

Port Arthur Independent School District

Abraham Lincoln Middle School - TIP

2022-2023 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Dr. Mark Porterie
Dr. Melvin Getwood

Principal: Dr. Glenn Mitchell
ESC Case Manager: Kelly McBride
ESC Region: 5

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: Dr. Melvin Getwood

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: Dr. Melvin Getwood

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: Dr. Glenn Mitchell

Table of Contents

Data Analysis	4
Student Achievement	4
School Progress	4
Closing the Gaps	5
Subject Areas and Student Groups	6
Essential Actions	7
Cycles 1-3	8
Cycle 4	8
Cycles	9
Cycle 1 - (Sept – Nov)	10
Cycle 2 - (Dec – Feb)	15
Cycle 3 - (Mar – May)	20
Cycle 4 - (Jun – Aug)	24
Campus Grant Funding Summary	25
Student Data	26
Student Achievement and Closing the Gaps	27
Academic Growth	27

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

For the 2022-2023 school year, we have set a goal for at least 10% increase of student performance in all areas. We determined this goal by disaggregating last year's data in addition to previous student data.

In 2021, our student scores were as follows:

- Reading: 51% Approaches Grade-Level Standard or Above, 22% Meets Grade-Level Standard or Above, and 9% Masters Grade-Level Standard or Above
- Math: 42% Approaches Grade-Level Standard or Above, 14% Meets Grade-Level Standard or Above, and 4% Masters Grade-Level Standard or Above
- Science: 37% Approaches Grade-Level Standard or Above, 12% Meets Grade-Level Standard or Above, and 4% Masters Grade-Level Standard or Above
- Social Studies: 22% Approaches Grade-Level Standard or Above, 8% Meets Grade-Level Standard or Above, and 2% Masters Grade-Level Standard or Above

In 2022, our student scores were as follows:

- Reading: 58% Approaches Grade-Level Standard or Above, 32% Meets Grade-Level Standard or Above, and 15% Masters Grade-Level Standard or Above
- Math: 43% Approaches Grade-Level Standard or Above, 16% Meets Grade-Level Standard or Above, and 5% Masters Grade-Level Standard or Above
- Science: 47% Approaches Grade-Level Standard or Above, 17% Meets Grade-Level Standard or Above, and 6% Masters Grade-Level Standard or Above
- Social Studies: 20% Approaches Grade-Level Standard or Above, 6% Meets Grade-Level Standard or Above, and 3% Masters Grade-Level Standard or Above

We understand that there are several factors that affect a student's achievement; therefore, we set a realistic goal of 10% increase campus wide. With a strategic plan in place, we will increase the achievement of all students. For the 2023 STAAR, we have set the following goals.

- In Reading, we have set the following goals: 68% Approaches Grade-Level Standard or Above, 42% Meets Grade-Level Standard or Above, and 25% Masters Grade-Level Standard or Above.
- In Math, we have set the following goals: 53% Approaches Grade-Level Standard or Above, 26% Meets Grade-Level Standard or Above, and 15% Masters Grade-Level Standard or Above.
- In Science, we have set the following goals: 57% Approaches Grade-Level Standard or Above, 27% Meets Grade-Level Standard or Above, and 16% Masters Grade-Level Standard or Above.
- In Social Studies, we have set the following goals: 30% Approaches Grade-Level Standard or Above, 16% Meets Grade-Level Standard or Above, and 13% Masters Grade-Level Standard or Above.

With this goal of overall increase, our accountability rating will increase as well.

School Progress

What accountability goal has your campus set for this year?

For the 2022-2023 school year, as we are focusing on Domain 2A - Academic Growth, we have set a goal for at least 10% growth of students in all areas. We determined this goal by disaggregating last year's data in addition to previous years' data. We understand that there are several factors that affect a student's growth; therefore, we set a realistic goal of 10% increase campus wide.

