

**Brownsville Independent School District**  
**Cromack Elementary - TIP**  
**2022-2023 Targeted Improvement Plan**



**Campus Number:** 031901102

**Board Approval Date:** December 13, 2022

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

Dr. Rene Gutierrez  
Roni Louise Rentfro

**Principal:** Maricela Guerra  
**ESC Case Manager:** Rocio Ausucua  
**ESC Region:** 1

# 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:** Roni Louise Rentfro

## 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:** Alma Cardenas-Rubio

## 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:** Maricela Guerra

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# Data Analysis

## Student Achievement

### What accountability goal has your campus set for this year?

Domain I goal is to achieve a component score that will improve to a C rating.

To accomplish this, the following scores must be attained:

Approaches: 75

Meets: 40

Masters: 15

We will strive to decrease the learning gap in student achievement, in the areas of reading and math for our special education students, through the implementation of accelerated learning, reinforcement/reteaching of TEKS for students experiencing academic difficulties, and the use of interventions. Based on the pre-pandemic scores attained, and now that students are back on campus, it is possible that our students are able to reach desired goals.

## School Progress

### What accountability goal has your campus set for this year?

Our goal is to achieve a component score that, along with expectation of our Economically Disadvantaged population to remain at 97.2% will allow the campus to attain a rating of B in this domain.

We expect that by focusing on overall achievement and the increase of Domain I performance, the score for relative performance (2B) will improve. Through our concerted efforts of supplemental instruction, we expect that our scores will increase.

In 2022, our relative performance rates was a B; we are confident that our campus with sustained academic intervention and supports can attain or surpass the previous ratings. Our campus goal is to attain an A rating in the future.

## Closing the Gaps

### What accountability goal has your campus set for this year?

Domain 3: Closing the Gaps: meet at least enough targets to attain a B.

In 2022, the only target met was the TELPAS target. In order to meet our goals, the following targets will be prioritized: Hispanic, Economically Disadvantaged, Reading, Math, and special education. By focusing on the mentioned targets, we expect to increase overall student performance to return us to our pre-pandemic standing. These student groups are essential for us to focus and ensure that all students are achieving at their potential.

## 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?**

Cromack Elementary will be focusing on improving student performance in the areas of reading and math. Student performance has declined due to the gaps in instruction that took place as a result of the COVID pandemic.

Our students struggled in both reading and math this year. We need to prioritize these focus areas to support our students in making up a significant learning loss from last year. Prioritizing math and reading, will improve our overall data for the current school year. Tutorial classes and accelerated learning sessions (Lion Time) will support our students who did not pass math and reading. If our students perform at approaches, then we should be able to surpass our 2022 ratings.

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

Cromack Elementary is targeting the student performance of our special education population. Students in the special education group have not performed at grade level during 2017, 2018, 2019, 2021, and 2022. The goal is for student performance for special education students to increase by 20 percentage points on all areas of the STAAR.

Additionally, our special education students will be prioritized this year in terms of their achievement across the board by offering additional academic support and accelerated instruction sessions (Lion Time). Focusing on differentiated instruction will assist in meeting the needs of these populations.

# Essential Actions

## Cycles 1-3

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

**Implementation Level: Partial Implementation**

**Key Practices:**

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

**Implementation Level: Planning for Implementation**

**Key Practices:**

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

**Implementation Level: Partial 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: 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: Planning for Implementation**

**Key Practices:**

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

**Implementation Level: Beginning Implementation**

**Key Practices:**

**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?:** Cromack Elementary did not meet student performance data goals for cycle 1 because some of the teachers did fall behind on the TEKS covered during the six weeks. However, when comparing checkpoint one data to checkpoint two data, student performance goals improved in some areas. Initially teachers were investing too much instructional time on basic levels of instruction for whole groups and not spending sufficient times on grade level rigorous instruction. and using targeted student groups. During PLC time the campus is working to ensure better lesson plans with appropriate scaffolding and spiraling to accelerate students to grade level performance.

### 1. **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:** 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:** While the Effective Schools Framework Diagnostic Report did not yield 4.1 as a priority area, the implementation level was noted to be at Beginning Level for Cromack Elementary School. High quality instructional materials designed to meet the needs of all student populations are not consistently used across the classrooms. Lack of alignment for the instructional planning calendar and formative and summative assessments is also evident.

Collaboration will continue with Instruction Partners in an effort to increase the use of high quality instructional materials that meet the needs of all student groups.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** To build capacity, Cromack Elementary will work with the VIP staff from Instruction Partners, to create an action plan that includes an implementation timeline and activities designed to provide guidance, coaching, and instructional support to instructional leaders and classroom teachers so that quality instruction can be subsequently delivered to students. The campus will also work closely with the District C&I, Assessment, Bilingual, and Special Education staff to provide appropriate training and implementation support of district provided instructional resources and formative assessments.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Cromack Elementary will communicate its priorities to staff at the annual beginning of year staff development session held at the onset of the school year. Throughout the course of the academic year, goals and priorities will be revisited at weekly grade level meetings. Administrative walkthroughs will be conducted to ensure that teachers are on schedule as noted on the instructional planning calendar. Students, parents and community members will be advised of the campus goals via parental involvement meetings, social media, and parent-teacher meetings.

**Desired Annual Outcome:** EA 4.1: By the end of the 2022-2023 academic year, 100% of campus leadership team will establish effective systems and processes to provide feedback to teachers on use of high quality instructional materials. This will be evidenced by at least 90% (9 out of 10) 3rd-5th grade teachers receiving feedback on lesson plans and walkthroughs via Eduphoria Forethought and Strive. Lesson plans will be evaluated using the Cromack Lesson Plan Feedback Form to determine inclusion of key concepts, focus questions, resources and materials, subject matter text, and alignment to planning calendars and interim and formative assessments.

**District Commitment Theory of Action:** If the BISD DCSI and principal's supervisor provide coordination and support for the campus leadership team to gain access to services from district programs and the VIP, Instruction Partners, especially supporting the usage of HQIM with greater fidelity and consistency, then the campus should be able to achieve their annual goal and increase student performance.

**Desired 90-day Outcome:** By the end of November 2022, 100% of third-fifth grade teachers will participate in a PLC session where high quality math and reading instructional resources are reviewed.

**District Actions:** The district will provide high quality instructional resources and professional development as needed on the implementation of these resources as needed to Cromack Elementary to support teachers. The district leadership will collaborate with the campus leadership in developing the monitoring tools and skills to achieve their 90-day and annual goals.

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** At Cromack Elementary, 100% of 3rd-5th grade teachers met with the campus leadership team and the school district content specialists to review high quality math and reading instructional resources.

