

Greenville Independent School District
Crockett Elementary School - TIP
2022-2023 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Sharon Boothe
Wesley Underwood

Principal: Cheryl Dennis
ESC Case Manager: Kara Onken
ESC Region: 10

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: Wesley Underwood

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: Wesley Underwood

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: Cheryl Dennis

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Crockett Elementary has a Domain 1 goal to increase our overall scaled score from a 55 in 2022 to a Student Achievement Scaled Score of 70 in 2023.

All Tests

Approaches: 71

Meets: 35

Masters: 16

Results from 2022 were as follows:

Reading

Approaches: 62

Meets: 30

Masters: 17

Math

Approaches: 49

Meets: 11

Masters: 5

Science

Approaches: 38

Meets: 25

Masters: 6

We are focused on closing the gaps for our Economically Disadvantaged and our Hispanic students. We can increase these areas by using data from the 2022 STAAR and targeting intervention with students who were not successful in their previous grade. The low TEK standards will be targeted in classrooms throughout the year. We will monitor and adjust using data taken through the year. Reaching this goal will allow us to achieve an overall "c" rating in all three domains.

School Progress

What accountability goal has your campus set for this year?

Domain 2A, Academic Growth, rating for 2022 is an 83. Our goal for 2023 will be to maintain progress and performance within all student populations. Crockett also seeks to increase its Domain 2B score to a 70.

Student body makeup:

Students: 230

Eco Dis: 77%

EL: 9%

Mobility Rate:

SPED: 7%

Closing the Gaps

What accountability goal has your campus set for this year?

Crockett's goal is to increase the number of targets met in Domain 3, Closing the Gaps is to increase the targets met from 1 to 5 targets in 2023 in Academic Achievement status and maintaining growth targets.

By targeting our Hispanic subgroup in Academic Achievement in Math and Reading, our Economic Disadvantage subgroups in Student Success will help to achieve the 4 targets. Focusing on our student subgroups will pull the overall growth of our campus up and help students in all areas.

Reaching this goal will allow us to achieve an overall "C" in Domain 3.

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?

We will focus on Reading as a priority since this subject area will also help with the more rigorous questions in Math. This focus will help us meet our target areas for all students in Domain 3.

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

We will focus on Reading in our Hispanic and Eco. Dis. populations. This will help to increase our overall accountability score since our campus is 89.3% disadvantaged. This focus should help us reach four more targets than in 2022 which will in turn help us reach a status of a "C" 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: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • 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: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Cycle 4

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

1. Essential Action 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: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • 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: Crockett has a high percentage of new teachers who need help with TEKS specificity, depth of knowledge, and how to create high quality lesson plans intentionally designed to meet the needs of all learners. Focusing on this Essential Action will ensure all teachers are presenting high-quality instruction to their students.

Who will you partner with?: engage2learn

How will you build capacity in this Essential Action? Through professional development meetings, Instructional Learning Teams and the Ignite STEP process; teachers and campus leadership will learn skills to effectively improve student achievement in the classrooms through product aligned instruction. Ignite will support our campus with a lead teacher who meets weekly with our teachers to work on high impact lessons to improve student achievement as evident in assessments. The campus will also partner with Engage 2 Learn to provide principal leadership coaching to further build capacity of teacher feedback around instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly newsletters to our parents and professional development to our teachers. Teacher will post daily aligned objectives and products for students to readily understand. We will include parents, business leaders in our campus planning process as we review our goals.

Desired Annual Outcome: By May 2023, 100% of teachers will create high-quality lesson plans when scored using the planning checklist that are aligned to standards utilizing interim and formative assessments as evidenced by assessment calendars, lesson plans, PLC agendas, and data trackers and will be reviewed by instructional leadership team at monthly meetings

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive access to high quality lesson plan protocols, then the campus leaders will be able to consistently ensure that those instructional materials are utilized in ways that allow teachers and staff to successfully administer daily lessons.

Desired 90-day Outcome: By the end of Cycle 1, 100% of teacher will be trained in creating, and implementing high quality lesson plans utilizing interim and unit assessment as evident by PLC agendas and professional development agendas.

District Actions: The district provides the campus with standards-aligned, high-quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity. The district provides an interim data assessment platform to capture assessment data by item and student level. The district's annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection.

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?
With a high population of new and District of Innovation (Alt. certified) teachers in grades 3-5 we will need intensive PD for these teachers to create high quality materials for the classroom.	Action Step 1	It uses the theory of backwards planning by having data drive instruction in order to create high quality materials for the classroom.
The theory of backwards planning can be daunting to new teachers since they have little to no training on high quality effective lessons and how to use leveled questions from the STAAR as a guide in tested grades.	Action Step 2	It provides a detailed calendar of assessments so the leadership team can prioritize time to support the teachers with backwards planning because assessments have been determined and planned out ahead of time.