In Reading, we have set the following goals: 32% Does Not Meet Grade-Level Standard, 68% Approaches Grade-Level Standard or Above, 42% Meets Grade-Level Standard or Above, and 25% Masters Grade-Level Standard or Above.

In Math, we have set the following goals: 47% Does Not Meet Grade-Level, 53% Approaches Grade-Level Standard or Above, 26% Meets Grade-Level Standard or Above, and 15% Masters Grade-Level Standard or Above.

In Science, we have set the following goals: 43% Does Not Meet Grade-Level, 57% Approaches Grade-Level Standard or Above, 27% Meets Grade-Level Standard or Above, and 16% Masters Grade-Level Standard or Above.

In Social Studies, we have set the following goals: 70% Does Not Meet Grade-Level, 30% Approaches Grade-Level Standard or Above, 16% Meets Grade-Level Standard or Above, and 13% Masters Grade-Level Standard or Above.

With this goal of overall growth, our accountability rating will increase.

Closing the Gaps

What accountability goal has your campus set for this year?

For the 2022-2023 school year, we are focusing on closing the gaps in three areas: Academic Achievement of African Americans in Reading, Academic Achievement of Hispanics in Reading, and Academic Growth of Special Education (Current) in Reading. We determined this goal by disaggregating last year's data in addition to previous years' data. All three groups were significantly close to the target score, and we believe, with the plans put in place, these groups will meet the respective target scores.

In 2021, 18% of our African American students met grade level or above in Reading. In 2022, our percentage of African American students who met grade level or above increased to 30% in Reading; however, the target score was 32%. For 2023, we have set a goal of 40% for Academic Achievement of African Americans in Reading.

In 2021, 27% of our Hispanic students met grade level or above in Reading. In 2022, our percentage of Hispanic students who met grade level or above increased to 35% in Reading; however, the target score was 37%. For 2023, we have set a goal of 45% for Academic Achievement of Hispanics in Reading.

In 2019, the Academic Growth of Special Education students in Reading was 63. In 2022, our Academic Growth score for Special Education students in Reading decreased to 55 with a target score of 59. For 2023, we have set a goal of 65 for Academic Growth of Special Education students in Reading.

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?

For the 2022-2023 school year, Reading is a focus for student performance. We have identified Reading as a focus based on the significant increases made in 2022. By continuing the progress started, we will increase the number of student performance targets met by three.

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

We are targeting African American, Hispanic, and Special Education students. By increasing scores in three domains, we will increase the number of met indicators by three.

Essential Actions

Cycles 1-3

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

Implementation Level: Planning for 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: Beginning Implementation

Key Practices:

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Implementation Level: Planning for Implementation

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: Beginning Implementation

Key Practices:

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: 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. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

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: Planning for 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: Strengthening the roles, responsibilities, and protocol of the campus instructional leaders will ensure that staff and students are led with clear vision and direction. Additionally, strengthening leadership ensures that all are held accountable to the role each plays in the effective education of our students. As a result of strong leadership, the campus's focused planning and regular monitoring of implementation will increase moving the campus improvement forward.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with our partners for bi-weekly professional development and monitoring of progress will help us build capacity of our instructional leaders in effectively fulfilling core leadership tasks, ensuring that performance expectations are met, and adhering to consistent protocols and processes to lead departments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The development of campus instructional leaders will be communicated through the weekly faculty newsletters, monthly faculty meetings, and PLC meetings to ensure all staff are aware of the ongoing processes on campus. The campus will also provides opportunities for staff to provide feedback on the ongoing process. We will communicate with parents and community members via newsletters distributed to parents and community groups electronically, quarterly meetings, district-approved social media channels, and notices sent home. We will also provide opportunities for parents, students, and community members to give feedback on the ongoing process. By allowing stakeholders the opportunity to provide feedback and leaders to share actions taken based on the feedback, we will create and sustain buy-in.

Desired Annual Outcome: By May 2023, 100% of all campus instructional leaders will have completed each respective comprehensive list of responsibilities, met at least overall "accomplished" performance rating, and utilized agendas and tracking tools for instructional responsibilities as evidenced by each respective end-of-year evaluation.

