

Georgetown Independent School District

Frost Elementary School - TIP

2022-2023 Cycles/Essential Actions/Action Steps



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Cycles

Cycle 1 - (Sept – Nov)

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

1. 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: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Rationale: Based on the Effective Schools Framework diagnostic process, our team determined that positive school culture is an area of need for our campus. There is a need for common understanding of how the mission, vision, and values are in daily practice as well as participation from students in creating and improving campus culture. If campus leaders communicate common understanding of mission, vision and values, then they can model expectations of implementation in classroom instruction. If campus leadership administers climate surveys to students, then an avenue is created for student voice in the campus culture.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will continue to provide professional learning and frameworks to promote the positive behavior supports that were implemented on campus during the 2021-2022 school year. The BEAR Coalition will continue to seek feedback and refine the positive behavior supports effectiveness. In addition, the campus will partner with District Teaching and Learning Staff and District SEL Specialist to provide professional learning to provide lessons that further develop Learner Profile traits, identify and provide available Learner Profile resources, reinforce district beliefs and how those relate to our campus culture and provide learning on SEL practices in the classroom. Teachers will utilize campus Learner Profile resources and SEL implementation guidance to embed these focus areas in weekly lesson plans. Staff will partner with students and families to promote positive attendance patterns and reinforce the importance of daily attendance.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus SEL team will work in conjunction with the district SEL Coordinator to develop, implement, and monitor instruction of interpersonal and intrapersonal skills and learner profile connections. The BEAR Coalition will continue to provide professional learning on classroom strategies, seek feedback and refine the positive behavior supports. We will also continue to ensure that CKH practices are used throughout the campus and in the classroom. Weekly email newsletters to staff, parents and community will provide ongoing communication and encourage understanding of Learner Profile attributes, the meaning of our Showcase School status with CKH and ideas to encourage community participation through home/school connections.

Desired Annual Outcome: By May 2023, 100% of teachers will provide instruction time for SEL and Learner Profile lessons as well as participate in the positive behavior supports initiatives on campus as evidenced by lesson plans and PAWS student recognition form data. In addition, 100% of classrooms will also show artifacts and evidence of full implementation of CKH social contracts, PAWS supports and SEL strategies for regulation and de-escalation as evidenced by lesson plans, SEL plans and PAWS student recognition form data.

District Commitment Theory of Action: If the District policies and practices align with and promote positive school culture and the District provides campuses with the best resources and tools for engaging families and the District provides staff dedicated to professional learning in implementing SEL and finally if the District provides data systems to track pertinent school culture data, then the campus staff, students and families can articulate the school's mission, vision and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway.

Desired 90-day Outcome: By November 2022, 100% of teachers will have social contracts and mood meters implemented and posted as evidenced by walkthrough documentation. In addition, 100% of classroom teachers will have received at least one walkthrough specifically focused on evidence of classroom behavior expectations and implementation of school wide behavior supports. By November 2022, staff will develop a campus mission statement to reflect the values of Frost Elementary.

District Actions: If the District policies and practices align with and promote positive school culture and the District provides campuses with the best resources and tools for

engaging families and the District provides staff dedicated to professional learning in implementing CKH and SEL and finally if the District provides data systems to track pertinent school culture data, then the campus staff, students and families can share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway .

Did you achieve your 90 day outcome?: Yes

Why or why not?: 100% of teachers have created social contracts with their classes, implemented the use of mood meters during arrival and throughout the day and have received at least one walkthrough specifically focused on classroom behavior expectations and implementation. In addition, staff have participated in campus professional learning to develop a campus mission statement that reflects the value of Frost.

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?
A challenge that we might encounter is the onboarding of new staff with campus wide expectations and Capturing Kids' Hearts. Training all staff may be difficult due to the increased number of new teachers to the district.	Action Step 1	Action Step 1 will allow us to give staff that might not be able to fully participate in CKH training an insight to the social contract and help ensure the proper development in the classroom until full training can be delivered.

Step 1 Details	Reviews
<p>Action Step 1: Provide professional learning opportunities that model the development and implementation of Social Contracts and also includes examples on greetings, and launches.</p> <p>Evidence Used to Determine Progress: PLC agendas, Learning Lab agendas, Walkthrough Feedback</p> <p>Person(s) Responsible: Administration, LDC, District Coordinators</p> <p>Non-Funded Resources Needed: CKH and SWE specific walkthrough forms, PLC time</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 17, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: CKH PL - 6200-Professional and contracted services, Miscellaneous Supplies for Social Contract Creation - 6300-Supplies and materials</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Implement PL in January to model review of the Social Contract for the winter semester as well as ongoing modeling of greetings, good things and launches through PLC and Professional Learning.</p>
Step 2 Details	Reviews
<p>Action Step 2: Walkthrough feedback forms will be developed with design team and teacher input to focus on implementation of CKH and SWE implementation.</p> <p>Evidence Used to Determine Progress: Feedback Form, Walkthrough data</p> <p>Person(s) Responsible: Administration, Design Team, Teachers, LDC</p> <p>Non-Funded Resources Needed: Eduphoria Strive, Form</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: September 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Next steps will be to continue to provide feedback on CKH and SWE as walkthroughs become more content based.</p>