Step 1 Details	Reviews
<p>Action Step 1: All teachers will be trained by the campus principal on how to create high quality materials for the classroom based upon data from tests administered, which were based upon data collected from assessments and driven by information from Lead4ward.</p> <p>Evidence Used to Determine Progress: PD Sign-In Sheet, if absent a make-up session will be given</p> <p>Person(s) Responsible: Campus Principal</p> <p>Resources Needed: Computer, technology trainer if teachers are unfamiliar with assigning teacher created tests for student use.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 27, 2022 - Frequency: One Time - Evidence Collection Date: September 28, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: By Oct. 17th, the unit assessment calendar will be finished by campus level administration and teachers as evident in the Master Calendar and will include dedicated time for assessment and re-teaching.</p> <p>Evidence Used to Determine Progress: Assessments will be on the Master Calendar</p> <p>Person(s) Responsible: Campus leaders</p> <p>Resources Needed: Time allocated on calendar for meeting to build the assessment calendar, computer and year at a glance materials for each tested subject.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 4, 2022 - Frequency: One Time - Evidence Collection Date: October 17, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Principal and Assistant Principal will participate principal coaching with Engage 2 Learn (E2L) to build capacity with teacher feedback and coaching.</p> <p>Evidence Used to Determine Progress: Walkthrough forms and calendared feedback sessions with teachers</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Resources Needed: Money, Time</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: October 1, 2022 - Frequency: Ongoing - Evidence Collection Date: December 16, 2022</p> <p>Funding Sources: - 6200-Professional and contracted services</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Administration will monitor lesson plans weekly and provide teacher feedback during campus administration meetings. Feedback will be given to teachers through a Google document.</p> <p>Evidence Used to Determine Progress: Lesson plan checklist and Google document</p> <p>Person(s) Responsible: Campus Leadership</p> <p>Resources Needed: Computer</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: Campus administration will conduct classroom walkthroughs with feedback that evaluates alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor.</p> <p>Evidence Used to Determine Progress: Walkthrough Data</p> <p>Person(s) Responsible: Principal Assistant Principal</p> <p>Resources Needed: Time Walkthrough Template</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: September 1, 2022 - Frequency: Weekly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 6 Details	Reviews
<p>Action Step 6: Teachers will be trained in Kagan Cooperative learning to engage students with effective instructional materials that is responsive to student backgrounds.</p> <p>Evidence Used to Determine Progress: Sign-In Sheet for Kagan training and lesson plan evidence</p> <p>Person(s) Responsible: Principal</p> <p>Resources Needed: Money and time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: November 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: - 6200-Professional and contracted services</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 1 - (Sept – Nov)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Currently, there are not required expectations and protocols when analyzing student work and data. Using assessments, the data captured will be applied against questions to drill down and discover misconceptions during data meetings to identify needs of our student populations such as, vocabulary and review of student sub-populations.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will utilize our Lead teacher, partnership with the Ignite grant, and the district instructional strategist to help teachers disaggregate and understand their data in professional development and teacher team meetings.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Classrooms will display student success markers within a theme chosen by students (identity of students hidden to others). Goal sheets will be written for each student and they will have the ability to track their own data. Goal sheets will be sent home for parents to see and plans for success will be made with families and teachers together.

Desired Annual Outcome: By May 2023, 100% of teacher team meetings will include discussions of formative and interim student data, effective instructional strategies and possible adjustments to instructional delivery as evidenced by common data analysis protocols.

District Commitment Theory of Action: If the district ensures that campus instructional leaders can provide protected time for teachers in grades 3-5 to meet frequently for desegregation of data, then the campus leaders can ensure adjustments to instruction that targets student populations to meet the needs of those struggling learners.

Desired 90-day Outcome: By October 2022, 100% of teacher teams will be trained on utilizing common data protocols to analyze and track assessment data and identify student needs and trends as evidenced by professional learning and STEP agendas.

District Actions: The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.

The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback.

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?
Growth can be slow in the beginning of implementation and teachers may wonder why all the meetings until they begin to see targeted growth based upon the data.	Action Step 3	We will use this time to desegregate data and plan for action on low TEKS for remediation.
Tracking student growth individually and having student conferences does take time but teachers will need ideas on how to implement the student trackers without taking instructional time.	Action Step 2	By having student buy-in during assessments and keeping them aware of their progress towards goals to meet on the STAAR.

