

Brownsville Independent School District

Palm Grove Elementary - TIP

2022-2023 Targeted Improvement Plan



Campus Number: 031901122

Board Approval Date: December 13, 2022

Superintendent:
DCSI/Grant Coordinator:

Dr. Rene Gutierrez
Roni Louise Rentfro

Principal: Patricia M. Chacon
ESC Case Manager: Rosey Guerra
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: Dolores Cisneros-Emerson

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: Patricia M. Chacon

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Domain I goal is to attain a B (an 80 STAAR performance scaled score)

Our goal is to close the learning gaps by increasing Overall student scores (all students, all subjects, all grade levels) to at least achieve an Approaches (86%), Meets (50%) and Masters (22%). Students will be provided with focused academic support and accelerated instruction through after school tutorial, RTI small group instruction, and Saturday academies that improve student achievement.

School Progress

What accountability goal has your campus set for this year?

Our goal is to maintain a School Progress 2A Academic Growth of 96% and a 2B Relative performance score of 90% in order to maintain our A rating in this domain.

If we focus on Domain I, overall student achievement and closing the gaps in special populations on accelerated instruction, our Domain I and Domain 2A and 2B will also improve. We will focus on tutoring and providing small group instruction to close the learning gaps and consistently look at data to drive instruction.

Closing the Gaps

What accountability goal has your campus set for this year?

Our focus in Domain 3: Closing the Gaps is to meet at least the number of targets to improve Closing the Gaps domain from a scaled score of 77 to an 80. Because TEA is still determining the specific groupings of students, we will review this goal at the Cycle 1 submission once more specifics have been released in late October.

The campus expects to close the gaps with improved instruction for all sub-populations (Hispanic, Eco Dis, EB, Sp Ed) for reading and math through the use of high quality instructional resources implemented with more fidelity and increased use of researched based practices.

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?

The campus received an Overall Student Achievement STAAR performance score of 76%, scoring 74% Approaches in Reading and 75% Approaches in Math. Therefore, the campus will continue to stay focused on improving reading and math scores for all students and sub-populations. We need to prioritize improved use of data driven instruction using high quality instructional resources. In addition, we will provide focused tutorials and RTI small group instruction for students that did not pass the Reading and Math STAAR exams.

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

Our Special Education students and Emergent Bilinguals will be prioritized this year in terms of academic achievement across the board. We need to ensure we are differentiating instruction in Reading and Math to meet their needs. Focusing in this student group will support our accountability scores, particularly in Domain 3.

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: Partial Implementation

Key Practices:

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

Implementation Level: 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: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial 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?: Although the campus met the goal for Special Education ELAR, we were not successful in achieving any of the other Student performance goals. Special Education ELA met their goal since it was more realistic than some of the others set for Cycle 1 and a better support of students with new question types and how to address during testing. For most of the other content areas, the students did make progress when compared with checkpoint 1, except for 5th grade science and 3rd grade reading. We believe we set goals a bit high but the main reason we did not achieve our goals was due to instruction being behind on the district scope and sequence for the expected instruction. Teachers were also struggling somewhat in implementing the new or revised instructional practices and teaching students the STAAR 2.0 question types. We do expect to continue to make gains and meet goals for the next cycle.

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: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the Effective Schools Framework diagnostic process and the collaboration with Instruction Partners, the vetted partner, our leadership team determined that the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments is an area of continued need for our campus. There is a need to establish measures for consistent lesson plan feedback that includes interim and formative assessment re-teaching and reassessment needs.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Engaging with Instruction Partners will help the campus ensure lesson plans are aligned and at the right level of rigor and that our teachers are using effective instructional strategies in the classroom. PD support will be provided face to face and on site coaching for our team. This will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated during BOY teacher staff development. We will engage in reflective conversations as we revisit our focus of high-quality instructional materials and assessments at our weekly staff meetings. Students will participate in reflective conversations about their academic growth with teachers, counselor and administrators. Community and families will be notified during parent meetings, family newsletter and updates at parent meetings throughout the year.