Step 3 Details	Reviews
<p>Action Step 3: Mood meters will be provided and posted at each classroom entrance to promote "check-ins" during greetings and promote self awareness for students.</p> <p>Evidence Used to Determine Progress: Mood meters posted</p> <p>Person(s) Responsible: Administration, Teachers</p> <p>Non-Funded Resources Needed: Color prints and lamination of document for each classroom</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 17, 2022 - Frequency: Daily - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: Color Printing of mood meters - 6300-Supplies and materials</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Provide modeling through counselor guidance lessons on strategic ways to use the Mood Meter during the school day.</p>
Step 4 Details	Reviews
<p>Action Step 4: Staff will reach out ot families when students are absent to offer support and/or assistance to families to ensure students and families feel connected and supported at school.</p> <p>Evidence Used to Determine Progress: PEIMS Attendance ADA Reports, Teacher Call Logs, Administration Call Logs</p> <p>Person(s) Responsible: Assistant Principal, Teachers, PEIMS Registrar</p> <p>Non-Funded Resources Needed: Skyward, District Attendance Letters</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 17, 2022 - Frequency: Daily - Evidence Collection Date: September 30, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: While efforts have been collective on the part of classroom teachers, campus administration and district administration, some attendance concerns still exist. Tardies are an area of concern and supports are needed to promote on-time arrival for some families.</p>
Step 5 Details	Reviews
<p>Action Step 5: Frost Staff will participate in collaborative discussions and activities focused on the development of campus mission, vision and values.</p> <p>Evidence Used to Determine Progress: Meeting Agendas</p> <p>Person(s) Responsible: Administration</p> <p>Non-Funded Resources Needed: Data Platforms</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 17, 2022 - Frequency: Ongoing - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Campus Mission and values have been determined. Next steps will focus on campus vision.</p>

Cycle 1 - (Sept – Nov)

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

Implementation Level: Beginning Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • 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, our team determined that high quality instructional materials and assessments is an area of need for our campus. There is a need for dedicated time for pre-teach and reteach opportunities as well as systems for lesson plan submission and feedback. If campus leaders develop and implement systems and templates for submission of lesson plans and feedback protocols, then teachers will be able to document, plan for, received timely feedback from administration, and deliver pre-teach and reteach opportunities for students to increase student growth and progress.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to will provide professional learning, clear expectations, and coaching for prioritizing and unpacking learning standards to identify skills to pre-teach and assess any need for reteach. Additional focus will be given for utilizing district curriculum resources in order to meet student learning needs. Feedback protocols will be implemented to provide ongoing feedback on lesson design and implementation. Time will be provided in the master schedule to allow for collaboration on lesson design, implementation, submission, and assessment to determine the need for pre-teach and reteach opportunities. Interventionists and Learning Design Coach will facilitate identification and implementation of unit priority standards to help target instruction for all students and needs. Administration will provide systems and supports for lesson plan submission and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided in the summer and throughout the school year to build capacity for teachers. Training will include lesson design, unpacking of standards, modeling of new concepts, coaching, and feedback based on unit design and implementation. Administrators will promote staff buy-in by providing templates, structures, and clear expectations for submission of lesson plans as well as time in master schedule to dedicate to lesson design. In addition, staff will communicate prioritized standards and skills with students and families in order to promote school-home connections that focus on priority work through weekly newsletters as well as campus and teacher websites. These will also be considered in planning of community engagement opportunities such as family nights.

Desired Annual Outcome: By May 2023, 100% of teachers will submit lesson plans for feedback utilizing the templates provided by administration. Plans will include high priority learning standards, evidence of unpacked standards, assessment tools to determine student mastery, and identify concepts and skills that may require pre-teach and reteach. By May 2023, 100% of teachers will have received feedback from administration on at least 3 lesson designs in addition to walkthrough feedback pertaining to lesson delivery.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to document the design of experiences that engage students in learning at the appropriate level with emphasis on master through preteach opportunities and assessments that identify any need for reteach. This will allow teachers to grow in their design and delivery of objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Desired 90-day Outcome: By November 2022, 100% of teachers will have customized lesson plan templates and submitted lesson plans to the shared drive. By November 2022, 75% of teachers will have participated in at least one design day supported by District Curriculum Coordinators and Campus LDC in order to unpack stands and units, determine assessments to determine student mastery, and identify and determine needs and modes for reteach. By November 2022, 50% of teachers will have recieved feedback one lesson plan submission.

District Actions: If the district provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to document the design of experiences that engage students in learning at the appropriate level with emphasis on mastery through preteach opportunities and assessments that identify any need for reteach. This will allow teachers to grow in their design and delivery of objective driven

daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Did you achieve your 90 day outcome?: No

Why or why not?: While teachers have embraced the lesson plan template, we are not fully at 100% of teachers uploading them to the shared drive weekly. 100% of teachers have participated in a design day supported by District Curriculum Coordinators and Campus LDC in order to unpack stands and units, determine assessments to determine student mastery, and identify and determine needs and modes for reteach. Less than 50% of teachers have received formal feedback on a lesson plan submission.

