

El Paso Independent School District
Hart Elementary School - TIP
2022-2023 Targeted Improvement Plan



Hart Elementary

Superintendent:
DCSI/Grant Coordinator:

Diana Sayavedra
Dr. Blanca Garcia

Principal: Angelica Negrete
ESC Case Manager: Rachel Anderson, Roxanne Hackney
ESC Region: 19

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Dr. Blanca Garcia

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature: Dr. Blanca Garcia

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: Angelica Negrete

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our campus 2023 Domain 1 goal is to achieve a component score of 44 by achieving the following results on our STAAR exam overall:

	2022	to	2023
Approaches:	55%	to	70%
Meets	27%	to	40%
Masters	11%	to	23%

We are actively working on increasing scores from this past school year. This is an achievable goal due to the focus of the ESF key practices 1.1, 4.1, and 5.3. The campus is focusing on Tier 1 instruction through the implementation of Lesson Alignment and Formative Assessment trainings. We are following a monthly cycle for professional development to include instructional framework, co-teaching practices particularly for the Special education population, and effective strategies for our Emergent Bilingual students. Our focus on effective daily lesson plan alignment to standards and assessment will help us drive student learning. Our PLC processes will ensure we are faithful to the development of rigorous lesson planning practices (unpacking TEKS, lesson objectives, rigorous activities with high quality instructional materials, aligned exit tickets, and aggressive monitoring).

School Progress

What accountability goal has your campus set for this year?

■

Hart will be focusing on Domain 2B: Relative Performance

Our goal is to achieve a component score of 43 in our 95% Economically Disadvantage student group for the 2022-2023 school year.

If we focus on overall achievement and increase Domain 1 component score to a 43 in our relative performance, 2B, will also improve our 95% Economically disadvantaged student group. We want to try to accelerate the planning of instruction through the lesson planning format of Lesson Alignment, as well as the delivery of our instructional practices through the Formative Assessment learning. We believe our focus on the first teach, Tier 1 teaching, as well as focusing our PLC sessions and grade level discussions on data analysis protocols will support our growth in this Domain.

Closing the Gaps

What accountability goal has your campus set for this year?

Domain 3: Closing the Gap	2022=14 of 30 targets met	
Targets:	Reading Target at Meets	
	2022	2023
1. Emergent Bilinguals	34%	44%
2. Economic Disadvantage	38%	45 %
3. TELPAS	46%	53%

If Hart Elementary prioritizes achieving our targets for Emergent Bilingual, Economically Disadvantaged and TELPAS, we will meet 5 additional targets. Based on the weights of Domain 3, the additional targets will help us increase our rating.

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?

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

The focus for this year will be Math and Reading (All). We are continuing to excel Reading because it is the foundational practice that will support other subjects. Math was identified in order to improve problem solving skills and math abilities.

2021 and 2022 Math and Reading scores:

1. approaches: 2021 Math-23%, 2022 Math-51% 2021 Reading- 53%, 2022 Reading-61%,
2. meets: 2021 Math-7%, 2022 Math-21%; 2021 Reading- 23%, 2022 Reading-37% and
3. masters: 2021 Math-3%, 2022 Math 5%; 2021 Reading-5%, 2022 Reading-20%

Since we are seeing growth in all areas from 2021 to 2022, we intend to stay focused on our instructional practices and priorities this year to ensure we reach our end of year goals for 2023.

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

We will focus on All Reading Meets. The goal is 44% for All Reading Meets. This focus was chosen because we are close to achieving the target goal (2022: 39%). We will also focus on Economically Disadvantaged Math. This focus was chosen because in 2022, our score was 21% and the target goal is 36%. Since our current campus plan for 2023 focuses on providing effective instructional practices in Math to include professional development and planning support in Math, we are confident our score for our Economically disadvantaged students will rise.

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

Essential Actions

Cycles 1-3

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

Implementation Level: Beginning Implementation

Key Practices: Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

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

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: 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: Partial 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. • 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.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Beginning Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices:

Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • 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 1.1: Develop campus instructional leaders with clear roles and responsibilities.