District Commitment Theory of Action: If the district ensures opportunities for ongoing support and coaching of the campus leaders, then all campus instructional leaders will be able to effectively complete core leadership tasks, ensure performance expectations are met, and utilize tools for instructional responsibilities.

Desired 90-day Outcome: By November 2022, 100% of the campus instructional leaders will understand clear and written roles and responsibilities, have facilitated PLC meetings, and have been trained on the evaluation process as evidenced by leadership meeting attendance, PLC meeting agendas, and meeting artifacts.

District Actions: In support of Focus Area #1 (Essential Action 1.1 under Prioritized Lever 1), the district will (1) continue to provide job-embedded professional development, related to best practices for adult learning, deliberate modeling, observation, feedback, and coaching cycles; (2) continue to clearly define roles and responsibilities through district policy and practices; and (3) continue to define and support systems or frameworks for leading change, fully and effectively implementing the curriculum, and developing a culture of core practices that create the 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?
Time within the school day due to interferences.	None	By prescribing roles and responsibilities, each campus instructional leader is able to allocate the necessary time to ensure all mandatory tasks are completed by the end of the week.
Time within the school day due to interferences.	None	PLC meeting times are protected based on our weekly calendar.

Step 1 Details	Reviews
<p>Action Step 1: Campus instructional leaders will understand clear and written roles and responsibilities.</p> <p>Evidence Used to Determine Progress: Checklists for all campus instructional leaders.</p> <p>Person(s) Responsible: Principal, Assistant Principals</p> <p>Resources Needed: Eduphoria</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 9, 2022 - Frequency: Weekly - Evidence Collection Date: November 11, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus instructional leaders will have facilitated PLC meetings.</p> <p>Evidence Used to Determine Progress: Agendas, PLC minutes, artifacts</p> <p>Person(s) Responsible: Department leaders, Instructional Coach, Assistant Principals, Principal, and partners.</p> <p>Resources Needed: Campus technological support</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 9, 2022 - Frequency: Weekly - Evidence Collection Date: November 11, 2022</p> <p>Funding Sources: Educational partners - 6100-Payroll - \$20,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Campus administrators will have been trained on the T-TESS evaluation process.</p> <p>Evidence Used to Determine Progress: Training certificates and training artifacts.</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Training artifacts</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 2, 2022 - Frequency: One Time - Evidence Collection Date: November 11, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Our self assessment reflected a lack of data-driven instruction implementation campus wide. Though data has been discussed, utilizing the data to plan reteaching and instructional adjustments have not been implemented with fidelity. Data-driven instruction is prioritized to refine and strengthen our campus's ongoing practice of using data to inform teaching and learning. By strengthening our data-driven instructional practices, we will ensure that all areas of instruction will be revised including but not limited to the selection of appropriate instructional materials, strategic planning, effective classroom routines, and efficient instructional strategies to align with the evidence of student learning and mastery of content.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will build capacity by ensuring assessments are aligned with the instruction and instruction is aligned with assessments. Additionally, campus instructional leaders will revise the work conducted within our PLCs by strategically planning and executing based on the needs of the teachers to ensure each is addressing the needs of the students based on data. Also, each teacher will be trained on and coached through the process of data analysis and instructional adjustments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Stakeholders will receive faculty and parent newsletters and email announcements in addition to meetings such as open house, parent grade-level meetings, and departmental showcases. Communications will detail the classroom processes and ways students can be assisted by community leaders and at home. We will also provides opportunities for all stakeholders to provide feedback on the ongoing process, especially teachers undergoing the process of campus alignment with Data-Driven Instruction processes.

Desired Annual Outcome: By May 2023, 100% of all teachers will use a corrective action planning process and adjust instructional delivery to meet the needs of both struggling learners and learners needing acceleration as evidenced by weekly lesson plans, observations and feedback from campus instructional leaders, student formative and summative assessment data, and final T-TESS evaluations.