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?
Instructional materials utilized in the classroom may not include content specific texts and resources that target the needs of diverse learners.	Action Step 3	Campus administrators will seek out high quality instructional materials for teacher use.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> By November 2022, 100% of campus leadership team will engage in ongoing training provided by VIP on developing lesson plans using high quality instructional materials.</p> <p><b>Evidence Used to Determine Progress:</b> selection of high quality instructional materials; lesson plan template</p> <p><b>Person(s) Responsible:</b> campus leadership team; VIP</p> <p><b>Non-Funded Resources Needed:</b> sign in sheets; high quality instructional materials</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Met</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> By November 2022, campus leadership team will meet with teachers on a weekly basis to engage in lesson planning process, review best practices, and collaborate on instructional strategies and resources to support student learning.</p> <p><b>Evidence Used to Determine Progress:</b> lesson plans; sign in sheets</p> <p><b>Person(s) Responsible:</b> campus leadership team &amp; teachers</p> <p><b>Non-Funded Resources Needed:</b> lesson plans; high quality instructional materials</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Met</p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> By November 2022, teachers will incorporate the use of high quality instructional materials and formative assessments aligned to state standards in their lessons.</p> <p><b>Evidence Used to Determine Progress:</b> lesson plans, formative assessments</p> <p><b>Person(s) Responsible:</b> campus leadership team, teachers</p> <p><b>Non-Funded Resources Needed:</b> high quality instructional materials; Forethought lesson plans</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Met</p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> By November 2022, the campus leadership team will devise a lesson plan checklist to ensure that instructional materials used in the classrooms include content specific texts and resources that target the needs of diverse learners and are aligned to formative assessments.</p> <p><b>Evidence Used to Determine Progress:</b> lesson plans, formative assessments, Cromack Lesson Plan Feedback Form</p> <p><b>Person(s) Responsible:</b> campus leadership team, teachers</p> <p><b>Non-Funded Resources Needed:</b> high quality instructional materials; Forethought lesson plans</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Significant Progress</p> <p><b>Necessary Adjustments/Next Steps:</b> The lesson plan checklist is currently being revised to include 2022-2023 to align with revised district expectations for plans and this campus is one of the pilot campuses for these revisions.</p>

## Cycle 1 - (Sept – Nov)

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

**Implementation Level:** Beginning Implementation

**Key Practices:** 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:** Based on the Effective Schools Framework diagnostic process, the campus leadership team determined that data driven instruction is an area of need for Cromack Elementary School. Campus leaders do need to obtain first hand knowledge of student performance through the review of accountability data. Teachers will meet during their designated planning time and in PLCs to review student work and develop instructional plans to target areas of deficiency. Teachers had not been meeting consistently during their planning time to review student data.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** To build capacity, Cromack Elementary will work with the VIP group, Instructional Partners, to create an action plan that includes an implementation timeline and activities designed to provide guidance, coaching, and instructional support to classroom teachers so that they in turn can deliver quality instruction that is at the appropriate level of rigor and addresses content misunderstandings.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Cromack Elementary will communicate its priorities to staff at the annual beginning of year staff development session held at the onset of the school year. Throughout the course of the academic year, goals and priorities will be revisited at weekly grade level meetings with teachers. We will have weekly grade level meetings to ensure that our teachers are well versed on the curriculum frameworks, assessment blueprints, and state performance standards to effectively analyze student performance data. Administrative walkthroughs will be conducted to ensure that teachers are utilizing data to inform instruction. Parents and community members will be advised of the campus goals via parental involvement meetings, social media, and parent-teacher meetings. During focus meetings with campus administration, students will be advised of campus goals and formulate their own assessment goals.

**Desired Annual Outcome:** EA 5.3: By the end of May 2023, the Cromack leadership team will conduct Professional Learning Community (PLC) sessions where at least 90% of 3rd - 5th grade teachers will analyze math and reading data after each checkpoint and/or benchmark exam and will formulate grade level instructional plans to target areas of deficiencies as evidenced by grade level action plan PLC checklists.

**District Commitment Theory of Action:** If the DCSI and principal's supervisor provide the campus leadership team with coordination with need curriculum program supports and access to formative assessment data in a timely manner, the CLT will be able to guide and support teachers to develop effective lessons that address student misconceptions and learning gaps so that students will all show progress on academic assessments.

**Desired 90-day Outcome:** By the end of November 2022, 100% of third-fifth grade teachers will participate in a PLC session where math and reading data desegregation strategies are reviewed and begin analyzing data to inform instruction.

**District Actions:** The DCSI will collaborate with district support programs and the campus leadership team to ensure Cromack Elementary faculty have access to the appropriate assessment data and formative and summative assessment resource

**Did you achieve your 90 day outcome?:** Yes

**Why or why not?:** At Cromack Elementary, 100% of third-fifth grade teachers participated in data disaggregation meetings at the end of each six weeks marking period.

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?
Scheduling conflicts may occur thus preventing the data desegregation meetings to be held in a timely manner.	Action Step 2	Campus administration will need to set a schedule and adhere to the meeting dates.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Campus leadership team will receive ongoing coaching and training from Instruction Partners to better assist teachers in analyzing student data and attend Region One trainings.</p> <p><b>Evidence Used to Determine Progress:</b> Time, Sign in sheets, student data</p> <p><b>Person(s) Responsible:</b> campus administration; VIP</p> <p><b>Non-Funded Resources Needed:</b> sign in sheets</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p> <p><b>Funding Sources:</b> Instruction Partners contracted services - 6200-Professional and contracted services - \$11,818, Region One training fees - 6400-Other operating costs - \$1,400</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> The Cromack Elementary leadership team met with the Instruction Partners team to receive training and coaching on lesson planning.</p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Campus leadership team will provide training to lead teachers on data analysis protocols.</p> <p><b>Evidence Used to Determine Progress:</b> sign in sheets; data desegregation documents</p> <p><b>Person(s) Responsible:</b> campus leadership team</p> <p><b>Non-Funded Resources Needed:</b> formative exam results</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> The Cromack Elementary lead teachers received training by the campus leadership team on how to analyze data.</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers will participate in data desegregation sessions using uniform data analysis protocols to review student progress on reading and math formative assessments.</p> <p><b>Evidence Used to Determine Progress:</b> sign in sheets; data desegregation documents</p> <p><b>Person(s) Responsible:</b> campus leadership team; teachers</p> <p><b>Non-Funded Resources Needed:</b> formative exam results</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> Cromack Elementary teachers participated in data sessions.</p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> By November 2022, campus leadership team will engage in data analysis meetings with 95% of students in grades 3-5 to review their progress on math and reading formative assessments and establish performance goals for upcoming assessments.</p> <p><b>Evidence Used to Determine Progress:</b> data desegregation documents; student performance data</p> <p><b>Person(s) Responsible:</b> campus leadership team; teachers</p> <p><b>Non-Funded Resources Needed:</b> formative exam results</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2022</p>	<p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b> The Cromack leadership team met with students review their progress on math and reading formative assessments.</p>

## Cycle 2 - (Dec – Feb)

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

### 1. **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:** 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:** While the Effective Schools Framework Diagnostic Report did not yield 4.1 as a priority area, the implementation level was noted to be at Beginning Level for Cromack Elementary School. High quality instructional materials designed to meet the needs of all student populations are not consistently used across the classrooms. Lack of alignment for the instructional planning calendar and formative and summative assessments is also evident.

