 - Frequency: One Time - Evidence Collection Date: September 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The Campus Leadership team will create observation and feedback schedules.</p> <p>Evidence Used to Determine Progress: Calendar w/ scheduled blocks for observation and feedback sessions with teachers</p> <p>Person(s) Responsible: Steven Buchan, Assistant Principal</p> <p>Resources Needed: Time, Guidance from School Improvement Coordinator</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 9, 2022 - Frequency: One Time - Evidence Collection Date: September 16, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: The Campus Leadership team (with support from the School Improvement Coordinator) will develop a classroom observation rubric and introduce the rubric during training with teachers and explain how it will be used for observation and feedback.</p> <p>Evidence Used to Determine Progress: Rubric for classroom observation, training agenda and minutes</p> <p>Person(s) Responsible: Robyn Rinearson, Principal, and Lakeisha Hickerson, Assistant Principal</p> <p>Resources Needed: Time, Guidance from School Improvement Coordinator</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: September 9, 2022 - Frequency: One Time - Evidence Collection Date: September 23, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Teachers use a corrective instruction action planning process, 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 for instructional adjustments.

Rationale: According to our self-assessment completed in August of 2022, 5.3 Data-driven instruction will be a prioritized focus area for 2022-2023. Implementing a corrective instruction action planning process, determining root cause as to why students have not mastered a concept, and creating plans for instructional adjustments will align with the ESF and district continuous improvement process. Teachers and students will benefit from the common practice of making instructional adjustments that positively impact the quality of Tier 1 instruction and addresses key conceptual gaps in real time.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Consistently working in collaboration with the district's School Improvement Officer in implementing the ESF to effectively utilize data driven instructional practices to track and monitor the progress of all students while providing evidence-based feedback to teachers. Campus Leadership Team will partner with School Improvement Coordinator and Team to train on Driven Instruction in building capacity in highly effective, research-based processes that guide teachers and allow them to spend less time teaching their students what they already know and more time on what their students need. The cohort will provide professional development, implementation support and on-going coaching. This support will help build the capacity of instructional leaders to use data to develop corrective instructional plans to meet the needs of both struggling learners and learners that need acceleration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff will analyze student data from Spring 2022 STAAR during professional development September 2022 facilitated by the Campus Leadership Team (CLT) comprised of administrators and district School Improvement Team. The CLT chose corrective instruction action planning as a process for analyzing student work, identifying misconceptions, and creating plans for instructional adjustments. Those trained will provide professional development to guide teachers in developing instructional action plans for students that include unpacking the standard, planning the reteach, and instructional modeling in PLC's. Buy-in will be created through ongoing support provided by the CLT as well as the teachers' input into the process. Campus leaders will notify parents, students and the community of the implementation and purpose of the campus Professional Learning Community including data analysis through campus newsletter including spotlight lessons from classrooms and PLC's as they implement the common protocol. The newsletter will be provided in print and on-line.

Desired Annual Outcome: By May 2023, 100% of teachers will implement the Instructional Adjustment Plan process (corrective instruction action planning) by creating and delivering instructional adjustments bi-weekly, as measured by data protocols, lesson plans, and classroom instructional observations. This annual outcome aligns with the ESF and the third question of the PLC process, "What do we do when some students do not learn?" This outcome is achievable through intentionally scheduling time to analyze and respond to data.

District Commitment Theory of Action: If MISD commits to training teachers to use a corrective instruction action planning process to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create and deliver plans for instructional adjustments, then student achievement will improve.

Desired 90-day Outcome: By December 2022, 60% of core content teachers will implement the corrective instruction action planning process by creating and delivering instructional adjustments bi-weekly, as measured by data protocols, lesson plans, and classroom instructional observations. This annual outcome aligns with the ESF and the third question of the PLC process, "What do we do when some students do not learn?" This outcome is achievable through intentionally scheduling time to analyze and respond to data.