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers may find it challenging to adjust current planning documentation to provided templates.	Action Step 1	Provides teachers with autonomy to customize the template to meet their needs while ensuring the necessary information is documented.
Providing substitutes for design days could be challenging due to sub shortages	Action Step 2	Plans for days when subs are more readily available.

Step 1 Details	Reviews
<p>Action Step 1: Teachers will be provided with lesson plan templates that can be customized according to teacher preference and need but ensure necessary documentation of skills and focus areas as well as formative assessment plans and strategies.</p> <p>Evidence Used to Determine Progress: Templates posted on the Frost HUB for access for teachers, PLC time for review and feedback as evidenced by agendas, shared drive with plans posted</p> <p>Person(s) Responsible: Administration, LDC, Teachers</p> <p>Non-Funded Resources Needed: Google Drive, PLC</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Teachers have been provided the plan but have not consistently uploaded them to the shared drive. Expectations will be clarified coming in to the Spring Semester to ensure sharing of these plans and inclusion of the required elements.</p>

Step 2 Details	Reviews
<p>Action Step 2: Design days will be scheduled for all grade levels and departments on Tuesday, Wednesday or Thursday to ensure optimal opportunity for substitute assignments.</p> <p>Evidence Used to Determine Progress: Campus Calendar, Substitute Assignments</p> <p>Person(s) Responsible: Administration and LDC</p> <p>Non-Funded Resources Needed: Campus Calendar, District Curriculum Coordinator Support</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: September 30, 2022</p> <p>Funding Sources: Substitute costs - 6100-Payroll</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Additional design days will be scheduled for the spring semester.</p>
Step 3 Details	Reviews
<p>Action Step 3: Administration will conduct walkthroughs and provide feedback for all classroom teachers.</p> <p>Evidence Used to Determine Progress: Frost Classroom Observation Tracking Form, Walkthrough feedback form</p> <p>Person(s) Responsible: Administration</p> <p>Non-Funded Resources Needed: Tracking form and Feedback form</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Significant Progress</p> <p>Necessary Adjustments/Next Steps: Continued implementation of walkthrough forms to include the addition of learning walks.</p>
Step 4 Details	Reviews
<p>Action Step 4: Campus Resource Libraries will be established to provide the purpose of high quality instruction materials at all Tiers for content and behavior.</p> <p>Evidence Used to Determine Progress: Document demonstrating curriculum resources and tier focus areas.</p> <p>Person(s) Responsible: Interventionists, LDC, Administration</p> <p>Non-Funded Resources Needed: District and Campus Curriculum documents and resources</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Specificity will be added to include data points for behavior and academics at each tier and content.</p>

Cycle 1 - (Sept – Nov)

3. 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.

Rationale: Based on the Effective Schools Framework diagnostic process, our team determined that Data-Driven Instruction is an area of need for our campus. There is a need for teachers to be able to examine and reflect on student work, create student exemplars, and encourage student articulation of personal strength and areas of growth based on their own work. If campus leaders develop and implement systems and protocols focused on student and teacher capabilities to analyze student work and data, as well as provide time for analysis, then teachers will be able to plan for, articulate, analyze student work samples and create exemplars of student work. This will also allow teachers to facilitate opportunities for students to participate in goal setting, personal work and data assessment, and identify personal areas of strength and areas of growth to increase student growth and progress.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to provide design time for teachers to focus on instructional materials and activities to engage learners in content-rich and meaningful tasks that promote deep understanding and engagement for students as well as reflection of individual strengths and areas of growth. Teachers will participate in Learning Labs throughout the year that will provide real time in class support and feedback from curriculum coordinators and the Learning Design Coach on instructional practices and student engagement activities that allow for assessment, both formative and summative, that can be utilized for teachers and students to reflect and determine areas of strength and areas where growth is needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided throughout PLCs and design days will be provided each semester to build capacity for teachers. In addition, teachers will participate in Learning Labs each semester for real time coaching and feedback on their instructional practices in the classroom to include formative assessments and analysis of formative data. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to developing student assessments and exemplars as well as data analysis, . In addition to ongoing classroom level communication, these efforts will be showcased during family involvement nights where student work and goal setting will be on display.

Desired Annual Outcome: By May 2023, 100% of classroom teachers will participate in regularly scheduled PLCs, content specific learning labs, and two grade level design days to deepen their understanding of assessing prioritized standards through formative assessments. 50% of classrooms will show evidence of student goal setting and ownership based on self analysis of work and data to identify strengths and areas of growth.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities and support for Learning Labs in specific content areas for staff to receive feedback on lesson design, instruction, student engagement and assessment practices which are informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to deliver, reflect, and improve experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver differentiated instruction that meets the needs of each student and provide opportunities for students to engage in goal setting based on personal analysis of their work and data to identify strengths and areas of growth.

Desired 90-day Outcome: By November 2022, 100% of grade level teachers will utilize Fall Universal Screener data in addition to classroom data sources to identify student support and/or extension needs. In addition, 100% of grade level teachers will partner with interventionists to deliver personalized learning opportunities during PLT time 4 days a week.