Collaboration will continue with Instruction Partners in an effort to increase the use of high quality instructional materials that meet the needs of all student groups.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** To build capacity, Cromack Elementary will work with the VIP staff from Instruction Partners, to create an action plan that includes an implementation timeline and activities designed to provide guidance, coaching, and instructional support to instructional leaders and classroom teachers so that quality instruction can be subsequently delivered to students. The campus will also work closely with the District C&I, Assessment, Bilingual, and Special Education staff to provide appropriate training and implementation support of district provided instructional resources and formative assessments.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Cromack Elementary will communicate its priorities to staff at the annual beginning of year staff development session held at the onset of the school year. Throughout the course of the academic year, goals and priorities will be revisited at weekly grade level meetings. Administrative walkthroughs will be conducted to ensure that teachers are on schedule as noted on the instructional planning calendar. Students, parents and community members will be advised of the campus goals via parental involvement meetings, social media, and parent-teacher meetings.

**Desired Annual Outcome:** EA 4.1: By the end of the 2022-2023 academic year, 100% of campus leadership team will establish effective systems and processes to provide feedback to teachers on use of high quality instructional materials. This will be evidenced by at least 90% (9 out of 10) 3rd-5th grade teachers receiving feedback on lesson plans and walkthroughs via Eduphoria Forethought and Strive. Lesson plans will be evaluated using the Cromack Lesson Plan Feedback Form to determine inclusion of key concepts, focus questions, resources and materials, subject matter text, and alignment to planning calendars and interim and formative assessments.

**District Commitment Theory of Action:** If the BISD DCSI and principal's supervisor provide coordination and support for the campus leadership team to gain access to services from district programs and the VIP, Instruction Partners, especially supporting the usage of HQIM with greater fidelity and consistency, then the campus should be able to achieve their annual goal and increase student performance.

**Desired 90-day Outcome:** By the end of February, campus administration will have provided feedback regarding lesson plans and walkthroughs to at least 90 % of 3rd-5th grade teachers via Eduphoria Forethought and Strive to ensure plans include key concepts, focus questions, resources, educational technology integration in the content areas, materials, subject matter text, and alignment to planning calendars and interim and formative assessment every month.

**District Actions:** The district will continue to provide high quality instructional resources and professional development as needed on the implementation of these resources as needed to Cromack Elementary to support teachers. The district leadership will collaborate with the campus leadership in implementing the monitoring tools and skills to achieve their 90-day and annual goals.

**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 efficiently using the planning sessions to develop effective plans with key concepts, focus questions, resources, educational technology integration in the content areas, materials, subject matter text, and alignment to planning calendars and interim and formative assessment every month.	Action Step 1, Action Step 2	These action steps will provide on-going support for teachers developing more effective lesson plans using HQIM.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The campus leadership team will provide teachers with turnaround training on developing lesson plans using high quality instructional materials based on strategies learned by campus leadership from District Curriculum Specialist and Instruction Partners.</p> <p><b>Evidence Used to Determine Progress:</b> Samples of plans Meeting documentation</p> <p><b>Person(s) Responsible:</b> Interim Principal Assistant Principal</p> <p><b>Non-Funded Resources Needed:</b> Teacher planning guides from Instruction Partners District Curriculum Specialists</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p> <p><b>Funding Sources:</b> Instruction Partners staff - 6200-Professional and contracted services - \$11,818, Stipends - 6100-Payroll - \$2,550</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> Campus leadership team will meet with teachers on a monthly basis to engage in the lesson planning process, review best practices, and collaborate on instructional strategies and resources to support student learning.</p> <p><b>Evidence Used to Determine Progress:</b> Sample PLC Agenda, notes, and plans</p> <p><b>Person(s) Responsible:</b> Interim Principal Assistant Principal</p> <p><b>Non-Funded Resources Needed:</b> Teacher planning guides from Instruction Partners District and Campus instructional resources</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p> <p><b>Funding Sources:</b> Stipends - 6100-Payroll - \$2,000</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Campus Leadership team will be coached by District Curriculum Specialist and Instruction Partners to help teachers incorporate the use of high quality instructional materials, formative assessments, and corrective instruction that is aligned to state standards in their lessons.</p> <p><b>Evidence Used to Determine Progress:</b> Samples of plans Meeting documentation</p> <p><b>Person(s) Responsible:</b> Interim Principal Assistant Principal</p> <p><b>Non-Funded Resources Needed:</b> Teacher planning guides from Instruction Partners District instructional frameworks</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p> <p><b>Funding Sources:</b> Substitutes - 6100-Payroll - \$1,500</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> The campus leadership team will utilize a lesson plan checklist to review lesson plans to ensure that instructional materials used in the classrooms include content specific texts and resources that target the needs of diverse learners and are aligned to formative assessments.</p> <p><b>Evidence Used to Determine Progress:</b> Lesson plan checklist</p> <p><b>Person(s) Responsible:</b> Interim Principal Assistant Principal</p> <p><b>Non-Funded Resources Needed:</b> Lesson plan checklist</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

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

**Implementation Level:** Beginning Implementation

**Key Practices:** 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:** Based on the Effective Schools Framework diagnostic process, the campus leadership team determined that data driven instruction is an area of need for Cromack Elementary School. Campus leaders do need to obtain first hand knowledge of student performance through the review of accountability data. Teachers will meet during their designated planning time and in PLCs to review student work and develop instructional plans to target areas of deficiency. Teachers had not been meeting consistently during their planning time to review student data.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** To build capacity, Cromack Elementary will work with the VIP group, Instructional Partners, to create an action plan that includes an implementation timeline and activities designed to provide guidance, coaching, and instructional support to classroom teachers so that they in turn can deliver quality instruction that is at the appropriate level of rigor and addresses content misunderstandings.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Cromack Elementary will communicate its priorities to staff at the annual beginning of year staff development session held at the onset of the school year. Throughout the course of the academic year, goals and priorities will be revisited at weekly grade level meetings with teachers. We will have weekly grade level meetings to ensure that our teachers are well versed on the curriculum frameworks, assessment blueprints, and state performance standards to effectively analyze student performance data. Administrative walkthroughs will be conducted to ensure that teachers are utilizing data to inform instruction. Parents and community members will be advised of the campus goals via parental involvement meetings, social media, and parent-teacher meetings. During focus meetings with campus administration, students will be advised of campus goals and formulate their own assessment goals.

**Desired Annual Outcome:** EA 5.3: By the end of May 2023, the Cromack leadership team will conduct Professional Learning Community (PLC) sessions where at least 90% of 3rd - 5th grade teachers will analyze math and reading data after each checkpoint and/or benchmark exam and will formulate grade level instructional plans to target areas of deficiencies as evidenced by grade level action plan PLC checklists.

**District Commitment Theory of Action:** If the DCSI and principal's supervisor provide the campus leadership team with coordination with need curriculum program supports and access to formative assessment data in a timely manner, the CLT will be able to guide and support teachers to develop effective lessons that address student misconceptions and learning gaps so that students will all show progress on academic assessments.

**Desired 90-day Outcome:** By the end of February 2023, the Cromack leadership team will conduct PLC sessions where at least 75% of 3rd - 5th grade teachers will analyze math and reading data after each checkpoint and/or benchmark exam and will formulate grade level instructional plans to target areas of deficiencies as evidenced by PLC checklist for grade level action plan components.

**District Actions:** The DCSI and campus principal's supervisor will collaborate with district support programs and the campus leadership team to ensure Cromack Elementary faculty have access to the appropriate assessment data and formative and summative assessment resources.