District Commitment Theory of Action: If the district provides effective systems for identifying and supporting struggling learners, then all teachers will have the resources to effectively use the corrective action planning process and adjust instructional delivery to meet the needs of both struggling learners and learners needing acceleration.

Desired 90-day Outcome: By November 2022, 100% of all teachers will be trained by campus instructional leaders on unpacking standards and creating exemplars, identifying learning gaps, and planning to reteach as evidenced by PLC meeting agendas, PLC meeting minutes, lesson plans, and student assessments.

District Actions: In support of Focus Area #2 (Essential Action 5.3 under Prioritized Lever 5), the district will (1) continue to provide training, practice, and on-site implementation support, related to the use of the PLC and Data Analysis Protocols (rooted in the research of Paul Bambrick Santoyo, a leading authority and author of Leverage Leadership, Get Better Faster, and Driven by Data); (2) continue to ensure access to all of the data tools and resources, supporting effective PLC and Data Analysis Practices; (3) continue to partner with content, pedagogy, and accountability experts in order to build leaders' and teachers' capacity to effect change in practice and accelerate learning; and (4) provide on-going feedback to students, pertaining to their efforts and outcomes in order to build a growth mindset and promote mastery of lesson objectives. Actions such as these equip teachers to unpack standards, plan aligned lessons, continuously check for understanding, identify learning gaps, locate exemplars, and plan a targeted "reteach".

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?
Effective implementation of the process by all teachers.	None	Campus instructional leaders will provide exemplars to all teachers and monitor teachers' understanding by viewing teacher exemplars weekly.
Effective implementation of the process by all teachers.	None	Campus instructional leaders will facilitate and monitor identifying the gaps between student work and exemplars weekly.
Effective implementation of the process by all teachers.	None	Campus instructional leaders will monitor grade-level and individual plans to reteach based on the data presented.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will be trained on unpacking the standard into knowledge and skills, creating or internalizing the teacher exemplar and student exemplar to confirm expected level of rigor, and ensuring knowledge and skills reflect all appropriate paths to mastery.</p> <p>Evidence Used to Determine Progress: PLC agendas, minutes, and artifacts</p> <p>Person(s) Responsible: Principal, Assistant Principals, Instructional Coach, Department Leaders</p> <p>Resources Needed: Grade-level standards and curriculum guides, technology, exemplar models, walkthrough feedback</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 9, 2022 - Frequency: Weekly - Evidence Collection Date: November 11, 2022</p> <p>Funding Sources: Training on data-driven instruction - 6200-Professional and contracted services - \$23,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 2 Details	Reviews
<p>Action Step 2: Teachers will be trained on determining key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding.</p> <p>Evidence Used to Determine Progress: PLC agendas, minutes, artifacts, assessment data</p> <p>Person(s) Responsible: Principal, Assistant Principals, Instructional Coach, Department Leaders, Teachers</p> <p>Resources Needed: Grade-level standards and curriculum guides, technology, exemplar models, walkthrough feedback, assessment data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 9, 2022 - Frequency: Weekly - Evidence Collection Date: November 11, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Teachers will be trained on planning an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points ad formative assessments, and lock in reteach date.</p> <p>Evidence Used to Determine Progress: PLC agendas, minutes, artifacts, assessment data, lesson plans</p> <p>Person(s) Responsible: Principal, Assistant Principals, Instructional Coach, Department Leaders, Teachers</p> <p>Resources Needed: Grade-level standards and curriculum guides, technology, exemplar models, walkthrough feedback, assessment data, lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 9, 2022 - Frequency: Daily - Evidence Collection Date: November 11, 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 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: Strengthening the roles, responsibilities, and protocol of the campus instructional leaders will ensure that staff and students are led with clear vision and direction. Additionally, strengthening leadership ensures that all are held accountable to the role each plays in the effective education of our students. As a result of strong leadership, the campus's focused planning and regular monitoring of implementation will increase moving the campus improvement forward.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with our partners for bi-weekly professional development and monitoring of progress will help us build capacity of our instructional leaders in effectively fulfilling core leadership tasks, ensuring that performance expectations are met, and adhering to consistent protocols and processes to lead departments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The development of campus instructional leaders will be communicated through the weekly faculty newsletters, monthly faculty meetings, and PLC meetings to ensure all staff are aware of the ongoing processes on campus. The campus will also provides opportunities for staff to provide feedback on the ongoing process. We will communicate with parents and community members via newsletters distributed to parents and community groups electronically, quarterly meetings, district-approved social media channels, and notices sent home. We will also provide opportunities for parents, students, and community members to give feedback on the ongoing process. By allowing stakeholders the opportunity to provide feedback and leaders to share actions taken based on the feedback, we will create and sustain buy-in.