Implementation Level: Beginning Implementation

Key Practices: Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: Based on the Spring 2022 Effective Schools Framework diagnostic process, our leadership team determined that strong school leadership and planning is an area of need for our campus. There is a need to have performance expectations that are pre-determined, written, measurable and match job responsibilities. There is also a need to use tracking tools to progress monitor leadership team members' goals and responsibilities. If performance expectations are pre-determined, written, measurable and match job responsibilities, then leadership team members will be able to consistently lead their teacher teams or other areas of responsibility by implementing protocols and processes. If tracking tools are used to progress monitor leadership team members' goals and responsibilities, then the leadership team will be able to consistently stay on track and monitor each member's progress towards meeting goals and responsibilities.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Administration will build capacity of the Instructional team by providing job-embedded feedback during weekly ILT meetings to calibrate roles and responsibilities to prioritize operational/instructional needs, progress monitor individual instructional leaders' grade level plans and during bi-weekly review of student data. The campus leadership team will develop consistent written protocols to lead meetings and develop measurable (qualitative and quantitative) responsibilities for campus instructional leaders. ILT members will participate in the Formative Assessment professional development facilitated by Region 19.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT will communicate priorities through meetings with teachers, staff, students and parents through yearly events, campus website, and outreach to the community. Buy-in will be created by seeking stakeholder input through surveys, parent-teacher conferences and meetings with administration to help improve/adjust roles and responsibilities to address campus needs in a timely manner. Principal parent meetings will be held monthly, October through April, "Chat with the Principal", in order to receive input from parents. Teachers will communicate campus priorities to parents during the September 2022 parent teacher conference, as well as the February 2023 parent teacher conferences. Teachers will call all parents every nine weeks to communicate student and campus priorities.

Desired Annual Outcome: By May 2023, the campus leadership team will have built their capacity in Essential Action 1.1 by utilizing developed protocols and tracking tools to lead meetings, use consistent written protocols and processes to progress monitor individual instructional leaders' grade level goals that are measurable, predetermined, written and agreed upon by the principal and instructional coaches. This will be evidenced through monthly check-in meetings with campus leaders for review of calendars, and weekly PLC/data meeting agendas with clear objectives, meeting minutes and next steps captured in writing indicating that 100% PLC/data meeting agendas include majority of time spent on data and progress monitoring of student data. The ILT will review data every two weeks to analyze student progress, formative data and determine next steps to support student growth. Instructional coaches and administration will effectively monitor the implementation of the Lesson Alignment and Formative Assessment (LAFA) protocols.

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching of campus leaders, then the campus leaders will mentor and provide targeted feedback for growing leadership skills to all ILT members.

Desired 90-day Outcome: By the end of Cycle 1, 100% of ILT members will be trained in Lesson Alignment and Formative Assessment. By the end of Cycle 1, 100% of campus instructional leaders will use developed protocols and tracking tools to lead meetings and provide feedback during PLCs, data meetings and professional development. By the end of Cycle 1, 100% of ILT members will be trained in data analysis protocol. By the end of Cycle 1, the administration will utilize the campus STAAR goal setting worksheet to conduct monthly check in meetings with campus instructional leaders to monitor that they are on track to meet their performance goals.

District Actions: If the DCSI attends and participates in the Formative Assessment training and provides support, feedback, and guidance to the campus ILT, the campus will be

able to train and provide support, feedback, and guidance to all campus teachers.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Campus Assistant principal is new to the campus.	Action Step 4	It provides a plan of action for onboarding the new assistant principal.
Campus has four long term substitutes in classrooms.	Action Step 5	The action step will create a plan to support substitutes with mentors.