District Actions: The district has effective system for identifying and supporting struggling students through the Cadence of Accountability process (COA). District policies and practices support effective instruction in schools.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: The Campus Leadership Team will create a corrective instruction action (Instructional Adjustment) planning tool focusing on the third question of the PLC process, "What do we do when students don't learn?"</p> <p>Evidence Used to Determine Progress: Instructional Adjustment Planning Tool</p> <p>Person(s) Responsible: Robyn Rinearson, Principal, and Lakeisha Hickerson, Assistant Principal</p> <p>Resources Needed: Time, Guidance from School Improvement Coordinator</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: September 9, 2022 - Frequency: One Time - Evidence Collection Date: September 16, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The CLT will train teachers on how to use the instructional adjustment planning tool in PLC.</p> <p>Evidence Used to Determine Progress: Training Agenda and minutes</p> <p>Person(s) Responsible: CLT</p> <p>Resources Needed: Time, Guidance from School Improvement Coordinator</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 9, 2022 - Frequency: One Time - Evidence Collection Date: September 23, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Implement the corrective instruction action planning process bi-weekly during PLC.</p> <p>Evidence Used to Determine Progress: Training and Agenda Minutes</p> <p>Person(s) Responsible: CLT</p> <p>Resources Needed: Time, Guidance from School Improvement Coordinator</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: September 9, 2022 - Frequency: Ongoing - Evidence Collection Date: September 26, 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: Planning for Implementation

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

Rationale: According to our self-assessment completed in August of 2022, 1.1 Strong School Leadership and Planning will be a prioritized focus area for 2022-2023. Implementing weekly leadership meetings to schedule observations/feedback, review student progress, and determine next steps and follow-up techniques for teachers and/or students will align with the ESF and the fidelity measures of the district Cadence of Accountability. By building leadership capacity in the administrative team, teachers will benefit from systematic observation and targeted instructional feedback, therefore improving quality Tier I instruction for all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Consistently working in collaboration with the district School Improvement Team implementing the ESF and building leadership capacity. Campus Leadership Team will partner with School Improvement Team for Observation and Feedback training and development so that teachers effectively use best practices to monitor and adjust instruction to meet student needs. The cohort will provide professional development, implementation support and on-going coaching. This support will help build the capacity of instructional leaders to coach and support teachers in planning high-quality, aligned, and rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff will participate in professional development on the Effective Schools Framework and aligned campus protocols September 2022 facilitated by the Campus Leadership Team (CLT) comprised of administrators and district School Improvement Team. The CLT chose observation and feedback as a process for coaching and developing teachers in delivering high-quality instruction that is rigorous and aligned to state standards during classroom walkthroughs and in the PLC process when designing instruction. Planning and training occurred with the district and the Campus Leadership Team to prepare for roll out. Those trained will provide professional development and coach teachers consistently and continuously beginning Fall of 2022. Buy-in will be created through ongoing support provided by the CLT as well as the teachers' input into the process. Campus leaders will notify parents, students and the community of the implementation and purpose of the campus Professional Learning Community including observation and feedback to deliver high-quality instruction through campus newsletter including spotlight lessons from classrooms and PLC's as they implement the common protocol. The newsletter will be provided in print and on-line.

Desired Annual Outcome: By May 2023, the campus administrative team will maintain weekly calendars, execute their roles and responsibilities with fidelity, including four documented observation/feedback cycles, as measured by an instructional leadership team observation/feedback rubric. This annual outcome aligns leadership behaviors and actions with the teacher fidelity measures of the district Cadence of Accountability process and is achievable through intentional calendar blocking, leadership team debriefs, and rubric reviews.

District Commitment Theory of Action: If MISD commits to providing campus instructional leaders with initial training and ongoing coaching to support the implementation of instructional systems (documented observation and feedback cycles, intentional calendar blocking, leadership team agenda and debriefs, and rubric reviews), then the teachers will consistently deliver quality Tier I instruction that ensure students perform at or above grade-level.

Desired 90-day Outcome: By March 2023, the campus administrative team will update and adjust weekly calendars based on teacher observation data, including three documented observation/feedback cycles, as measured by data analysis of the instructional leadership team observation/feedback rubric. This annual outcome aligns leadership behaviors and actions with the teacher fidelity measures of the district Cadence of Accountability process and is achievable through setting consistent leadership weekly schedules and instructional PLC team debriefs, and targeted coaching/feedback given to Tier II and Tier III teachers.

District Actions:

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?
Allot time for task, distractions regarding school operations	Action Step 2	Blocked calendar time for observation and feedback to teachers

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Teachers use a corrective instruction action planning process, 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 for instructional adjustments.