Desired Annual Outcome: By May 2023, 100% of all campus instructional leaders will have completed each respective comprehensive list of responsibilities, met at least overall "accomplished" performance rating, and utilized agendas and tracking tools for instructional responsibilities as evidenced by each respective end-of-year evaluation.

District Commitment Theory of Action: If the district ensures opportunities for ongoing support and coaching of the campus leaders, then all campus instructional leaders will be able to effectively complete core leadership tasks, ensure performance expectations are met, and utilize tools for instructional responsibilities.

Desired 90-day Outcome: By February 2023, 100% of the campus instructional leaders will have executed clear and written roles and responsibilities, implemented the evaluation process, and provided meaningful feedback to assigned staff as evidenced by administrative checklists and evaluation documentation.

District Actions: If the district supports principals by protecting their time dedicated for school instructional leadership, then the principal can ensure that campus instructional leaders will have executed instructional responsibilities and implemented the evaluation process.

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?
Time within the school day due to interferences.	None	By prescribing weekly T-TESS responsibilities, administrators are able to allocate the necessary time to ensure all mandatory tasks are completed by the end of the week.
Time within the school day due to interferences.	None	By prescribing roles and responsibilities, each campus instructional leader is able to allocate the necessary time to ensure all mandatory tasks are completed by the end of the week.

Step 1 Details	Reviews
Action Step 1: Administrators will complete at least 50% of the T-TESS Evaluation process of all assigned staff. Evidence Used to Determine Progress: Walkthroughs, Conference Documentation Person(s) Responsible: Principal, Assistant Principals Resources Needed: T-TESS Rubric, Eduphoria Addresses an Identified Challenge: Yes Start Date: December 5, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 2 Details	Reviews
Action Step 2: Campus Instructional Leaders will complete weekly checklist. Evidence Used to Determine Progress: Principal checklist based on job description Person(s) Responsible: Principal, Assistant Principal, Instructional Coach, Department Leaders Resources Needed: Checklists, Eduphoria Addresses an Identified Challenge: Yes Start Date: December 5, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2023	Progress toward Action Steps: Necessary Adjustments/Next Steps:

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. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Our self assessment reflected a lack of data-driven instruction implementation campus wide. Though data has been discussed, utilizing the data to plan reteaching and instructional adjustments have not been implemented with fidelity. Data-driven instruction is prioritized to refine and strengthen our campus's ongoing practice of using data to inform teaching and learning. By strengthening our data-driven instructional practices, we will ensure that all areas of instruction will be revised including but not limited to the selection of appropriate instructional materials, strategic planning, effective classroom routines, and efficient instructional strategies to align with the evidence of student learning and mastery of content.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will build capacity by ensuring assessments are aligned with the instruction and instruction is aligned with assessments. Additionally, campus instructional leaders will revise the work conducted within our PLCs by strategically planning and executing based on the needs of the teachers to ensure each is addressing the needs of the students based on data. Also, each teacher will be trained on and coached through the process of data analysis and instructional adjustments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Stakeholders will receive faculty and parent newsletters and email announcements in addition to meetings such as open house, parent grade-level meetings, and departmental showcases. Communications will detail the classroom processes and ways students can be assisted by community leaders and at home. We will also provides opportunities for all stakeholders to provide feedback on the ongoing process, especially teachers undergoing the process of campus alignment with Data-Driven Instruction processes.