Desired Annual Outcome: Essential Action 4.1: By May 2023, our campus leadership team will build efficient systems and processes to review lesson plans and provide quality feedback to 3rd-5th grade Math and Reading teachers on a biweekly basis. At least 90% of lesson plan feedback will focus on effective teaching and student engagement instructional strategies that are 1) aligned to the scope and sequence 2) at the expected level of rigor and 3) inform reteaching and reassessment needs. This will be evidenced by a shared tracker updated twice a month.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive training on how to review and provide feedback on lesson plans to support alignment, then the campus leaders will be able to consistently monitor implementation of the scope and sequence, the standards and expected level of rigor.

Desired 90-day Outcome: By the end of November 2022, our campus leadership team will be trained on how to effectively provide feedback and lesson planning support. Leaders will then train and support teachers on how to create lesson plans focused on the instructional content, instructional delivery and assessment of student learning. This will be evidenced by the training records, agendas and minutes from the Collaborative Planning session.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including facilitating VIP and Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle.

Did you achieve your 90 day outcome?: Yes

Why or why not?: The campus leadership team did get get trained on how to effectively provide feedback and lesson planning support. CLT did train and support teachers on how to create lesson plans focused on the instructional content, instructional delivery and assessment of student learning. Agendas with notes and other documents provides evidence that this took place.

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?
CLT will need time to participate in coaching/training from Instruction Partners.	Action Step 2	CLT will schedule time to meet with Instruction Partners for in-person campus walkthrough and virtual action planning.

Step 1 Details	Reviews
<p>Action Step 1: The CLT will work collaboratively with Instruction Partners to collect evidence such as lesson plans and walkthrough feedback to understand the state of instruction and lesson planning at Palm Grove. The CLT and Instruction Partners will reflect and discuss observations and lesson plans and create an action plan for Collaborative Planning.</p> <p>Evidence Used to Determine Progress: Agenda</p> <p>Person(s) Responsible: CLT Instruction Partners</p> <p>Non-Funded Resources Needed: Eduphoria: Forethought and Strive platform</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 8, 2022 - Frequency: Weekly - Evidence Collection Date: September 8, 2022</p> <p>Funding Sources: Instruction Partners contracted services - 6200-Professional and contracted services - \$11,818</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: The CLT did work with IP staff.</p>
Step 2 Details	Reviews
<p>Action Step 2: CLT will participate in coaching with Instruction Partners to build their capacity CLT's on communicating and executing focused Collaborative Lesson Planning.</p> <p>Evidence Used to Determine Progress: Agenda, Meeting notes</p> <p>Person(s) Responsible: CLT Instruction Partners</p> <p>Non-Funded Resources Needed: Agenda Action Plan</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 31, 2022 - Frequency: One Time - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Met</p>

Step 3 Details	Reviews
<p>Action Step 3: The CLT will train teachers on creating a shared vision and goals for expectations during collaborative planning sessions that include submitting lesson plans at least one week in advance and participating in discussion and dialogue during review sessions.</p> <p>Evidence Used to Determine Progress: Agendas, Meeting notes</p> <p>Person(s) Responsible: CLT, teachers</p> <p>Non-Funded Resources Needed: Agenda, lesson plans</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 10, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Teachers submitted plans and these were discussed during PLCs</p>
Step 4 Details	Reviews
<p>Action Step 4: The CLT will plan and schedule the initial Collaborative Planning Session with teachers and model discussion and dialogue centered around planning for instruction at the expected level of rigor with student engagement activities and addresses reteaching and reassessment needs.</p> <p>Evidence Used to Determine Progress: Agenda</p> <p>Person(s) Responsible: CLT, teachers</p> <p>Non-Funded Resources Needed: Lesson Plans on Eduphoria: Forethought platform</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 10, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: IP and CLT did meet with teachers.</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 review of the Effective Schools Framework, and data collection, the campus leadership team determined that data-driven instruction is still an area of concern for the campus. The campus needs to unpack standards, examine student work and create exemplars. The campus needs evidence of teachers planning the reteach, practicing the reteach and developing an action plan for follow through. The Campus Leadership Team will create guiding questions for unpacking the standards. Time will be scheduled for teachers and CLT to unpack standards using the guiding questions, examine student work and create exemplars.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Engaging with Instruction Partners will help the campus ensure lesson plans are aligned and include data-driven instruction. PD support will be provided face to face and on site coaching as well. This will help build the capacity of our instructional leaders to better coach and support our teachers on their lesson planning to include data-driven instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated during BOY teacher staff development. We will engage in reflective conversations as we revisit our focus of high-quality instructional materials and assessments at our weekly staff meetings. Students will participate in reflective conversations about their academic growth with teachers, counselor and administrators. Community and families will be notified using parent meetings, family newsletter and updates at parent meetings throughout the year.