**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 fully comprehend the data analysis protocols used in data disaggregation meetings.	Action Step 1, Action Step 2	Dedicated planning sessions will be created in which teachers will meet to disaggregate data. Coaching sessions will be provided to teachers on how to analyze data.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> The campus leadership team will participate in data informed coaching sessions that include how to provide evidenced based feedback to support teachers.</p> <p><b>Evidence Used to Determine Progress:</b> Meeting agendas and notes</p> <p><b>Person(s) Responsible:</b> Interim Principal Assistant Principal District Assessment and Curriculum staff</p> <p><b>Non-Funded Resources Needed:</b> Campus data reports</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> The campus leadership team will meet with respective grade level teachers to discuss formative and interim student data, effective instructional strategies, and probable modifications to instructional presentation/lesson delivery.</p> <p><b>Evidence Used to Determine Progress:</b> Meeting agendas with notes and data analyses</p> <p><b>Person(s) Responsible:</b> Interim Principal Assistant Principal</p> <p><b>Non-Funded Resources Needed:</b> Campus formative and interim assessment data reports</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Teachers will utilize data gleaned from reading and math formative assessments to identify the highest and lowest TEKS and plan to differentiate instruction to meet the needs of all learners.</p> <p><b>Evidence Used to Determine Progress:</b> Teacher formative assessment analyses Sample lesson plans</p> <p><b>Person(s) Responsible:</b> Interim Principal Assistant Principal</p> <p><b>Non-Funded Resources Needed:</b> Campus formative and interim assessment data reports Lesson Planning templates</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> Teachers will create grade level instructional plans to target students' areas of deficiencies. To monitor student progress, all classrooms will display at minimum one visible, regularly updated, student progress tracker (i.e. fluency, test scores).</p> <p><b>Evidence Used to Determine Progress:</b> Samples of lesson plans Samples of trackers</p> <p><b>Person(s) Responsible:</b> Interim Principal Assistant Principal</p> <p><b>Non-Funded Resources Needed:</b> Lesson planning templates Student Data Tracker form</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> December 1, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> February 23, 2023</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 3 - (Mar – May)

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

### 1. **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:** 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:** While the Effective Schools Framework Diagnostic Report did not yield 4.1 as a priority area, the implementation level was noted to be at Beginning Level for Cromack Elementary School. High quality instructional materials designed to meet the needs of all student populations are not consistently used across the classrooms. Lack of alignment for the instructional planning calendar and formative and summative assessments is also evident.

Collaboration will continue with Instruction Partners in an effort to increase the use of high quality instructional materials that meet the needs of all student groups.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** To build capacity, Cromack Elementary will work with the VIP staff from Instruction Partners, to create an action plan that includes an implementation timeline and activities designed to provide guidance, coaching, and instructional support to instructional leaders and classroom teachers so that quality instruction can be subsequently delivered to students. The campus will also work closely with the District C&I, Assessment, Bilingual, and Special Education staff to provide appropriate training and implementation support of district provided instructional resources and formative assessments.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Cromack Elementary will communicate its priorities to staff at the annual beginning of year staff development session held at the onset of the school year. Throughout the course of the academic year, goals and priorities will be revisited at weekly grade level meetings. Administrative walkthroughs will be conducted to ensure that teachers are on schedule as noted on the instructional planning calendar. Students, parents and community members will be advised of the campus goals via parental involvement meetings, social media, and parent-teacher meetings.

**Desired Annual Outcome:** EA 4.1: By the end of the 2022-2023 academic year, 100% of campus leadership team will establish effective systems and processes to provide feedback to teachers on use of high quality instructional materials. This will be evidenced by at least 90% (9 out of 10) 3rd-5th grade teachers receiving feedback on lesson plans and walkthroughs via Eduphoria Forethought and Strive. Lesson plans will be evaluated using the Cromack Lesson Plan Feedback Form to determine inclusion of key concepts, focus questions, resources and materials, subject matter text, and alignment to planning calendars and interim and formative assessments.

**District Commitment Theory of Action:** If the BISD DCSI and principal's supervisor provide coordination and support for the campus leadership team to gain access to services from district programs and the VIP, Instruction Partners, especially supporting the usage of HQIM with greater fidelity and consistency, then the campus should be able to achieve their annual goal and increase student performance.

**Desired 90-day Outcome:** By the end May 2023, Campus administrators will have provided feedback regarding lesson plans and walkthroughs to 90 % of 3rd-5th grade teachers via Eduphoria Forethought and Strive to ensure plans include key concepts, focus questions, resources, educational technology integration in the content areas, materials, subject matter text, and alignment to planning calendars and interim and formative assessment every two weeks.

**District Actions:** The DCSI and principal's supervisor will provide coordination and support for the campus leadership team to gain access to services from district programs and the VIP, Instruction Partners, especially supporting the usage of HQIM with greater fidelity and consistency,

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

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

## Cycle 3 - (Mar – May)

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

**Implementation Level:** Beginning Implementation

**Key Practices:** 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:** Based on the Effective Schools Framework diagnostic process, the campus leadership team determined that data driven instruction is an area of need for Cromack Elementary School. Campus leaders do need to obtain first hand knowledge of student performance through the review of accountability data. Teachers will meet during their designated planning time and in PLCs to review student work and develop instructional plans to target areas of deficiency. Teachers had not been meeting consistently during their planning time to review student data.

**Who will you partner with?:** Instruction Partners

**How will you build capacity in this Essential Action?** To build capacity, Cromack Elementary will work with the VIP group, Instructional Partners, to create an action plan that includes an implementation timeline and activities designed to provide guidance, coaching, and instructional support to classroom teachers so that they in turn can deliver quality instruction that is at the appropriate level of rigor and addresses content misunderstandings.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Cromack Elementary will communicate its priorities to staff at the annual beginning of year staff development session held at the onset of the school year. Throughout the course of the academic year, goals and priorities will be revisited at weekly grade level meetings with teachers. We will have weekly grade level meetings to ensure that our teachers are well versed on the curriculum frameworks, assessment blueprints, and state performance standards to effectively analyze student performance data. Administrative walkthroughs will be conducted to ensure that teachers are utilizing data to inform instruction. Parents and community members will be advised of the campus goals via parental involvement meetings, social media, and parent-teacher meetings. During focus meetings with campus administration, students will be advised of campus goals and formulate their own assessment goals.

**Desired Annual Outcome:** EA 5.3: By the end of May 2023, the Cromack leadership team will conduct Professional Learning Community (PLC) sessions where at least 90% of 3rd - 5th grade teachers will analyze math and reading data after each checkpoint and/or benchmark exam and will formulate grade level instructional plans to target areas of deficiencies as evidenced by grade level action plan PLC checklists.

**District Commitment Theory of Action:** If the DCSI and principal's supervisor provide the campus leadership team with coordination with need curriculum program supports and access to formative assessment data in a timely manner, the CLT will be able to guide and support teachers to develop effective lessons that address student misconceptions and learning gaps so that students will all show progress on academic assessments.

**Desired 90-day Outcome:** By the end of May 2023, the Campus leadership team will conduct PLC sessions where at least 90% of 3rd - 5th grade teachers will analyze math and reading data after each checkpoint and/or benchmark exam and will formulate grade level instructional plans to target areas of deficiencies as evidenced by grade level action plan PLC checklists.