Desired Annual Outcome: By May 2023, 100% of all teachers will use a corrective action planning process and adjust instructional delivery to meet the needs of both struggling learners and learners needing acceleration as evidenced by weekly lesson plans, observations and feedback from campus instructional leaders, student formative and summative assessment data, and final T-TESS evaluations.

District Commitment Theory of Action: If the district provides effective systems for identifying and supporting struggling learners, then all teachers will have the resources to effectively use the corrective action planning process and adjust instructional delivery to meet the needs of both struggling learners and learners needing acceleration.

Desired 90-day Outcome: By February 2023, 100% of all teachers will be trained by campus instruction leaders on practicing the reteach and follow through as evidenced by PLC agendas, teacher team meeting minutes, and lesson plans with effective implementation evidenced by observations by the campus leadership team and student assessments.

District Actions: If the district has effective systems for identifying and supporting struggling learners, then all teachers will be effectively trained on practicing reteach and follow through.

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?
Effective implementation of all processes by new teachers	None	Weekly discussion and planning will increase efficacy of all processes.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will be trained on standing and delivering reteach with real-time feedback, redo portions until practice is strong.</p> <p>Evidence Used to Determine Progress: PLC agendas, minutes, artifacts, assessment data, lesson plans</p> <p>Person(s) Responsible: Principal, Assistant Principals, Instructional Coach, Department Leaders, Teachers</p> <p>Resources Needed: Grade-level standards and curriculum guides, technology, exemplar models, walkthrough feedback, assessment data, lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 5, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teachers will be trained on follow through or writing the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed. date and method of assessment, follow-up date for reassessment data review.</p> <p>Evidence Used to Determine Progress: PLC agendas, minutes, artifacts, assessment data, lesson plans</p> <p>Person(s) Responsible: Principal, Assistant Principals, Instructional Coach, Department Leaders, Teachers</p> <p>Resources Needed: Grade-level standards and curriculum guides, technology, exemplar models, walkthrough feedback, assessment data, lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 5, 2022 - Frequency: Weekly - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Teacher team meetings will include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery.</p> <p>Evidence Used to Determine Progress: PLC agendas, minutes, artifacts</p> <p>Person(s) Responsible: Instructional Coach, Department Leaders</p> <p>Resources Needed: Grade-level standards and curriculum guides, technology, walkthrough feedback, assessment data, lesson plans</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 5, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</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 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: Strengthening the roles, responsibilities, and protocol of the campus instructional leaders will ensure that staff and students are led with clear vision and direction. Additionally, strengthening leadership ensures that all are held accountable to the role each plays in the effective education of our students. As a result of strong leadership, the campus's focused planning and regular monitoring of implementation will increase moving the campus improvement forward.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Engaging with our partners for bi-weekly professional development and monitoring of progress will help us build capacity of our instructional leaders in effectively fulfilling core leadership tasks, ensuring that performance expectations are met, and adhering to consistent protocols and processes to lead departments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The development of campus instructional leaders will be communicated through the weekly faculty newsletters, monthly faculty meetings, and PLC meetings to ensure all staff are aware of the ongoing processes on campus. The campus will also provides opportunities for staff to provide feedback on the ongoing process. We will communicate with parents and community members via newsletters distributed to parents and community groups electronically, quarterly meetings, district-approved social media channels, and notices sent home. We will also provide opportunities for parents, students, and community members to give feedback on the ongoing process. By allowing stakeholders the opportunity to provide feedback and leaders to share actions taken based on the feedback, we will create and sustain buy-in.

Desired Annual Outcome: By May 2023, 100% of all campus instructional leaders will have completed each respective comprehensive list of responsibilities, met at least overall "accomplished" performance rating, and utilized agendas and tracking tools for instructional responsibilities as evidenced by each respective end-of-year evaluation.