Step 1 Details	Reviews
Action Step 1: By the end of Cycle 1, ILT members will participate in the Formative Assessment training provided by Region 19 on September 23, 27, and October 25, 2022. Evidence Used to Determine Progress: Region 19 sign in sheets Campus Purchase order (PO) Person(s) Responsible: ILT members Identified teachers Resources Needed: Formative Assessment resources binder Addresses an Identified Challenge: No Start Date: September 23, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 2 Details	Reviews
Action Step 2: By the end of Cycle 1, instructional coaches will lead meetings and professional development through meeting agendas that have clear objectives, meeting minutes and next steps captured in writing as well as majority of time spent on data and progress monitoring of student data. Evidence Used to Determine Progress: Meeting agendas PD agendas Meeting and PD calendars Person(s) Responsible: Instructional coaches Administration Resources Needed: Meeting and PD calendars Meeting agenda templates Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 3 Details	Reviews
Action Step 3: By the end of Cycle 1, ILT members will be trained on Data analysis protocol in order to progress monitor student data every two weeks to analyze student progress and determine next steps to support student growth. Evidence Used to Determine Progress: ILT data meeting agendas Student assessment data Person(s) Responsible: ILT members Administration Resources Needed: Data analysis protocol Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 4 Details	Reviews
Action Step 4: By the end of Cycle 1, campus Principal will onboard new assistant principal on Targeted Improvement Plan and campus priorities. Evidence Used to Determine Progress: meeting minutes agendas Person(s) Responsible: Principal Resources Needed: Target Improvement Plan Campus priority documents Addresses an Identified Challenge: Yes Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 5 Details	Reviews
Action Step 5: To ensure that all classroom instruction is aligned with LAFA protocols by the end of Cycle 1, campus administration will assign mentors to long term substitutes to support with planning and campus routines and rituals. Evidence Used to Determine Progress: agenda minutes calendars of meetings Person(s) Responsible: Administration Mentor teachers Resources Needed: list of long term substitutes Campus routines and rituals documents Addresses an Identified Challenge: Yes Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 6 Details	Reviews
Action Step 6: By the end of cycle 1, performance expectations for all campus instructional leaders will be clear, written, and measurable and agreed upon by all leaders. Evidence Used to Determine Progress: Roles and responsibilities document agendas and sign in sheets STAAR goal setting worksheet Person(s) Responsible: campus instructional leaders Resources Needed: Roles and responsibilities document Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:

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: Partial 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. • 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: Although 4.1 was not identified in our Spring 2022 Effective Schools Framework diagnostic process, our leadership team determined that high quality instructional materials & assessments are of need for our campus. In addition, the data reflects that there is a need to support teachers with lesson planning to align activities and exit tickets to the appropriate level of rigor as well as to the TEKS and instructional materials; and, unit and interim assessments need to be administered to determine if students learned what was taught. There is a need for teachers to consistently unpack the standard into Knowledge and Skills, creating and internalizing the teacher / student exemplar to confirm level of rigor and ensure knowledge and skills reflect all appropriate paths to mastery. Therefore, during the spring of 2022, teachers participated in the initial LAFA professional development and committed to implementing the protocols during the 2022-2023 school year.

Furthermore, there is a need for ongoing support and continued training of teachers to use high quality materials that are consistently used across classrooms and intentionally designed to meet the diverse needs of all students. If we provide time during PLC for teachers to internalize their lessons and lesson delivery, then the delivery of Tier 1 instruction would reflect alignment of scope and sequence, the standards, and the expected level of rigor, to include activities and exit tickets intentionally designed to meet the diverse needs of all students. If the ILT provides coaching and reflective feedback sessions, then campus instructional leaders can frequently review how teachers internalize, modify and use lesson plans to align to the scope and sequence, the standards, the expected level of rigor and ensure knowledge and skills reflect all appropriate paths for student mastery.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Our campus leadership team will work with our district leadership team to build capacity by providing K-5 teachers with Formative Assessment professional development. In addition, the ILT will support teachers by attending professional development alongside teachers to gain an understanding of how to implement the instructional materials that address the diverse needs of all students. The ILT will develop reflection protocols to assist teachers in refining the lesson planning process with an intentional focus on objective and formative assessments to ensure alignment with standards, rigor and relevancy.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT will communicate the LAFA protocols to grade level chairs and create buy-in through obtaining feedback from all teachers on the use of LAFA protocols for lesson planning.

Desired Annual Outcome: By May 2023, 100% of our campus instructional coaches will collaborate monthly with identified teachers to review lesson plan feedback, internalize, and modify lesson plans regarding alignment to the scope and sequence, the standards, and the expected level of rigor. This will be evident through administration's weekly use of a lesson plan feedback tool that specifically identifies alignment to standards, scope and sequence, expected level of rigor and use of high quality instructional materials.

100% of teachers will use the LAFA checklist (lesson objective, exemplar response, success criteria, exit ticket, content/ lesson activities) for weekly lesson planning and will use high quality instructional materials to address the diverse needs of all students on a daily basis. The implementation of LAFA will be evident in teacher lesson plans and formative assessments (exit tickets).

District Commitment Theory of Action: If district policies support the effective use of standards-aligned, high-quality instructional materials and assessments, then the ILT and campus teachers will be able to implement LAFA training protocols to develop LAFA aligned lesson plan templates, ILT can provide lesson plan feedback review for teachers to internalize and adjust lessons to prepare for delivery of instruction, and review and adjust the LAFA protocols.