Desired Annual Outcome: Essential Action 5.3: By May 2023, our campus leadership team will build efficient systems and processes to review disaggregated data to track and monitor student progress and provide evidence-based feedback to teachers after campus/district formative assessments based on the district assessment calendar. The CLT will ensure that at least 80% (5 out of 6) of 3rd-5th grade teachers in Reading and Math implement reflective conversations during PLCs about academic growth after each appropriate formative assessment as evidenced by PLCs agendas and minutes using PLC protocols.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive data disaggregation training, data systems, and ongoing coaching on evidence based teacher feedback, then the campus leaders will be able to consistently monitor student progress and provide meaningful evidence-based feedback to teachers that leads to increased student progress and outcomes.

Desired 90-day Outcome: By the end of November 2022, all of 3rd-5th grade teachers in Reading and Math will have protected time built into the master schedule to meet regularly for in-depth conversations about formative data analysis and plan for possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including facilitating VIP and Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle.

Did you achieve your 90 day outcome?: Yes

Why or why not?: All of 3rd-5th grade teachers in Reading and Math were provided protected time in the revised master schedule for in-depth conversations about formative data analysis and plan for possible adjustments to instructional delivery.

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 need protected planning time for in-depth conversations about formative data analysis.	Action Step 1	Teachers are given time during grade level meetings to participate in conversations about formative data analysis.

Step 1 Details	Reviews
<p>Action Step 1: The CLT will review and revise the master schedule to ensure that teachers have protected planning time for opportunities to meet for in-depth conversations about formative data analysis.</p> <p>Evidence Used to Determine Progress: Progress Monitoring trackers</p> <p>Person(s) Responsible: CLT Teachers</p> <p>Non-Funded Resources Needed: Profile Sheet template</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: One Time - Evidence Collection Date: September 2, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: see new schedule</p>
Step 2 Details	Reviews
<p>Action Step 2: The CLT will review PLC protocols and develop PLC agendas that address lesson planning revisions.</p> <p>Evidence Used to Determine Progress: Agendas Reflection Sheets</p> <p>Person(s) Responsible: CLT Teachers</p> <p>Non-Funded Resources Needed: Class Progress Monitoring tracker template</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 19, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: PLC agendas have been revised to include clearly defined roles in collaborative planning.</p>