District Commitment Theory of Action: If the district ensures opportunities for ongoing support and coaching of the campus leaders, then all campus instructional leaders will be able to effectively complete core leadership tasks, ensure performance expectations are met, and utilize tools for instructional responsibilities.

Desired 90-day Outcome: By May 2023, 100% of all campus instructional leaders will have completed each respective comprehensive list of responsibilities, met performance expectations, and utilized agendas and tracking tools for instructional responsibilities as evidenced by end-of-year evaluations.

District Actions: If the district ensures opportunities for ongoing support and coaching of the campus leaders, then all campus instructional leaders will be able to effectively complete core leadership tasks, ensure performance expectations are met, and utilize tools for instructional responsibilities.

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?
Time within the school day due to interferences.	None	By prescribing roles and responsibilities, each campus instructional leader is able to allocate the necessary time to ensure all mandatory tasks are completed by the end of the week.

Did you achieve your annual outcome?:

Step 1 Details	Reviews
Action Step 1: Administrators will complete 100% of the T-TESS Evaluation process of all assigned staff. Evidence Used to Determine Progress: Walkthroughs, Conference Documentation Person(s) Responsible: Principal, Assistant Principals Resources Needed: T-TESS Rubric, Eduphoria Addresses an Identified Challenge: Yes Start Date: March 1, 2023 - Frequency: - Evidence Collection Date: May 25, 2023	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 2 Details	Reviews
Action Step 2: Campus Instructional Leaders will complete all responsibilities for the year. Evidence Used to Determine Progress: Principal checklist based on job description Person(s) Responsible: Principal, Assistant Principal, Instructional Coach, Department Leaders Resources Needed: Checklists, Eduphoria, Evaluations Addresses an Identified Challenge: No Start Date: March 1, 2023 - Frequency: Weekly - Evidence Collection Date: May 25, 2023	Progress toward Action Steps: Necessary Adjustments/Next Steps:

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. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Rationale: Our self assessment reflected a lack of data-driven instruction implementation campus wide. Though data has been discussed, utilizing the data to plan reteaching and instructional adjustments have not been implemented with fidelity. Data-driven instruction is prioritized to refine and strengthen our campus's ongoing practice of using data to inform teaching and learning. By strengthening our data-driven instructional practices, we will ensure that all areas of instruction will be revised including but not limited to the selection of appropriate instructional materials, strategic planning, effective classroom routines, and efficient instructional strategies to align with the evidence of student learning and mastery of content.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will build capacity by ensuring assessments are aligned with the instruction and instruction is aligned with assessments. Additionally, campus instructional leaders will revise the work conducted within our PLCs by strategically planning and executing based on the needs of the teachers to ensure each is addressing the needs of the students based on data. Also, each teacher will be trained on and coached through the process of data analysis and instructional adjustments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Stakeholders will receive faculty and parent newsletters and email announcements in addition to meetings such as open house, parent grade-level meetings, and departmental showcases. Communications will detail the classroom processes and ways students can be assisted by community leaders and at home. We will also provides opportunities for all stakeholders to provide feedback on the ongoing process, especially teachers undergoing the process of campus alignment with Data-Driven Instruction processes.

Desired Annual Outcome: By May 2023, 100% of all teachers will use a corrective action planning process and adjust instructional delivery to meet the needs of both struggling learners and learners needing acceleration as evidenced by weekly lesson plans, observations and feedback from campus instructional leaders, student formative and summative assessment data, and final T-TESS evaluations.

District Commitment Theory of Action: If the district provides effective systems for identifying and supporting struggling learners, then all teachers will have the resources to effectively use the corrective action planning process and adjust instructional delivery to meet the needs of both struggling learners and learners needing acceleration.

Desired 90-day Outcome: By May 2023, 100% of all teachers will use a corrective action planning process and adjust instructional delivery to meet the needs of both struggling learners and learners needing acceleration as evidenced by weekly lesson plans, observations and feedback from campus instructional leaders, student formative and summative assessment data, and final T-TESS evaluations.