District Actions: If the district provides systems for identifying and supporting struggling learners and provides professional learning opportunities and support for assessment practices which are informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to deliver, reflect, and improve

experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver differentiated instruction that meets the needs of each student.

Did you achieve your 90 day outcome?: Yes

Why or why not?: Teachers participated in data analysis protocols to help determine student needs, groupings, and personalize learning plans for all students.

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?
Teams will be learning new assessment measures and data analysis reports.	Action Step 1	This will provide time for administration and LDC to guide teachers through the dissegregation of data and identification of student skill needs.

Step 1 Details	Reviews
<p>Action Step 1: PLC time will be dedicated to Fall Assessment Analysis to help teachers determine intervention/extension skill focus groups.</p> <p>Evidence Used to Determine Progress: PLC Agenda, MTSS Data and Groups</p> <p>Person(s) Responsible: Interventionists, LDC, Administration</p> <p>Non-Funded Resources Needed: NWEA MAPs, mClass, KAT, Emergent Tree Assessment platforms and results</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: October 31, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Ongoing time in PLC dedicated to data analysis of MOY data as well as formative assessment data.</p>
Step 2 Details	Reviews
<p>Action Step 2: MTSS groups will be formed and serviced by classroom teachers, interventionists, GT, and SpEd staff to meet the needs of students based on assessment data.</p> <p>Evidence Used to Determine Progress: PLC Agendas, MTSS Data tracking, SpEd schedules</p> <p>Person(s) Responsible: Interventionists, Special Education Staff, LDC, Administration</p> <p>Non-Funded Resources Needed: Assessment Data, Curriculum Resources, MTSS data tracking</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 27, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Groups will need to be reassessed and distributed based on formative data as well as MOY data.</p>

Step 3 Details	Reviews
<p>Action Step 3: Additional contract staff will be hired to increase the total number of students that receive intense tiered intervention during the school day 3 days a week.</p> <p>Evidence Used to Determine Progress: Contracted Staff contract</p> <p>Person(s) Responsible: Administration</p> <p>Non-Funded Resources Needed: Title Funds for payroll/contracted staff</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 20, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p> <p>Funding Sources: Contract Service Provider - 6200-Professional and contracted services</p>	<p>Progress toward Action Steps: Met</p> <p>Necessary Adjustments/Next Steps: Staff will continue to serve students in Cycle 2 and 3.</p>

Cycle 2 - (Dec – Feb)

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

1. 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: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Rationale: Based on the Effective Schools Framework diagnostic process, our team determined that positive school culture is an area of need for our campus. There is a need for common understanding of how the mission, vision, and values are in daily practice as well as participation from students in creating and improving campus culture. If campus leaders communicate common understanding of mission, vision and values, then they can model expectations of implementation in classroom instruction. If campus leadership administers climate surveys to students, then an avenue is created for student voice in the campus culture.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will continue to provide professional learning and frameworks to promote the positive behavior supports that were implemented on campus during the 2021-2022 school year. The BEAR Coalition will continue to seek feedback and refine the positive behavior supports effectiveness. In addition, the campus will partner with District Teaching and Learning Staff and District SEL Specialist to provide professional learning to provide lessons that further develop Learner Profile traits, identify and provide available Learner Profile resources, reinforce district beliefs and how those relate to our campus culture and provide learning on SEL practices in the classroom. Teachers will utilize campus Learner Profile resources and SEL implementation guidance to embed these focus areas in weekly lesson plans. Staff will partner with students and families to promote positive attendance patterns and reinforce the importance of daily attendance.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus SEL team will work in conjunction with the district SEL Coordinator to develop, implement, and monitor instruction of interpersonal and intrapersonal skills and learner profile connections. The BEAR Coalition will continue to provide professional learning on classroom strategies, seek feedback and refine the positive behavior supports. We will also continue to ensure that CKH practices are used throughout the campus and in the classroom. Weekly email newsletters to staff, parents and community will provide ongoing communication and encourage understanding of Learner Profile attributes, the meaning of our Showcase School status with CKH and ideas to encourage community participation through home/school connections.

Desired Annual Outcome: By May 2023, 100% of teachers will provide instruction time for SEL and Learner Profile lessons as well as participate in the positive behavior supports initiatives on campus as evidenced by lesson plans and PAWS student recognition form data. In addition, 100% of classrooms will also show artifacts and evidence of full implementation of CKH social contracts, PAWS supports and SEL strategies for regulation and de-escalation as evidenced by lesson plans, SEL plans and PAWS student recognition form data.

District Commitment Theory of Action: If the District policies and practices align with and promote positive school culture and the District provides campuses with the best resources and tools for engaging families and the District provides staff dedicated to professional learning in implementing SEL and finally if the District provides data systems to track pertinent school culture data, then the campus staff, students and families can articulate the school's mission, vision and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway.