Step 3 Details	Reviews
<p>Action Step 3: The CLT will start implementing reflection agenda items as exit tickets after PLC meetings.</p> <p>Evidence Used to Determine Progress: Student Data Tracker</p> <p>Person(s) Responsible: CLT Teachers</p> <p>Non-Funded Resources Needed: Student Data Tracker template</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 19, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Sample exit notes can be found on agendas</p>
Step 4 Details	Reviews
<p>Action Step 4: The CLT will implement a review of lesson plans and walkthroughs and provide feedback on how to make adjustments in the delivery of instruction.</p> <p>Evidence Used to Determine Progress: Walkthrough and Lesson Plan feedback</p> <p>Person(s) Responsible: CLT Teachers</p> <p>Non-Funded Resources Needed: Walkthrough and Lesson Plan: Eduphoria platform</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 26, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Walkthroughs with feedback and plan feedback are provided weekly.</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: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the Effective Schools Framework diagnostic process and the collaboration with Instruction Partners, the vetted partner, our leadership team determined that the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments is an area of continued need for our campus. There is a need to establish measures for consistent lesson plan feedback that includes interim and formative assessment re-teaching and reassessment needs.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Engaging with Instruction Partners will help the campus ensure lesson plans are aligned and at the right level of rigor and that our teachers are using effective instructional strategies in the classroom. PD support will be provided face to face and on site coaching for our team. This will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated during BOY teacher staff development. We will engage in reflective conversations as we revisit our focus of high-quality instructional materials and assessments at our weekly staff meetings. Students will participate in reflective conversations about their academic growth with teachers, counselor and administrators. Community and families will be notified during parent meetings, family newsletter and updates at parent meetings throughout the year.

Desired Annual Outcome: Essential Action 4.1: By May 2023, our campus leadership team will build efficient systems and processes to review lesson plans and provide quality feedback to 3rd-5th grade Math and Reading teachers on a biweekly basis. At least 90% of lesson plan feedback will focus on effective teaching and student engagement instructional strategies that are 1) aligned to the scope and sequence 2) at the expected level of rigor and 3) inform reteaching and reassessment needs. This will be evidenced by a shared tracker updated twice a month.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive training on how to review and provide feedback on lesson plans to support alignment, then the campus leaders will be able to consistently monitor implementation of the scope and sequence, the standards and expected level of rigor.

Desired 90-day Outcome: By the end of February, at least 4 of the 6 3rd - 5th grade teachers will submit lesson plans that are 1) aligned to the district's scope and sequence, 2) at the expected level of rigor, and 3) inform reteaching and reassessment needs with clear objectives that meet the needs of students including differentiated instruction for Bilingual Students. The CLT will provide feedback as evidenced by the lesson plan checklist on a biweekly basis.

District Actions: The DCSI and Principal's Supervisor will collaborate with the CLT to ensure that needed supports and services are provided to reach the desired 90-day outcome including facilitating VIP and Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle. Continue coaching of CLT on effective feedback to teachers for differentiating instruction.

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?
The CLT will need to schedule time to meet with Instruction Partners for training on Collaborative Planning Sessions.	Action Step 1	The CLT scheduled times to meet with Instruction Steps via Zoom.