**District Actions:** The DCSI and principal's supervisor will provide the campus leadership team with coordination of any needed curriculum program supports and access to formative assessment data in a timely manner,

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

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



**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
2	1	1	Stipends		\$2,550.00
2	1	2	Stipends		\$2,000.00
2	1	3	Substitutes		\$1,500.00
<b>Sub-Total</b>					\$6,050.00
<b>Budgeted Budget Object Code Amount</b>					\$8,042.00
<b>+/- Difference</b>					\$1,992.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	Instruction Partners contracted services		\$11,818.00
2	1	1	Instruction Partners staff		\$11,818.00
<b>Sub-Total</b>					\$23,636.00
<b>Budgeted Budget Object Code Amount</b>					\$47,272.00
<b>+/- Difference</b>					\$23,636.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	2	1	Region One training fees		\$1,400.00
<b>Sub-Total</b>					\$1,400.00
<b>Budgeted Budget Object Code Amount</b>					\$1,400.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$56,714.00
<b>Grand Total Spent</b>					\$31,086.00
<b>+/- Difference</b>					\$25,628.00

# 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	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	204	49	63	N/A	CBM	68	45	District Created Benchmark	73		78	
			All	All	Reading	Meets	STAAR	204	18	30	N/A	CBM	35	19	District Created Benchmark	40		45	
			All	All	Reading	Masters	STAAR	204	6	10	N/A	CBM	15	4	District Created Benchmark	20		25	
			All	All	Mathematics	Approaches	STAAR	204	31	61	N/A	CBM	66	45	District Created Benchmark	71		76	
			All	All	Mathematics	Meets	STAAR	204	7	31	N/A	CBM	36	18	District Created Benchmark	41		46	
			All	All	Mathematics	Masters	STAAR	204	4	13	N/A	CBM	18	8	District Created Benchmark	23		28	
			All	All	Science	Approaches	STAAR	77	30	66	N/A	CBM	68	53	District Created Benchmark	78		94	
			All	All	Science	Meets	STAAR	77	2	34	N/A	CBM	36	14	District Created Benchmark	46		55	
			All	All	Science	Masters	STAAR	77	0	13	N/A	CBM	15	1	District Created Benchmark	25		30	
Closing the Gaps	Focus 1	Academic Achievement	All	Special Ed	ELA	N/A	ELA	N/A	8	9	100	CBM	15	11	District Created Benchmark	24		29	
	Focus 2	Academic Achievement	All	Special Ed	Mathematics	N/A	Mathematics	N/A	0	9	100	CBM	14	7	District Created Benchmark	28		33	

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	204	Did Not Meet	37	32	55	27		22	
					Approaches	63	68	45	73		78	
					Meets	30	35	19	40		45	
					Masters	10	15	4	20		25	
	Math	All	STAAR	204	Did Not Meet	39	34	55	29		24	
					Approaches	61	66	45	71		76	
					Meets	31	36	18	41		46	
					Masters	13	18	8	23		28	

# Addendums

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

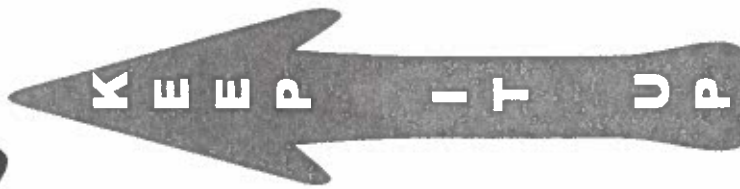
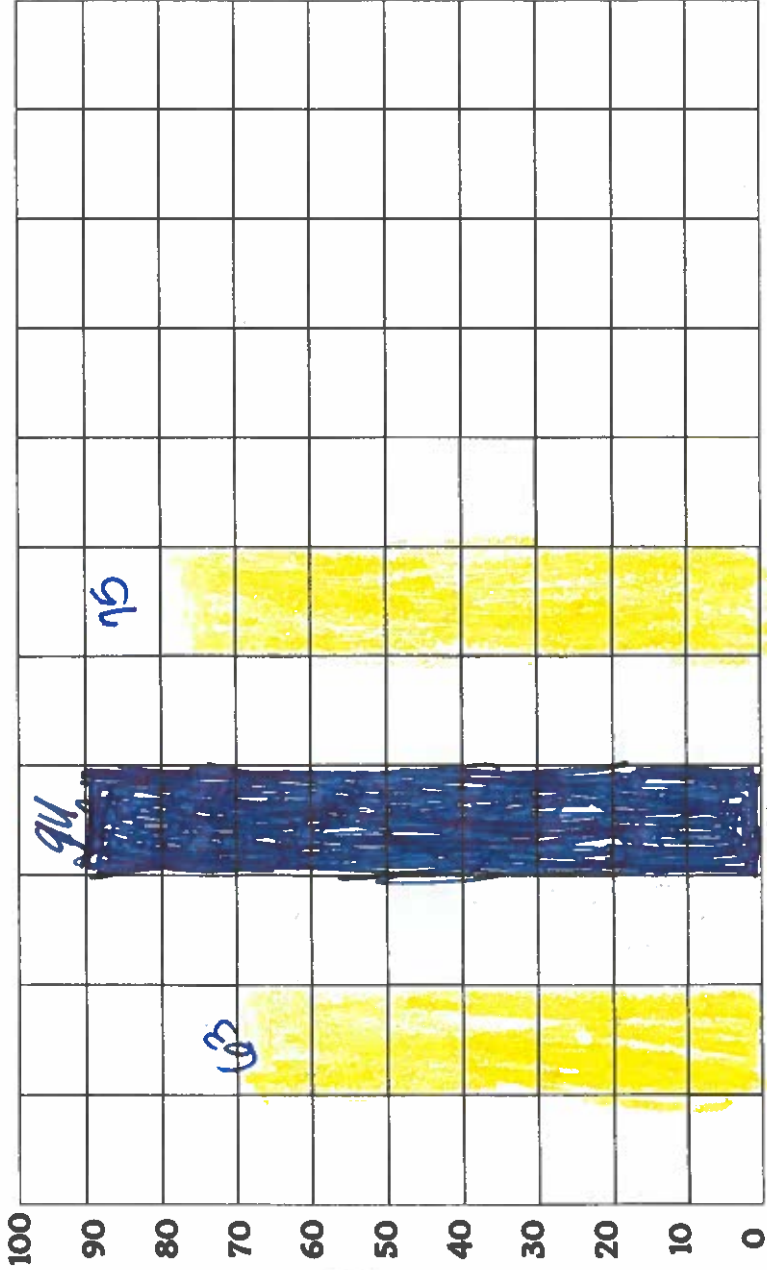
**Action Step 4: By November 2022, campus leadership team will engage in data analysis meetings with 95% of students in grades 3-5 to review their progress on math and reading formative assessments and establish performance goals for upcoming assessments.**

# STUDENT CONFERENCES



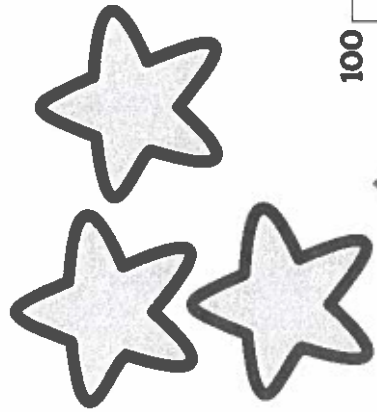
Student Tracking Sheet  
2022-2023 School Year