Desired 90-day Outcome: By February 2023, 100% of teachers will have evidence of class participation in daily SEL lessons including focus on district Learner Profile traits. Monthly celebrations of students demonstrating learner profile traits will be implemented across 100% of grade levels. In addition, 100% of classroom teachers will have awarded at least 3 students the Care Bear Award and spirit stick which recognize students in the classroom who utilize and support the classroom social contract. . By February 2023, staff will develop a campus vision statement to reflect the values of Frost Elementary and communicate that with all stakeholders.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: Frost Staff will participate in collaborative discussions and activities focused on the development of campus vision and implementation of campus mission, vision and values.</p> <p>Evidence Used to Determine Progress: Meeting Agendas</p> <p>Person(s) Responsible: Administration and LDC</p> <p>Non-Funded Resources Needed: Data Platforms</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 17, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Staff will reach out to families when students are absent to offer support and/or assistance to families to ensure students and families feel connected and supported at school. Special emphasis will be considered for students that are chronically tardy as well.</p> <p>Evidence Used to Determine Progress: PEIMS Attendance ADA Reports, Teacher Call Logs, Administration Call Logs</p> <p>Person(s) Responsible: Assistant Principal, Teachers, PEIMS Registrar</p> <p>Non-Funded Resources Needed: Skyward, District Attendance Letters</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 17, 2022 - Frequency: Daily - Evidence Collection Date: September 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Monthly focus of specific Learner Profile Attributes and student recognition based on demonstration of these attributes will be identified in 100 % of homeroom classes. In addition, 100% of classrooms will identify students implementing and following the classroom social contract and recognize them with the Care Bear Award. Students recognized will be invited to lunch with the counselor and/or principals monthly.</p> <p>Evidence Used to Determine Progress: Learner Profile Monthly Focus announcements, Learner Profile award winners, Care Bear Awards winners, scheduled lunches</p> <p>Person(s) Responsible: CKH/SEL Team, Administration</p> <p>Non-Funded Resources Needed: Announcement slides</p> <p>Addresses an Identified Challenge:</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Campus leadership and staff will brand and communicate new campus mission, vision, and values to all stakeholders.</p> <p>Evidence Used to Determine Progress: PTA Meeting Notes, Community email notifications,</p> <p>Person(s) Responsible: Administration, Administrative Assistant</p> <p>Non-Funded Resources Needed: Email Blasts, PTA attendance</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 2, 2023 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>
Step 5 Details	Reviews
<p>Action Step 5: Staff will reach out of families when students are absent to offer support and/or assistance to families to ensure students and families feel connected and supported at school. Recognition opportunities will be created to promote improved attendance and tardies..</p> <p>Evidence Used to Determine Progress: PEIMS Attendance ADA Reports, Teacher Call Logs, Administration Call Logs</p> <p>Person(s) Responsible: Assistant Principal, Teachers, PEIMS Registrar</p> <p>Non-Funded Resources Needed: Skyward, District Attendance Letters</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 17, 2022 - Frequency: Daily - Evidence Collection Date: September 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 2 - (Dec – Feb)

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

Implementation Level: Beginning Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • 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, our team determined that high quality instructional materials and assessments is an area of need for our campus. There is a need for dedicated time for pre-teach and reteach opportunities as well as systems for lesson plan submission and feedback. If campus leaders develop and implement systems and templates for submission of lesson plans and feedback protocols, then teachers will be able to document, plan for, received timely feedback from administration, and deliver pre-teach and reteach opportunities for students to increase student growth and progress.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to will provide professional learning, clear expectations, and coaching for prioritizing and unpacking learning standards to identify skills to pre-teach and assess any need for reteach. Additional focus will be given for utilizing district curriculum resources in order to meet student learning needs. Feedback protocols will be implemented to provide ongoing feedback on lesson design and implementation. Time will be provided in the master schedule to allow for collaboration on lesson design, implementation, submission, and assessment to determine the need for pre-teach and reteach opportunities. Interventionists and Learning Design Coach will facilitate identification and implementation of unit priority standards to help target instruction for all students and needs. Administration will provide systems and supports for lesson plan submission and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided in the summer and throughout the school year to build capacity for teachers. Training will include lesson design, unpacking of standards, modeling of new concepts, coaching, and feedback based on unit design and implementation. Administrators will promote staff buy-in by providing templates, structures, and clear expectations for submission of lesson plans as well as time in master schedule to dedicate to lesson design. In addition, staff will communicate prioritized standards and skills with students and families in order to promote school-home connections that focus on priority work through weekly newsletters as well as campus and teacher websites. These will also be considered in planning of community engagement opportunities such as family nights.