Step 1 Details	Reviews
<p>Action Step 1: The CLT will plan with Instruction Partners and schedule continued Collaborative Planning Sessions with teachers and model discussion and dialogue centered around planning for instruction at the expected level of rigor with student engagement activities and addresses reteaching and reassessment needs.</p> <p>Evidence Used to Determine Progress: Session agendas, notes and documentation</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Scheduled sessions</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> <p>Funding Sources: Instruction Partners contracted services - 6200-Professional and contracted services - \$11,816</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The CLT will train 3rd grade teachers on ELA Text Complexity PD to understand the qualitative text complexities that include the language, structure, background knowledge, purpose or meaning to address the 1) alignment to the district's scope and sequence 2) and the expected level of rigor.</p> <p>Evidence Used to Determine Progress: Training agenda with notes and handouts</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Scheduled training time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: One Time - Evidence Collection Date: February 23, 2023</p> <p>Funding Sources: Stipends - 6100-Payroll - \$1,000</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: The CLT will train 4th grade teachers on Math Habits of Planning that include Exploring the new concept section of the Sharon Wells curriculum, prioritizing problems and planning instruction to address the 1) alignment to the district's scope and sequence 2) and the expected level of rigor.</p> <p>Evidence Used to Determine Progress: Training agenda with notes and handouts</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Scheduled training time Sharon Wells resources</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: One Time - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Teachers will review TELPAS Sheltered Instruction strategies and include as differentiated instruction in lesson plans on Forethought to address (3) reteaching and reassessment needs with clear objectives that meet the needs of students including differentiated instruction for Bilingual Students.</p> <p>Evidence Used to Determine Progress: Training agenda with notes and handouts</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Sheltered Instruction strategies resources Forethought lesson plan template Differentiation strategies</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p> <p>Funding Sources: Substitutes - 6100-Payroll - \$1,400</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</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 review of the Effective Schools Framework, and data collection, the campus leadership team determined that data-driven instruction is still an area of concern for the campus. The campus needs to unpack standards, examine student work and create exemplars. The campus needs evidence of teachers planning the reteach, practicing the reteach and developing an action plan for follow through. The Campus Leadership Team will create guiding questions for unpacking the standards. Time will be scheduled for teachers and CLT to unpack standards using the guiding questions, examine student work and create exemplars.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Engaging with Instruction Partners will help the campus ensure lesson plans are aligned and include data-driven instruction. PD support will be provided face to face and on site coaching as well. This will help build the capacity of our instructional leaders to better coach and support our teachers on their lesson planning to include data-driven instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated during BOY teacher staff development. We will engage in reflective conversations as we revisit our focus of high-quality instructional materials and assessments at our weekly staff meetings. Students will participate in reflective conversations about their academic growth with teachers, counselor and administrators. Community and families will be notified using parent meetings, family newsletter and updates at parent meetings throughout the year.

Desired Annual Outcome: Essential Action 5.3: By May 2023, our campus leadership team will build efficient systems and processes to review disaggregated data to track and monitor student progress and provide evidence-based feedback to teachers after campus/district formative assessments based on the district assessment calendar. The CLT will ensure that at least 80% (5 out of 6) of 3rd-5th grade teachers in Reading and Math implement reflective conversations during PLCs about academic growth after each appropriate formative assessment as evidenced by PLCs agendas and minutes using PLC protocols.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive data disaggregation training, data systems, and ongoing coaching on evidence based teacher feedback, then the campus leaders will be able to consistently monitor student progress and provide meaningful evidence-based feedback to teachers that leads to increased student progress and outcomes.

Desired 90-day Outcome: By the end of February, at least 4 of the 6 3rd-5th teachers in Reading and Math will implement reflective conversations (what worked/did not work) during PLCs about academic growth after each appropriate formative assessment as evidenced by PLCs agendas and minutes using PLC protocols on a biweekly basis.

District Actions: The DCSI and Principal's Supervisor will continue to collaborate with the CLT to ensure that needs supports and services are provided to reach the desired 90 day outcome including facilitating VIP and Curriculum, Instruction, and Assessment staff activities and helping to monitor implementation of action steps for the Cycle. They will ensure the campus has access to district formative assessment data in a timely manner (usually less than 3 days).

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 need time to guide students to update their student trackers, summarize their growth and set goals.	Action Step 4	This action step will help ensure that teachers are prepared to work with their students on updating student trackers and setting goals.