READING



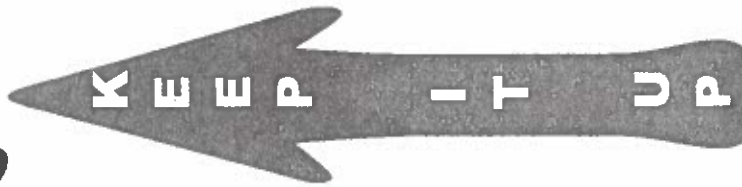
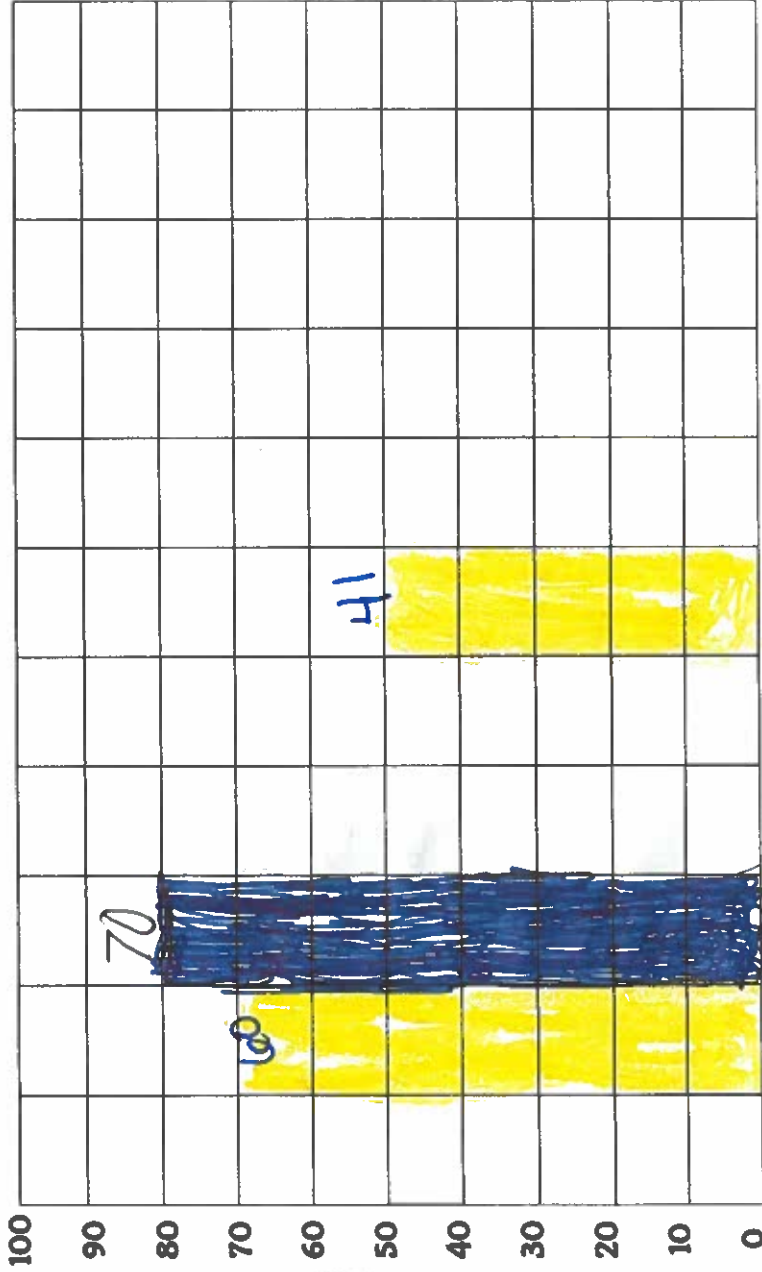
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Check Point #2  
Benchmark #1  
Benchmark #2

**You can do it!**



Student Tracking Sheet  
2022-2023 School Year

MATH



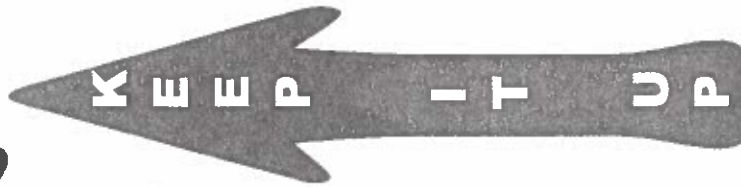
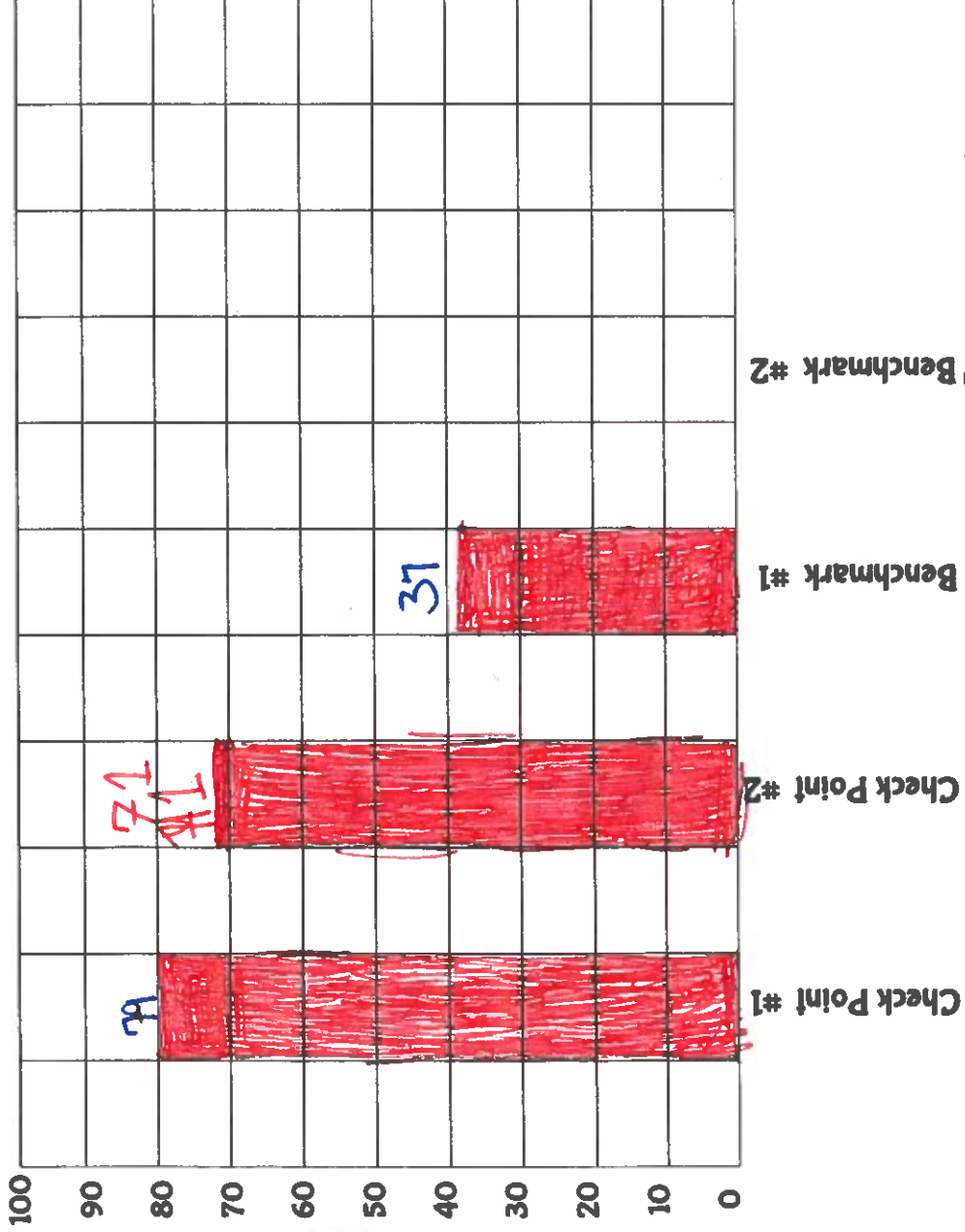
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Benchmark #1  
Benchmark #2