Rationale: According to our self-assessment completed in August of 2022, 5.3 Data-driven instruction will be a prioritized focus area for 2022-2023. Implementing a corrective instruction action planning process, determining root cause as to why students have not mastered a concept, and creating plans for instructional adjustments will align with the ESF and district continuous improvement process. Teachers and students will benefit from the common practice of making instructional adjustments that positively impact the quality of Tier 1 instruction and addresses key conceptual gaps in real time.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Consistently working in collaboration with the district's School Improvement Officer in implementing the ESF to effectively utilize data driven instructional practices to track and monitor the progress of all students while providing evidence-based feedback to teachers. Campus Leadership Team will partner with School Improvement Coordinator and Team to train on Driven Instruction in building capacity in highly effective, research-based processes that guide teachers and allow them to spend less time teaching their students what they already know and more time on what their students need. The cohort will provide professional development, implementation support and on-going coaching. This support will help build the capacity of instructional leaders to use data to develop corrective instructional plans to meet the needs of both struggling learners and learners that need acceleration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff will analyze student data from Spring 2022 STAAR during professional development September 2022 facilitated by the Campus Leadership Team (CLT) comprised of administrators and district School Improvement Team. The CLT chose corrective instruction action planning as a process for analyzing student work, identifying misconceptions, and creating plans for instructional adjustments. Those trained will provide professional development to guide teachers in developing instructional action plans for students that include unpacking the standard, planning the reteach, and instructional modeling in PLC's. Buy-in will be created through ongoing support provided by the CLT as well as the teachers' input into the process. Campus leaders will notify parents, students and the community of the implementation and purpose of the campus Professional Learning Community including data analysis through campus newsletter including spotlight lessons from classrooms and PLC's as they implement the common protocol. The newsletter will be provided in print and on-line.

Desired Annual Outcome: By May 2023, 100% of teachers will implement the Instructional Adjustment Plan process (corrective instruction action planning) by creating and delivering instructional adjustments bi-weekly, as measured by data protocols, lesson plans, and classroom instructional observations. This annual outcome aligns with the ESF and the third question of the PLC process, "What do we do when some students do not learn?" This outcome is achievable through intentionally scheduling time to analyze and respond to data.

District Commitment Theory of Action: If MISD commits to training teachers to use a corrective instruction action planning process to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create and deliver plans for instructional adjustments, then student achievement will improve.

Desired 90-day Outcome: By March 2023, 80% of core content teachers will implement and adjust corrective instructional action plans by designing differentiated instruction bi-weekly, as measured by student data, data protocols, lesson plans, and classroom instructional observations. This annual outcome aligns with the ESF and the third question of the PLC process, "What do we do when some students do not learn?" This outcome is achievable through intentionally scheduling time to analyze and respond to data.

District Actions:

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?
<p>Teachers may not buy in to the process because it will be perceived as additional workload, or they may not know which corrective instructional action to take.</p>	<p>Action Step 3</p>	<p>Teachers will be given protected time during PLC's to unpack standards, develop exemplar student samples, and develop a corrective instruction action plan using the corrective instruction action planning tool.</p>

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: Planning for Implementation

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

Rationale: According to our self-assessment completed in August of 2022, 1.1 Strong School Leadership and Planning will be a prioritized focus area for 2022-2023. Implementing weekly leadership meetings to schedule observations/feedback, review student progress, and determine next steps and follow-up techniques for teachers and/or students will align with the ESF and the fidelity measures of the district Cadence of Accountability. By building leadership capacity in the administrative team, teachers will benefit from systematic observation and targeted instructional feedback, therefore improving quality Tier I instruction for all students.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Consistently working in collaboration with the district School Improvement Team implementing the ESF and building leadership capacity. Campus Leadership Team will partner with School Improvement Team for Observation and Feedback training and development so that teachers effectively use best practices to monitor and adjust instruction to meet student needs. The cohort will provide professional development, implementation support and on-going coaching. This support will help build the capacity of instructional leaders to coach and support teachers in planning high-quality, aligned, and rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff will participate in professional development on the Effective Schools Framework and aligned campus protocols September 2022 facilitated by the Campus Leadership Team (CLT) comprised of administrators and district School Improvement Team. The CLT chose observation and feedback as a process for coaching and developing teachers in delivering high-quality instruction that is rigorous and aligned to state standards during classroom walkthroughs and in the PLC process when designing instruction. Planning and training occurred with the district and the Campus Leadership Team to prepare for roll out. Those trained will provide professional development and coach teachers consistently and continuously beginning Fall of 2022. Buy-in will be created through ongoing support provided by the CLT as well as the teachers' input into the process. Campus leaders will notify parents, students and the community of the implementation and purpose of the campus Professional Learning Community including observation and feedback to deliver high-quality instruction through campus newsletter including spotlight lessons from classrooms and PLC's as they implement the common protocol. The newsletter will be provided in print and on-line.