Step 1 Details	Reviews
<p>Action Step 1: The CLT will continue implementing reflective conversations about academic growth and include exit tickets after PLC meetings.</p> <p>Evidence Used to Determine Progress: PLC agendas with notes PLC exit tickets</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: PLC meeting times PLC exit tickets</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: The CLT and teachers will conduct data analysis and goal setting after formative assessments such as end of Six Weeks checkpoints and district benchmarks.</p> <p>Evidence Used to Determine Progress: PLC data meeting agendas with notes</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: District formative assessment campus data PLC meeting time</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: During PLCs, teachers will review checkpoint data to study lowest and highest TEKS and update lesson plans for spiral reviews.</p> <p>Evidence Used to Determine Progress: PLC agendas with notes Samples of updated lesson plans</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Checkpoint data reports for content by grade level and by teacher Lesson plans</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: During PLCs, teachers will plan on how to guide students to update their student trackers, summarize their growth and set goals.</p> <p>Evidence Used to Determine Progress: PLC agendas with notes Student tracker samples</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Non-Funded Resources Needed: Student trackers Student data reports PLC time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 1, 2022 - Frequency: Quarterly - Evidence Collection Date: February 23, 2023</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</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: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the Effective Schools Framework diagnostic process and the collaboration with Instruction Partners, the vetted partner, our leadership team determined that the daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments is an area of continued need for our campus. There is a need to establish measures for consistent lesson plan feedback that includes interim and formative assessment re-teaching and reassessment needs.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Engaging with Instruction Partners will help the campus ensure lesson plans are aligned and at the right level of rigor and that our teachers are using effective instructional strategies in the classroom. PD support will be provided face to face and on site coaching for our team. This will help build the capacity of our instructional leaders to better coach and support our teachers on their planning and delivery of high quality, engaging, rigorous instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated during BOY teacher staff development. We will engage in reflective conversations as we revisit our focus of high-quality instructional materials and assessments at our weekly staff meetings. Students will participate in reflective conversations about their academic growth with teachers, counselor and administrators. Community and families will be notified during parent meetings, family newsletter and updates at parent meetings throughout the year.

Desired Annual Outcome: Essential Action 4.1: By May 2023, our campus leadership team will build efficient systems and processes to review lesson plans and provide quality feedback to 3rd-5th grade Math and Reading teachers on a biweekly basis. At least 90% of lesson plan feedback will focus on effective teaching and student engagement instructional strategies that are 1) aligned to the scope and sequence 2) at the expected level of rigor and 3) inform reteaching and reassessment needs. This will be evidenced by a shared tracker updated twice a month.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive training on how to review and provide feedback on lesson plans to support alignment, then the campus leaders will be able to consistently monitor implementation of the scope and sequence, the standards and expected level of rigor.

Desired 90-day Outcome: By the end of May, at least 5 of the 6 3rd - 5th teachers will submit lesson plans that are 1) aligned to the district's scope and sequence 2) at the expected level of rigor and 3) inform reteaching and reassessment needs that meet the needs of students including differentiated instruction for struggling learners. The CLT will provide feedback as evidenced by the lesson plan checklist on a biweekly basis.

District Actions: The DCSI and Principal's supervisor will provide training and coaching on lesson plan feedback that supports alignment, rigor, and reteaching so the CLT can improve feedback to teachers.

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?
	Action Step 1	

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 review of the Effective Schools Framework, and data collection, the campus leadership team determined that data-driven instruction is still an area of concern for the campus. The campus needs to unpack standards, examine student work and create exemplars. The campus needs evidence of teachers planning the reteach, practicing the reteach and developing an action plan for follow through. The Campus Leadership Team will create guiding questions for unpacking the standards. Time will be scheduled for teachers and CLT to unpack standards using the guiding questions, examine student work and create exemplars.

Who will you partner with?: Instruction Partners

How will you build capacity in this Essential Action? Engaging with Instruction Partners will help the campus ensure lesson plans are aligned and include data-driven instruction. PD support will be provided face to face and on site coaching as well. This will help build the capacity of our instructional leaders to better coach and support our teachers on their lesson planning to include data-driven instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated during BOY teacher staff development. We will engage in reflective conversations as we revisit our focus of high-quality instructional materials and assessments at our weekly staff meetings. Students will participate in reflective conversations about their academic growth with teachers, counselor and administrators. Community and families will be notified using parent meetings, family newsletter and updates at parent meetings throughout the year.

Desired Annual Outcome: Essential Action 5.3: By May 2023, our campus leadership team will build efficient systems and processes to review disaggregated data to track and monitor student progress and provide evidence-based feedback to teachers after campus/district formative assessments based on the district assessment calendar. The CLT will ensure that at least 80% (5 out of 6) of 3rd-5th grade teachers in Reading and Math implement reflective conversations during PLCs about academic growth after each appropriate formative assessment as evidenced by PLCs agendas and minutes using PLC protocols.