You can do it!

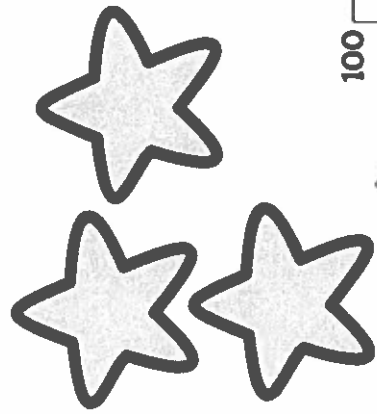


Student Tracking Sheet  
2022-2023 School Year

READING



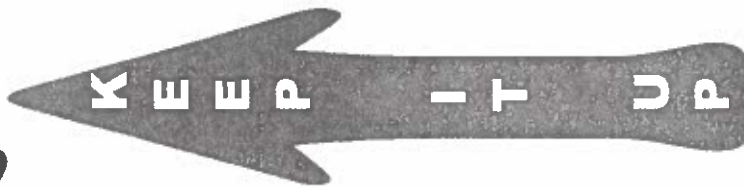
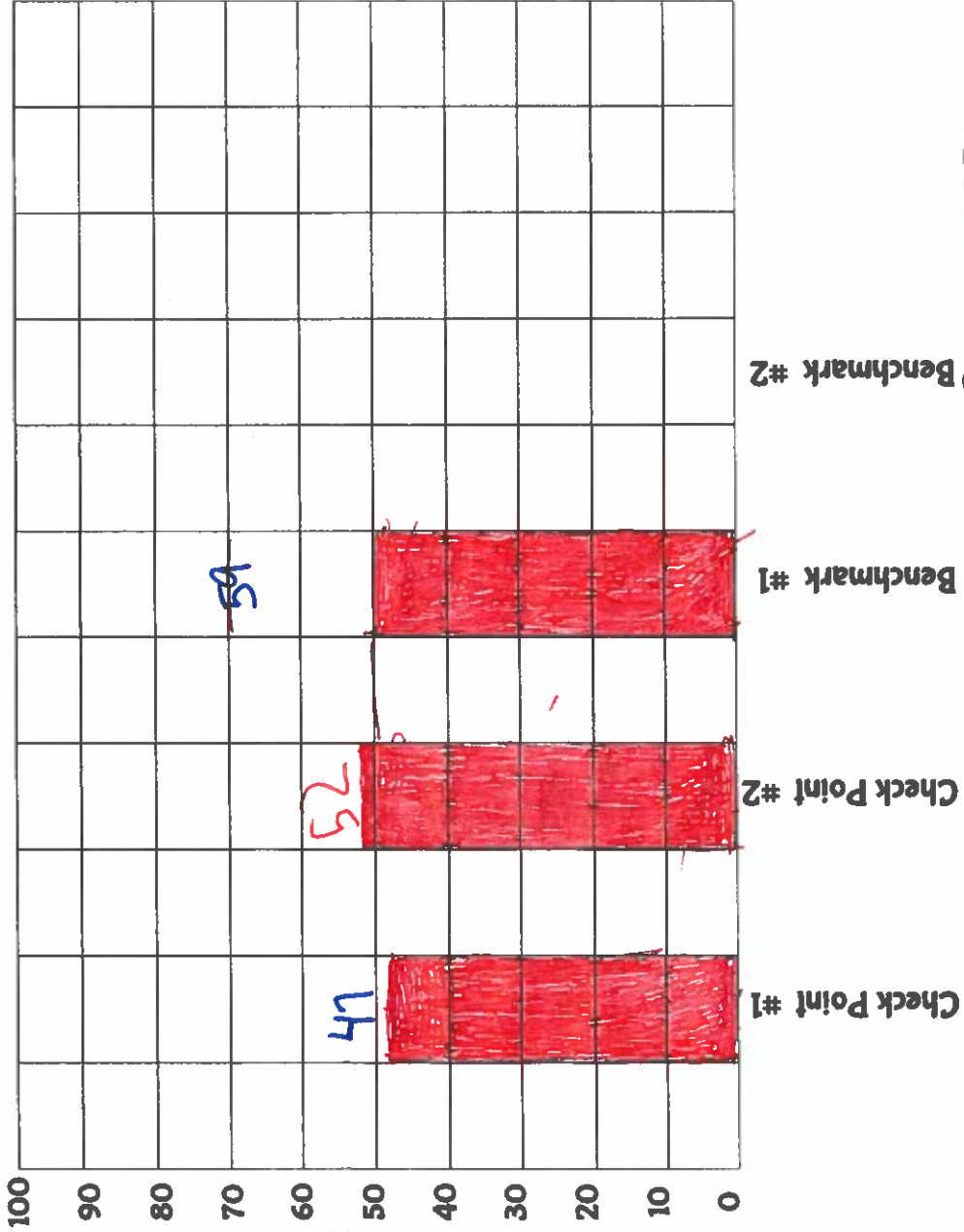
You can do it!