Step 1 Details	Reviews
<p>Action Step 1: All classrooms will have student progress trackers.</p> <p>Evidence Used to Determine Progress: Walk-through data.</p> <p>Person(s) Responsible: Classroom teacher</p> <p>Resources Needed: Butcher paper, theme created by student input</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 21, 2022 - Frequency: One Time - Evidence Collection Date: October 21, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Campus Leadership will push out student data tracker goal sheets and explain to teachers how to conference with students to track their data.</p> <p>Evidence Used to Determine Progress: Team meetings</p> <p>Person(s) Responsible: Campus Leadership and teachers</p> <p>Resources Needed: Computer and meeting time on the calendar</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 19, 2022 - Frequency: Weekly - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Teachers and campus leadership will have dedicated time in their calendar for weekly meetings to desegregate data for highly missed questions after assessments and plan for remediation in lesson planning.</p> <p>Evidence Used to Determine Progress: Meetings set on calendars and lesson plans</p> <p>Person(s) Responsible: Campus leadership</p> <p>Resources Needed: Time in the calendar, computers and data</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 3, 2022 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: All teachers will be trained on utilizing resources in Lead4ward to understand the depth and complexity of student expectations and assessments.</p> <p>Evidence Used to Determine Progress: Sing-In Sheets and teacher tests housed in Aware</p> <p>Person(s) Responsible: Campus Principal</p> <p>Resources Needed: Computer, Lead4ward data and TEK specificity for their subject taught.</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 11, 2022 - Frequency: One Time - Evidence Collection Date: October 12, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: The campus will review data after each nine week district assessment to desegregate and plan implementation of adjusted lesson planning for the upcoming nine week instruction.</p> <p>Evidence Used to Determine Progress: Sign-In Sheet and district data protocol</p> <p>Person(s) Responsible: Campus Leadership</p> <p>Resources Needed: Calendar time for staff day and computer</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 12, 2022 - Frequency: Quarterly - Evidence Collection Date: December 16, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

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

1. **Essential Action 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: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • 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: Crockett has a high percentage of new teachers who need help with TEKS specificity, depth of knowledge, and how to create high quality lesson plans intentionally designed to meet the needs of all learners. Focusing on this Essential Action will ensure all teachers are presenting high-quality instruction to their students.

Who will you partner with?: engage2learn

How will you build capacity in this Essential Action? Through professional development meetings, Instructional Learning Teams and the Ignite STEP process; teachers and campus leadership will learn skills to effectively improve student achievement in the classrooms through product aligned instruction. Ignite will support our campus with a lead teacher who meets weekly with our teachers to work on high impact lessons to improve student achievement as evident in assessments. The campus will also partner with Engage 2 Learn to provide principal leadership coaching to further build capacity of teacher feedback around instruction.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly newsletters to our parents and professional development to our teachers. Teacher will post daily aligned objectives and products for students to readily understand. We will include parents, business leaders in our campus planning process as we review our goals.

Desired Annual Outcome: By May 2023, 100% of teachers will create high-quality lesson plans when scored using the planning checklist that are aligned to standards utilizing interim and formative assessments as evidenced by assessment calendars, lesson plans, PLC agendas, and data trackers and will be reviewed by instructional leadership team at monthly meetings

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive access to high quality lesson plan protocols, then the campus leaders will be able to consistently ensure that those instructional materials are utilized in ways that allow teachers and staff to successfully administer daily lessons.

Desired 90-day Outcome: By the end of February 85% of teachers will be creating high-quality lesson plans when scored using the planning checklist that are aligned to standards utilizing interim and formative assessments as evidenced by assessment calendars, lesson plans, PLC agendas, and data trackers and will be reviewed by instructional leadership team at monthly meetings

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.3: Data-driven instruction.

Implementation Level: Beginning Implementation

Key Practices: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Currently, there are not required expectations and protocols when analyzing student work and data. Using assessments, the data captured will be applied against questions to drill down and discover misconceptions during data meetings to identify needs of our student populations such as, vocabulary and review of student sub-populations.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will utilize our Lead teacher, partnership with the Ignite grant, and the district instructional strategist to help teachers disaggregate and understand their data in professional development and teacher team meetings.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Classrooms will display student success markers within a theme chosen by students (identity of students hidden to others). Goal sheets will be written for each student and they will have the ability to track their own data. Goal sheets will be sent home for parents to see and plans for success will be made with families and teachers together.

Desired Annual Outcome: By May 2023, 100% of teacher team meetings will include discussions of formative and interim student data, effective instructional strategies and possible adjustments to instructional delivery as evidenced by common data analysis protocols.