Desired Annual Outcome: By May 2023, 100% of teachers will submit lesson plans for feedback utilizing the templates provided by administration. Plans will include high priority learning standards, evidence of unpacked standards, assessment tools to determine student mastery, and identify concepts and skills that may require pre-teach and reteach. By May 2023, 100% of teachers will have received feedback from administration on at least 3 lesson designs in addition to walkthrough feedback pertaining to lesson delivery.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to document the design of experiences that engage students in learning at the appropriate level with emphasis on master through preteach opportunities and assessments that identify any need for reteach. This will allow teachers to grow in their design and delivery of objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Desired 90-day Outcome: By February 2023, 100% of teachers will submitted lesson plans to the shared drive to be utilized for collaboration with special education, intervention and specials areas. By February 2023, 100% of teachers will have participated in at least one design day and one learning lab supported by District Curriculum Coordinators and Campus LDC in order to unpack stands and units, determine assessments to determine student mastery, and identify and determine needs and modes for reteach. By February 2023, 100% of teachers will have recieved feedback on one lesson plan submission.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: Teachers will be provided with clear expectations as to the use and posting requirements of lesson plans.</p> <p>Evidence Used to Determine Progress: Templates and expectations posted on the Frost HUB for teachers, PLC time for review and feedback as evidenced by agendas, shared drive with plans posted</p> <p>Person(s) Responsible: Administration, LDC, Teachers</p> <p>Non-Funded Resources Needed: Google Drive, PLC</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: August 1, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Design days will be scheduled for all grade levels and departments on Tuesday, Wednesday or Thursday to ensure optimal opportunity for substitute assignments.</p> <p>Evidence Used to Determine Progress: Campus Calendar, Substitute Assignments</p> <p>Person(s) Responsible: Administration and LDC</p> <p>Non-Funded Resources Needed: Campus Calendar, District Curriculum Coordinator Support</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 9, 2023 - Frequency: One Time - Evidence Collection Date: February 28, 2023</p> <p>Funding Sources: Substitute costs - 6100-Payroll</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Administration will monitor lesson plan submission and provide feedback for all classroom teachers with specific focus on learning from Learning labs and design days.</p> <p>Evidence Used to Determine Progress: Lesson Plan Feedback template, Learning Lab and Design Day focus areas</p> <p>Person(s) Responsible: Administration and LDC</p> <p>Non-Funded Resources Needed: Tracking form and Feedback form</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 9, 2023 - Frequency: One Time - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 4 Details	Reviews
<p>Action Step 4: Campus Resource Libraries will be established to provide the purpose of high quality instruction materials at all Tiers for content and behavior and will include examples of data that can be tracked and utilized for progress monitoring and tier determination.</p> <p>Evidence Used to Determine Progress: Document demonstrating curriculum resources and tier focus areas that includes progress monitoring sources and examples of data points.</p> <p>Person(s) Responsible: Interventionists, LDC, Administration</p> <p>Non-Funded Resources Needed: District and Campus Curriculum documents and resources</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 9, 2023 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

3. 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.

Rationale: Based on the Effective Schools Framework diagnostic process, our team determined that Data-Driven Instruction is an area of need for our campus. There is a need for teachers to be able to examine and reflect on student work, create student exemplars, and encourage student articulation of personal strength and areas of growth based on their own work. If campus leaders develop and implement systems and protocols focused on student and teacher capabilities to analyze student work and data, as well as provide time for analysis, then teachers will be able to plan for, articulate, analyze student work samples and create exemplars of student work. This will also allow teachers to facilitate opportunities for students to participate in goal setting, personal work and data assessment, and identify personal areas of strength and areas of growth to increase student growth and progress.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to provide design time for teachers to focus on instructional materials and activities to engage learners in content-rich and meaningful tasks that promote deep understanding and engagement for students as well as reflection of individual strengths and areas of growth. Teachers will participate in Learning Labs throughout the year that will provide real time in class support and feedback from curriculum coordinators and the Learning Design Coach on instructional practices and student engagement activities that allow for assessment, both formative and summative, that can be utilized for teachers and students to reflect and determine areas of strength and areas where growth is needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided throughout PLCs and design days will be provided each semester to build capacity for teachers. In addition, teachers will participate in Learning Labs each semester for real time coaching and feedback on their instructional practices in the classroom to include formative assessments and analysis of formative data. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to developing student assessments and exemplars as well as data analysis, . In addition to ongoing classroom level communication, these efforts will be showcased during family involvement nights where student work and goal setting will be on display.

Desired Annual Outcome: By May 2023, 100% of classroom teachers will participate in regularly scheduled PLCs, content specific learning labs, and two grade level design days to deepen their understanding of assessing prioritized standards through formative assessments. 50% of classrooms will show evidence of student goal setting and ownership based on self analysis of work and data to identify strengths and areas of growth.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities and support for Learning Labs in specific content areas for staff to receive feedback on lesson design, instruction, student engagement and assessment practices which are informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to deliver, reflect, and improve experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver differentiated instruction that meets the needs of each student and provide opportunities for students to engage in goal setting based on personal analysis of their work and data to identify strengths and areas of growth.