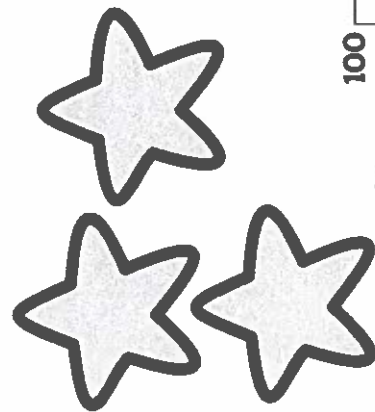


Student Tracking Sheet  
2022-2023 School Year

MATH

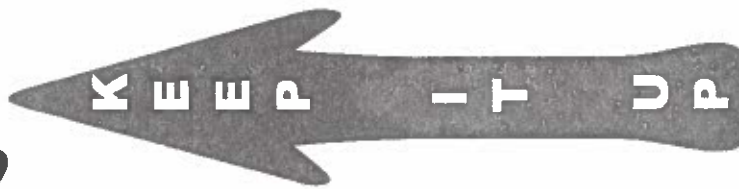
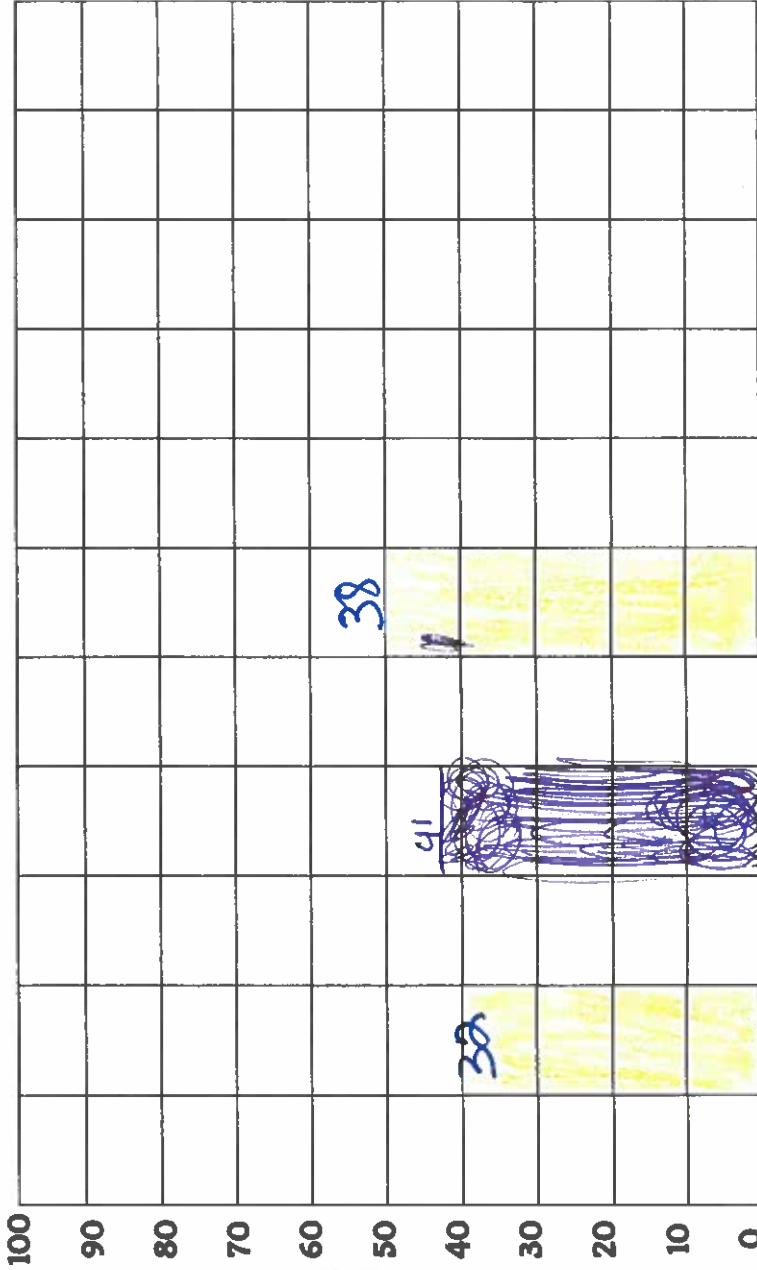


You can do it!



Student Tracking Sheet  
2022-2023 School Year

READING



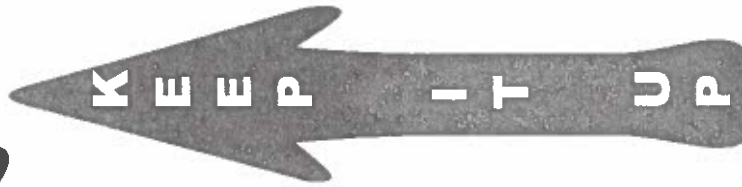
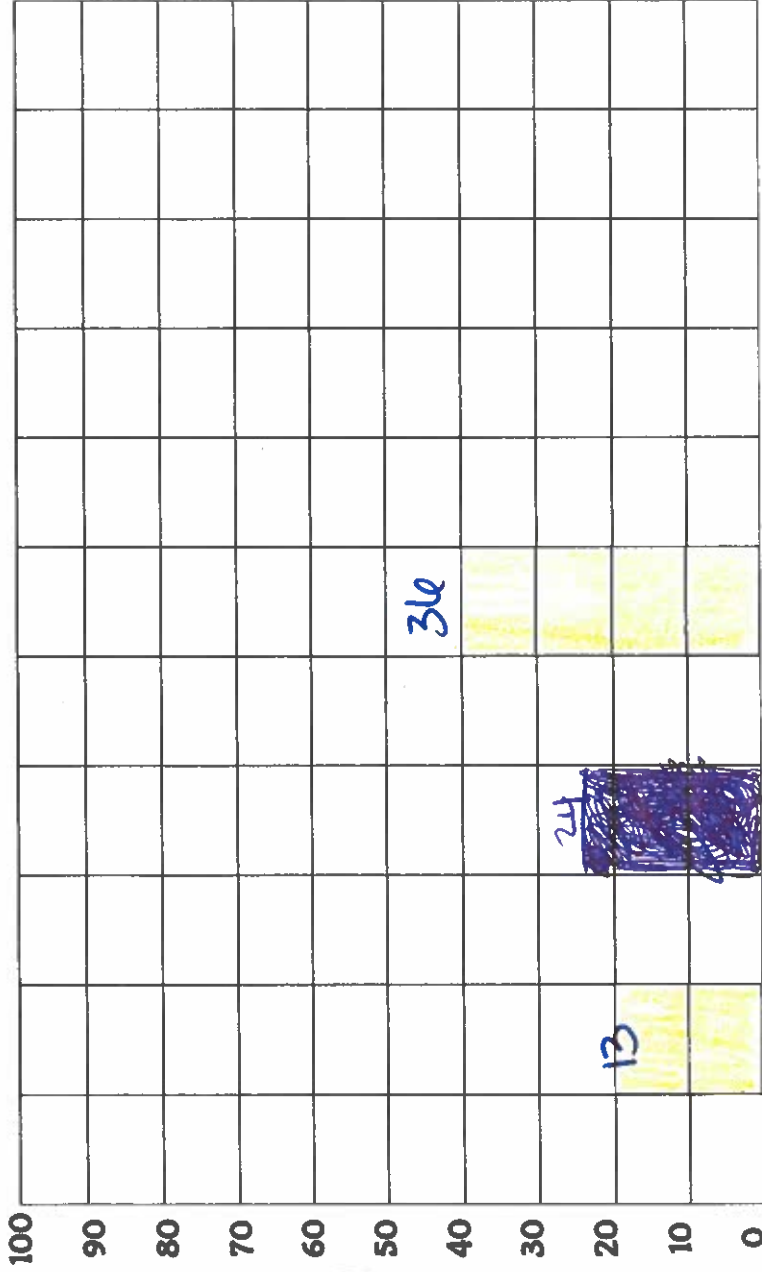
Check Point #1  
Check Point #2  
Benchmark #1  
Benchmark #2

You can do it!



Student Tracking Sheet  
2022-2023 School Year

MATH



You can do it!