Desired Annual Outcome: By May 2023, the campus administrative team will maintain weekly calendars, execute their roles and responsibilities with fidelity, including four documented observation/feedback cycles, as measured by an instructional leadership team observation/feedback rubric. This annual outcome aligns leadership behaviors and actions with the teacher fidelity measures of the district Cadence of Accountability process and is achievable through intentional calendar blocking, leadership team debriefs, and rubric reviews.

District Commitment Theory of Action: If MISD commits to providing campus instructional leaders with initial training and ongoing coaching to support the implementation of instructional systems (documented observation and feedback cycles, intentional calendar blocking, leadership team agenda and debriefs, and rubric reviews), then the teachers will consistently deliver quality Tier I instruction that ensure students perform at or above grade-level.

Desired 90-day Outcome: By May 2023, the campus administrative team will maintain weekly calendars, execute their roles and responsibilities with fidelity, including four documented observation/feedback cycles, as measured by an instructional leadership team observation/feedback rubric. This annual outcome aligns leadership behaviors and actions with the teacher fidelity measures of the district Cadence of Accountability process and is achievable through intentional calendar blocking, leadership team debriefs, and rubric reviews.

District Actions:

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?
Allot time for task, distractions regarding school operations	Action Step 2	Blocked calendar time for observations and feedback

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices: Teachers use a corrective instruction action planning process, 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 for instructional adjustments.

Rationale: According to our self-assessment completed in August of 2022, 5.3 Data-driven instruction will be a prioritized focus area for 2022-2023. Implementing a corrective instruction action planning process, determining root cause as to why students have not mastered a concept, and creating plans for instructional adjustments will align with the ESF and district continuous improvement process. Teachers and students will benefit from the common practice of making instructional adjustments that positively impact the quality of Tier 1 instruction and addresses key conceptual gaps in real time.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Consistently working in collaboration with the district's School Improvement Officer in implementing the ESF to effectively utilize data driven instructional practices to track and monitor the progress of all students while providing evidence-based feedback to teachers. Campus Leadership Team will partner with School Improvement Coordinator and Team to train on Driven Instruction in building capacity in highly effective, research-based processes that guide teachers and allow them to spend less time teaching their students what they already know and more time on what their students need. The cohort will provide professional development, implementation support and on-going coaching. This support will help build the capacity of instructional leaders to use data to develop corrective instructional plans to meet the needs of both struggling learners and learners that need acceleration.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Teachers and staff will analyze student data from Spring 2022 STAAR during professional development September 2022 facilitated by the Campus Leadership Team (CLT) comprised of administrators and district School Improvement Team. The CLT chose corrective instruction action planning as a process for analyzing student work, identifying misconceptions, and creating plans for instructional adjustments. Those trained will provide professional development to guide teachers in developing instructional action plans for students that include unpacking the standard, planning the reteach, and instructional modeling in PLC's. Buy-in will be created through ongoing support provided by the CLT as well as the teachers' input into the process. Campus leaders will notify parents, students and the community of the implementation and purpose of the campus Professional Learning Community including data analysis through campus newsletter including spotlight lessons from classrooms and PLC's as they implement the common protocol. The newsletter will be provided in print and on-line.

Desired Annual Outcome: By May 2023, 100% of teachers will implement the Instructional Adjustment Plan process (corrective instruction action planning) by creating and delivering instructional adjustments bi-weekly, as measured by data protocols, lesson plans, and classroom instructional observations. This annual outcome aligns with the ESF and the third question of the PLC process, "What do we do when some students do not learn?" This outcome is achievable through intentionally scheduling time to analyze and respond to data.

District Commitment Theory of Action: If MISD commits to training teachers to use a corrective instruction action planning process to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create and deliver plans for instructional adjustments, then student achievement will improve.

Desired 90-day Outcome: By May 2023, 100% of teachers will implement the corrective instruction action planning process by creating and delivering instructional adjustments bi-weekly, as measured by data protocols, lesson plans, and classroom instructional observations. This annual outcome aligns with the ESF and the third question of the PLC process, "What do we do when some students do not learn?" This outcome is achievable through intentionally scheduling time to analyze and respond to data.

District Actions:

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?
Teachers may not buy in to the process because it will be perceived as additional workload, or they may not know which corrective instructional action to take.	Action Step 3	Teachers will be given protected time during PLC's to unpack standards, develop exemplar student samples, and develop a corrective instruction action plan using the corrective instruction action planning tool.

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)