Desired 90-day Outcome: By February 2023, 100% of grade level teachers will utilize Fall and Winter Universal Screener data in addition to classroom data sources to review, analyze and identify student support and/or extension needs. In addition, 100% of grade level teachers will partner with interventionists to deliver personalized learning opportunities during PLT time at least 4 days a week. By February 2023, 20% of classrooms will implement and show evidence of student goals setting and ownership based on self analysis of work and data to identify strengths and areas of growth.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
<p>Action Step 1: PLC time will be dedicated to MOY Assessment Analysis to help teachers determine intervention/extension skill focus groups.</p> <p>Evidence Used to Determine Progress: PLC Agenda, MTSS Data and Groups</p> <p>Person(s) Responsible: Interventionists, LDC, Administration</p> <p>Non-Funded Resources Needed: NWEA MAPs, mClass, KAT, Emergent Tree Assessment platforms and results</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: December 12, 2022 - Frequency: One Time - Evidence Collection Date: January 31, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: MTSS groups will be formed and serviced by classroom teachers, interventionists, GT, and SpEd staff to meet the needs of students based on assessment data.</p> <p>Evidence Used to Determine Progress: PLC Agendas, MTSS Data tracking, SpEd schedules</p> <p>Person(s) Responsible: Interventionists, Special Education Staff, LDC, Administration</p> <p>Non-Funded Resources Needed: Assessment Data, Curriculum Resources, MTSS data tracking</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: December 12, 2022 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 3 Details	Reviews
<p>Action Step 3: Additional contract staff will continue to be contracted to increase the total number of students that receive intense tiered intervention during the school day 3 days a week.</p> <p>Evidence Used to Determine Progress: Contracted Staff contract</p> <p>Person(s) Responsible: Administration</p> <p>Non-Funded Resources Needed: Title Funds for payroll/contracted staff</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 3, 2023 - Frequency: Ongoing - Evidence Collection Date: February 28, 2023</p> <p>Funding Sources: Contract Service Provider - 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: Clarify Personalize Learning Time Expectations for classroom teachers, interventionists, contract staff, and support staff.</p> <p>Evidence Used to Determine Progress: Frost HUB</p> <p>Person(s) Responsible: Administration, LDC, Design Team</p> <p>Non-Funded Resources Needed:</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: January 9, 2023 - Frequency: One Time - Evidence Collection Date: January 27, 2023</p>	<p>Progress toward Action Steps: No Progress</p> <p>Necessary Adjustments/Next Steps:</p>

Cycle 3 - (Mar – May)

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

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

Implementation Level: Partial Implementation

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

Rationale: Based on the Effective Schools Framework diagnostic process, our team determined that positive school culture is an area of need for our campus. There is a need for common understanding of how the mission, vision, and values are in daily practice as well as participation from students in creating and improving campus culture. If campus leaders communicate common understanding of mission, vision and values, then they can model expectations of implementation in classroom instruction. If campus leadership administers climate surveys to students, then an avenue is created for student voice in the campus culture.

Who will you partner with?: Other

How will you build capacity in this Essential Action? Campus administration will continue to provide professional learning and frameworks to promote the positive behavior supports that were implemented on campus during the 2021-2022 school year. The BEAR Coalition will continue to seek feedback and refine the positive behavior supports effectiveness. In addition, the campus will partner with District Teaching and Learning Staff and District SEL Specialist to provide professional learning to provide lessons that further develop Learner Profile traits, identify and provide available Learner Profile resources, reinforce district beliefs and how those relate to our campus culture and provide learning on SEL practices in the classroom. Teachers will utilize campus Learner Profile resources and SEL implementation guidance to embed these focus areas in weekly lesson plans. Staff will partner with students and families to promote positive attendance patterns and reinforce the importance of daily attendance.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The campus SEL team will work in conjunction with the district SEL Coordinator to develop, implement, and monitor instruction of interpersonal and intrapersonal skills and learner profile connections. The BEAR Coalition will continue to provide professional learning on classroom strategies, seek feedback and refine the positive behavior supports. We will also continue to ensure that CKH practices are used throughout the campus and in the classroom. Weekly email newsletters to staff, parents and community will provide ongoing communication and encourage understanding of Learner Profile attributes, the meaning of our Showcase School status with CKH and ideas to encourage community participation through home/school connections.

Desired Annual Outcome: By May 2023, 100% of teachers will provide instruction time for SEL and Learner Profile lessons as well as participate in the positive behavior supports initiatives on campus as evidenced by lesson plans and PAWS student recognition form data. In addition, 100% of classrooms will also show artifacts and evidence of full implementation of CKH social contracts, PAWS supports and SEL strategies for regulation and de-escalation as evidenced by lesson plans, SEL plans and PAWS student recognition form data.

District Commitment Theory of Action: If the District policies and practices align with and promote positive school culture and the District provides campuses with the best resources and tools for engaging families and the District provides staff dedicated to professional learning in implementing SEL and finally if the District provides data systems to track pertinent school culture data, then the campus staff, students and families can articulate the school's mission, vision and beliefs and share how class and school routines, procedures, and policies reflect them with artifacts in each classroom and hallway.

Desired 90-day Outcome: By May 2023, 100% of teachers will provide instruction time for SEL and Learner Profile lessons as well as participate in the positive behavior supports initiatives on campus. In addition, 100% of classrooms will also show artifacts and evidence of full implementation of CKH social contracts, PAWS supports and SEL strategies for regulation and de-escalation. By May 2023, Administration will conduct feedback surveys of students, staff, and families to determine success of implementation based on student experiences throughout the year.