District Actions: If the district provides effective systems for identifying and supporting struggling learners, then all teachers will have the resources to effectively use the corrective action planning process and adjust instructional delivery to meet the needs of both struggling learners and learners needing acceleration.

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?
Effective implementation of all processes by new teachers	None	Weekly discussion and planning will increase efficacy of all processes.

Did you achieve your annual outcome?:

Step 1 Details	Reviews
<p>Action Step 1: Teachers will have implemented a corrective instructional action planning process.</p> <p>Evidence Used to Determine Progress: PLC agendas, minutes, artifacts, assessment data, lesson plans</p> <p>Person(s) Responsible: Principal, Assistant Principals, Instructional Coach, Department Leaders, Teachers</p> <p>Resources Needed: Grade-level standards and curriculum guides, technology, exemplar models, walkthrough feedback, assessment data, lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Weekly - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Teacher team meetings will have utilized a common protocol and included discussion of student data and effective instructional strategies.</p> <p>Evidence Used to Determine Progress: PLC agendas, minutes, artifacts</p> <p>Person(s) Responsible: Instructional Coach, Department Leaders</p> <p>Resources Needed: Grade-level standards and curriculum guides, technology, walkthrough feedback, assessment data, lesson plans</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: March 1, 2023 - Frequency: Weekly - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	2	Educational partners		\$20,000.00
Sub-Total					\$20,000.00
Budgeted Budget Object Code Amount					\$20,000.00
+/- Difference					\$0.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	Training on data-driven instruction		\$23,000.00
Sub-Total					\$23,000.00
Budgeted Budget Object Code Amount					\$23,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$43,000.00
Grand Total Spent					\$43,000.00
+/- Difference					\$0.00

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	
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	714		58	N/A	CBM	61		Interim Assessment	64		68
			All	All	Reading	Meets	STAAR	714		32	N/A	CBM	35		Interim Assessment	38		42
			All	All	Reading	Masters	STAAR	714		15	N/A	CBM	18		Interim Assessment	21		25
			All	All	Mathematics	Approaches	STAAR	714		43	N/A	CBM	46		Interim Assessment	50		53
			All	All	Mathematics	Meets	STAAR	714		16	N/A	CBM	19		Interim Assessment	23		26
			All	All	Mathematics	Masters	STAAR	714		5	N/A	CBM	8		Interim Assessment	12		15
			8th	All	Science	Approaches	STAAR	249		47	N/A	CBM	50		Interim Assessment	54		57
			8th	All	Science	Meets	STAAR	249		17	N/A	CBM	20		Interim Assessment	24		27
			8th	All	Science	Masters	STAAR	249		6	N/A	CBM	9		Interim Assessment	13		16
			8th	All	Social Studies	Approaches	STAAR	249		20	N/A	CBM	23		Interim Assessment	27		30
			8th	All	Social Studies	Meets	STAAR	249		6	N/A	CBM	9		Interim Assessment	13		16
			8th	All	Social Studies	Masters	STAAR	249		3	N/A	CBM	6		Interim Assessment	10		13
Closing the Gaps	Focus 1	Academic Achievement	All	African American	ELA	N/A	ELA	N/A	18	30	99	CBM	33		Interim Assessment	37		40
	Focus 2	Academic Growth Status	All	Special Ed	ELA	N/A	ELA	N/A	0	55	100	CBM	58		Interim Assessment	62		65
	Focus 3	Academic Achievement	All	Hispanic	ELA	N/A	ELA	N/A	27	35	100	CBM	38		Interim Assessment	42		45

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	714	Did Not Meet	42	39		35		32	
					Approaches	58	61		65		68	
					Meets	32	35		39		42	
					Masters	15	18		22		25	
	Math	All	STAAR	714	Did Not Meet	57	54		50		47	
					Approaches	43	46		50		53	
					Meets	16	19		23		26	
					Masters	5	8		12		15	