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive data disaggregation training, data systems, and ongoing coaching on evidence based teacher feedback, then the campus leaders will be able to consistently monitor student progress and provide meaningful evidence-based feedback to teachers that leads to increased student progress and outcomes.

Desired 90-day Outcome: By the end of May, the CLT will ensure that 5 out of 6 3rd -5th grade teachers in Reading and Math implement reflective conversations (what did or did not work) during PLCs about academic growth after each appropriate formative assessment as evidenced by PLCs agendas and minutes using PLC protocols on a biweekly basis.

District Actions: The DCSI and Principal's Supervisor will ensure that the CLT gets appropriate data disaggregation training, access to data systems, and ongoing coaching on evidence based teacher feedback.

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	2	Stipends		\$1,000.00
2	1	4	Substitutes		\$1,400.00
Sub-Total					\$2,400.00
Budgeted Budget Object Code Amount					\$5,145.00
+/- Difference					\$2,745.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	Instruction Partners contracted services		\$11,818.00
2	1	1	Instruction Partners contracted services		\$11,816.00
Sub-Total					\$23,634.00
Budgeted Budget Object Code Amount					\$47,272.00
+/- Difference					\$23,638.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$1,400.00
+/- Difference					\$1,400.00
Grand Total Budgeted					\$53,817.00
Grand Total Spent					\$26,034.00
+/- Difference					\$27,783.00

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	129	49	74	N/A	CBM	75	61	District Created Benchmark	77		80	
			All	All	Reading	Meets	STAAR	129	18	49	N/A	CBM	50	30	District Created Benchmark	52		54	
			All	All	Reading	Masters	STAAR	129	9	23	N/A	CBM	24	4	District Created Benchmark	26		28	
			All	All	Mathematics	Approaches	STAAR	129	42	75	N/A	CBM	76	66	District Created Benchmark	78		80	
			All	All	Mathematics	Meets	STAAR	129	14	40	N/A	CBM	41	28	District Created Benchmark	43		45	
			All	All	Mathematics	Masters	STAAR	129	6	13	N/A	CBM	14	13	District Created Benchmark	16		18	
			5th	All	Science	Approaches	STAAR	44	37	86	N/A	CBM	87	49	District Created Benchmark	89		90	
			5th	All	Science	Meets	STAAR	44	11	47	N/A	CBM	48	19	District Created Benchmark	50		52	
			5th	All	Science	Masters	STAAR	44	3	12	N/A	CBM	13	7	District Created Benchmark	15		17	
Closing the Gaps	Focus 1	Academic Achievement	All	Special Ed	ELA	N/A	ELA	N/A	6	15	100	CBM	16	16	District Created Benchmark	17		19	
	Focus 2	Academic Achievement	All	Special Ed	Mathematics	N/A	Mathematics	N/A	0	4	100	CBM	15	9	District Created Benchmark	18		23	

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	129	Did Not Meet	26	25	39	23		20	
					Approaches	74	75	61	77		80	
					Meets	49	50	30	52		54	
					Masters	23	24	4	26		28	
	Math	All	STAAR	129	Did Not Meet	25	24	34	22		20	
					Approaches	75	76	66	78		80	
					Meets	40	41	28	43		45	
					Masters	13	14	13	16		18	