District Commitment Theory of Action: If the district ensures that campus instructional leaders can provide protected time for teachers in grades 3-5 to meet frequently for desegregation of data, then the campus leaders can ensure adjustments to instruction that targets student populations to meet the needs of those struggling learners.

Desired 90-day Outcome: By February 2022, 85% of teacher PLC meetings will include discussion of formative and nine-week student data and instructional strategies as evidenced through teacher team meetings.

District Actions: The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.

The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

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

1. **Essential Action 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: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • 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.

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How will you communicate these priorities to your stakeholders? How will you create buy-in?: Weekly newsletters to our parents and professional development to our teachers. Teacher will post daily aligned objectives and products for students to readily understand. We will include parents, business leaders in our campus planning process as we review our goals.

Desired Annual Outcome: By May 2023, 100% of teachers will create high-quality lesson plans when scored using the planning checklist that are aligned to standards utilizing interim and formative assessments as evidenced by assessment calendars, lesson plans, PLC agendas, and data trackers and will be reviewed by instructional leadership team at monthly meetings

District Commitment Theory of Action: If the district ensures that campus instructional leaders receive access to high quality lesson plan protocols, then the campus leaders will be able to consistently ensure that those instructional materials are utilized in ways that allow teachers and staff to successfully administer daily lessons.

Desired 90-day Outcome: By May of 2023, 100% of teachers will be creating high-quality lesson plans when scored using the planning checklist that are aligned to standards utilizing interim and formative assessments as evidenced by assessment calendars, lesson plans, PLC agendas, and data trackers and will be reviewed by instructional leadership team at monthly meetings

District Actions:

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: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Rationale: Currently, there are not required expectations and protocols when analyzing student work and data. Using assessments, the data captured will be applied against questions to drill down and discover misconceptions during data meetings to identify needs of our student populations such as, vocabulary and review of student sub-populations.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will utilize our Lead teacher, partnership with the Ignite grant, and the district instructional strategist to help teachers disaggregate and understand their data in professional development and teacher team meetings.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Classrooms will display student success markers within a theme chosen by students (identity of students hidden to others). Goal sheets will be written for each student and they will have the ability to track their own data. Goal sheets will be sent home for parents to see and plans for success will be made with families and teachers together.

Desired Annual Outcome: By May 2023, 100% of teacher team meetings will include discussions of formative and interim student data, effective instructional strategies and possible adjustments to instructional delivery as evidenced by common data analysis protocols.

District Commitment Theory of Action: If the district ensures that campus instructional leaders can provide protected time for teachers in grades 3-5 to meet frequently for desegregation of data, then the campus leaders can ensure adjustments to instruction that targets student populations to meet the needs of those struggling learners.

Desired 90-day Outcome: By May 2023, 100% of teacher PLC meetings will include discussion of formative and nine-week student data and instructional strategies as evidenced through teacher team meetings.

District Actions: The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.

The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and 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
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$13,500.00
+/- Difference					\$13,500.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	6			\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$26,915.00
+/- Difference					\$26,915.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$2,585.00
+/- Difference					\$2,585.00
Grand Total Budgeted					\$43,000.00
Grand Total Spent					\$0.00
+/- Difference					\$43,000.00

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	102	33	62	N/A	CBM	65		CBM	67		71	
			All	All	Reading	Meets	STAAR	102	10	30	N/A	CBM	32		CBM	35		35	
			All	All	Reading	Masters	STAAR	102	6	17	N/A	CBM	17		CBM	17		17	
			All	All	Mathematics	Approaches	STAAR	102	19	49	N/A	CBM	60		CBM	65		71	
			All	All	Mathematics	Meets	STAAR	102	8	11	N/A	CBM	25		CBM	30		35	
			All	All	Mathematics	Masters	STAAR	102	2	5	N/A	CBM	10		CBM	12		15	
			All	All	Science	Approaches	STAAR	102	44	38	N/A	CBM	55		CBM	65		70	
			All	All	Science	Meets	STAAR	102	12	25	N/A	CBM	27		CBM	29		30	
Closing the Gaps	Focus 1	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	19	47	100	District Created Benchmark	50		District Created Benchmark	55		60	
	Focus 2	Academic Achievement	All	Econ Disadv	ELA	N/A	ELA	N/A	35	60	94	District Created Benchmark	63		District Created Benchmark	66		70	

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	103	Did Not Meet	41	35		32		30		
					Approaches	28	31		25		18		
					Meets	17	19		28		35		
					Masters	14	15		15		17		
	Math	All	STAAR	103	Did Not Meet	40	36		33		30		
					Approaches	53	48		44		38		
					Meets	0	8		15		18		
					Masters	7	8		10		14		