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

Implementation Level: Beginning Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs. • 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, our team determined that high quality instructional materials and assessments is an area of need for our campus. There is a need for dedicated time for pre-teach and reteach opportunities as well as systems for lesson plan submission and feedback. If campus leaders develop and implement systems and templates for submission of lesson plans and feedback protocols, then teachers will be able to document, plan for, received timely feedback from administration, and deliver pre-teach and reteach opportunities for students to increase student growth and progress.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to will provide professional learning, clear expectations, and coaching for prioritizing and unpacking learning standards to identify skills to pre-teach and assess any need for reteach. Additional focus will be given for utilizing district curriculum resources in order to meet student learning needs. Feedback protocols will be implemented to provide ongoing feedback on lesson design and implementation. Time will be provided in the master schedule to allow for collaboration on lesson design, implementation, submission, and assessment to determine the need for pre-teach and reteach opportunities. Interventionists and Learning Design Coach will facilitate identification and implementation of unit priority standards to help target instruction for all students and needs. Administration will provide systems and supports for lesson plan submission and feedback.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided in the summer and throughout the school year to build capacity for teachers. Training will include lesson design, unpacking of standards, modeling of new concepts, coaching, and feedback based on unit design and implementation. Administrators will promote staff buy-in by providing templates, structures, and clear expectations for submission of lesson plans as well as time in master schedule to dedicate to lesson design. In addition, staff will communicate prioritized standards and skills with students and families in order to promote school-home connections that focus on priority work through weekly newsletters as well as campus and teacher websites. These will also be considered in planning of community engagement opportunities such as family nights.

Desired Annual Outcome: By May 2023, 100% of teachers will submit lesson plans for feedback utilizing the templates provided by administration. Plans will include high priority learning standards, evidence of unpacked standards, assessment tools to determine student mastery, and identify concepts and skills that may require pre-teach and reteach. By May 2023, 100% of teachers will have received feedback from administration on at least 3 lesson designs in addition to walkthrough feedback pertaining to lesson delivery.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities for staff to design engaging work informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to document the design of experiences that engage students in learning at the appropriate level with emphasis on master through preteach opportunities and assessments that identify any need for reteach. This will allow teachers to grow in their design and delivery of objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Desired 90-day Outcome: By May 2023, 100% of teachers will have participated in at least two design days and 2 learning labs supported by District Curriculum Coordinators and Campus LDC in order to unpack stands and units, determine assessments to determine student mastery, and identify and determine needs and modes for reteach. By February 2023, 100% of teachers will have recieved feedback on three lesson plan submissions.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

3. 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.

Rationale: Based on the Effective Schools Framework diagnostic process, our team determined that Data-Driven Instruction is an area of need for our campus. There is a need for teachers to be able to examine and reflect on student work, create student exemplars, and encourage student articulation of personal strength and areas of growth based on their own work. If campus leaders develop and implement systems and protocols focused on student and teacher capabilities to analyze student work and data, as well as provide time for analysis, then teachers will be able to plan for, articulate, analyze student work samples and create exemplars of student work. This will also allow teachers to facilitate opportunities for students to participate in goal setting, personal work and data assessment, and identify personal areas of strength and areas of growth to increase student growth and progress.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The campus will partner with district curriculum coordinators to provide design time for teachers to focus on instructional materials and activities to engage learners in content-rich and meaningful tasks that promote deep understanding and engagement for students as well as reflection of individual strengths and areas of growth. Teachers will participate in Learning Labs throughout the year that will provide real time in class support and feedback from curriculum coordinators and the Learning Design Coach on instructional practices and student engagement activities that allow for assessment, both formative and summative, that can be utilized for teachers and students to reflect and determine areas of strength and areas where growth is needed.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Training opportunities will be provided throughout PLCs and design days will be provided each semester to build capacity for teachers. In addition, teachers will participate in Learning Labs each semester for real time coaching and feedback on their instructional practices in the classroom to include formative assessments and analysis of formative data. Administrators will promote staff buy-in by providing time in master schedule as well as supported design days for teachers to dedicate to developing student assessments and exemplars as well as data analysis, . In addition to ongoing classroom level communication, these efforts will be showcased during family involvement nights where student work and goal setting will be on display.

Desired Annual Outcome: By May 2023, 100% of classroom teachers will participate in regularly scheduled PLCs, content specific learning labs, and two grade level design days to deepen their understanding of assessing prioritized standards through formative assessments. 50% of classrooms will show evidence of student goal setting and ownership based on self analysis of work and data to identify strengths and areas of growth.

District Commitment Theory of Action: If the district ensures access to reliable curriculum resources aligned to state standards for all content areas, improves systems for identifying and supporting struggling learners, and provides professional learning opportunities and support for Learning Labs in specific content areas for staff to receive feedback on lesson design, instruction, student engagement and assessment practices which are informed by data through the PLCs that are guided by The Leading Learning Document, then the campus will be able to deliver, reflect, and improve experiences that engage students in learning at the appropriate level of rigor through objective driven daily learning experiences, classroom routines, and assessments that yield the evidence necessary for teachers to reflect, adjust, and deliver differentiated instruction that meets the needs of each student and provide opportunities for students to engage in goal setting based on personal analysis of their work and data to identify strengths and areas of growth.

Desired 90-day Outcome: By May 2023, 100% of grade level teachers, special education staff, and intervention staff will participate in vertical discussions to prepare instructional settings for all students for the next school year. By May 2023, 50% of classrooms will implement and show evidence of student goals setting and ownership based on self analysis of work and data to identify strengths and areas of growth.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)