Addendums

Leadership Professional Development Day Agenda

Brownsville ISD

October 18, 2022

Time	Event
8:00-8:30am	Welcome and Framing <ul style="list-style-type: none"> ● Connector ● Habits of Planning review
8:35-9:25am	Rotation 1 <ul style="list-style-type: none"> ● Elementary math with Jessica <i>— Mrs. Castro</i> ● Elementary ELA with Alexa <i>— Mrs. Chaem</i> ● MS/HS leaders with Alexandra
9:30-10:20am	Rotation 2 <ul style="list-style-type: none"> ● Elementary with Alexandra ✓ ● Middle School math with Jessica ● Middle School ELA with Alexa ● High School finalizes Roles and Responsibilities
10:20-10:30am	Break
10:30-11:20am	Rotation 3 <ul style="list-style-type: none"> ● Elementary with Alexandra- Finalizing Roles and Responsibilities ● High School math with Jessica ● High School ELA with Alexa ● Middle School finalizes Roles and Responsibilities
11:20am-12:20pm	Vision Setting <ul style="list-style-type: none"> ● What is currently happening on campus based on the definition of Collaborative Planning? ● What do we want an ideal Collaborative Planning to look like? ● Reflect on sample visions ● Review leadership campus work for creating a vision for Collaborative Planning
12:20-12:30pm	Closing <ul style="list-style-type: none"> ● Reflect ● Survey

Vision for Collaborative Planning

Daumou

Habits of Collaborative Planning

ELA

Unit	Week	Text
1	5	The Golden Flower

Prework

Read text for understanding + annotate as a reader.

Read as a Reader

Annotate once as a reader (read for your own comprehension)

- Highlight the key places in the text that communicate or build towards the central idea/theme.
- Jot down margin notes that summarize what you read in each section.
- Jot down questions in the margin that come up for you as you read.
- At the bottom of the text, synthesize in 1-2 sentences: What is the central idea/theme of the text?

Start ground the what you potential

- Central Idea: What is the topic and what is the author's commentary on the topic?
- Theme: What universal message(s) does the author want to communicate through this text?

+ guide

Think about these questions after engaging in your first read

Bridge to Teaching

Consider these questions about the text with your students in mind

- What connections could be made between the text and students' lives?
- What systems of power can be investigated or questioned in this text?
- How does this text affirm my students' identities or perspectives?
- How does this text expand my students' perspectives on the topic?

after 1st read think @ focused questions like these.

- Support teachers in ↓
- Plan mostly for Wednesday.

During

Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud The Beaded Necklace (Myth)	1st Read - Shared → preview VOC. → internalize, Annotate, → comprehension	Close Read Focus Analyze Descriptive Language	Close Read ↳ visualize details	prepare text

- look for supports w/in text.



Annotate as a Teacher

Annotate again as a teacher (what supports are embedded in the curriculum?)

- Highlight the key portions of the text that students have to deeply understand. (*These are places in the text that communicate or build towards the central idea/theme.*)
- Based on the focus listed in the curriculum, determine the text's complexity(ies) for this read
 - Language, structure, background knowledge, purpose/meaning
- Annotate: What misconceptions might come up for students at these key portions of the text?
 - Is there **language** in this part of the text that is challenging?
 - Will the **structure** of this part of the text present a barrier to understanding?
 - What **background knowledge** do students have to have to understand the text? Do they already have this knowledge?
 - Is the **purpose or meaning** of this text/part of the text explicit or implicit?

*Complexity
How do we
prioritize
or to
complexity
is.*

Ex: Analyze descriptive language

- Prioritize Questions: Which questions are embedded in the curriculum that align to your determined complexity? Do these questions sufficiently address the text's complexities or are additional questions needed? *How are sts. engaging w/ questions? To add on their notes TTT annotations on TE other than whole group*

TEKS Alignment

(Determine the standard(s) that best align to the complexities within the text)

Standard	Description	Why this standard?
3.10 D	<i>Describe how author's use of imagery/literary or fig. language such as</i>	<i>Prioritizes one of the text complexity focus for that class. - Analyze Descriptive Language</i>

(Author's purpose strand)

Postwork

HW

Plan for Remaining Reads

Determine the focus for the remaining reads of the text

- Based on the focus listed in the curriculum, determine the text's complexity(ies) for the remaining reads
 - Language, structure, background knowledge, purpose/meaning
- Prioritize Questions: Which questions are embedded in Savvas that align to your determined complexity?