Desired 90-day Outcome: By the end of Cycle 1, administration will use the LAFA lesson plan feedback tool to monitor the implementation of the LAFA components in

teacher lesson plans on a weekly basis. By the end of Cycle 1, 75% of administration, teachers and instructional coaches will know and understand the lesson objective, exit tickets, and content/lesson activities as measured by Lesson Alignment and Formative Assessment tracking tool. By the end of Cycle 1, 100% of administration and campus instructional coaches will be trained on all components of the lesson plan feedback tool.

District Actions: If the district provides support for the effective use of standards-aligned, high-quality materials and assessments, then the ILT and teachers will be able to effectively implement the LAFA planning components in their lesson plans, and instructional Coaches will be able to use the tracking tool for targeted teacher support.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers may need additional planning time or Professional development time. to know and understand LAFA.	Action Step 1	A monthly half day planning session and professional development sessions will be implemented into the campus calendar.
Instructional coaches may be absent due to unforeseen reasons and miss the LAFA trainings.	Action Step 2	A turn around training plan will be developed for any coaches that missed training sessions.

Step 1 Details	Reviews
Action Step 1: By the end of November 2022, 75% of administration, teachers and instructional coaches will know, understand and effectively implement the lesson objective, exit tickets, and content/lesson activities as measured by Lesson Alignment and Formative Assessment tracking tool. Evidence Used to Determine Progress: Lesson Alignment and Formative Assessment tracking tool Person(s) Responsible: Administration Instructional coaches teachers Resources Needed: Lesson Alignment and Formative Assessment tracking tool LAFA lesson plan Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 2 Details	Reviews
Action Step 2: By the end of November 2022, 100% of campus instructional coaches and administration will be trained on all components of the lesson plan feedback tool. Evidence Used to Determine Progress: meeting agendas lesson plan feedback tool H Person(s) Responsible: instructional coaches administration Resources Needed: lesson plan feedback tool Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 3 Details	Reviews
Action Step 3: By the end of November 2022, administration will meet weekly with instructional coaches and utilize the LAFA lesson plan feedback tool to provide designated teacher feedback on lesson plan development in scope and sequence, the standards, and the expected level of rigor. Evidence Used to Determine Progress: teacher weekly lesson plans instructional coaches' weekly lesson plans Person(s) Responsible: administration instructional coaches Resources Needed: teacher weekly lesson plans LAFA lesson plan tool Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 4 Details	Reviews
Action Step 4: By the end of November 2022, 100% of teachers and instructional coaches will lesson plan using the district provided high quality instructional materials (HQIM) list to identify planning resources/ instructional activities that will be evident in all grade level lesson plans for reading, math, and science. Evidence Used to Determine Progress: meeting agendas EPISD HQIM List lesson plans Person(s) Responsible: administration teachers instructional coaches Resources Needed: EPISD high quality instructional material (HQIM) list lesson plans Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • 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: Based on the Spring 2022 Effective School Framework diagnostic, our campus leadership team determined that unpacking standards into knowledge and skills is an area of need for our campus, as well as a need to create student and teacher exemplars to be used by teachers. There is also a need to have defined plans for hallways to include at least one visible student progress tracking artifact that is regularly updated. If standards are unpacked and student and teacher exemplars are created by teachers, then lessons will address curricular rigor, instruction will be impacted by deeper learning, and multiple paths to student demonstration of mastery during the lesson for meeting the needs of both struggling learners and those needing acceleration will be implemented.

If the campus has a visible student/grade level progress tracking system in every classroom and throughout the school, then it will foster student ownership and goal setting.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Instructional coaches will work with our district leadership team to utilize the LAFA training and resources provided by TIL to model expectations/responsibilities with teachers using See It, Name It, Do It (SINIDI) to train and build capacity for unpacking standards into knowledge and skills and creating student and teacher exemplars.

ILT will develop a visible student/grade level progress tracking system and model usage for teachers and support them with implementation.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated during monthly planning sessions, PLCs, and coaching feedback sessions. To create buy-in the ILT will seek teacher input on LAFA implementation and feedback on use of the student/grade level progress tracking system.

Desired Annual Outcome: By May 2023, the ILT will implement use of student/grade level progress tracking system that will be visible to all stakeholders, teachers will update student progress every month, and students will participate in quarterly goal setting to foster ownership of academic achievement. 100% of all teachers will show evidence in their lesson plans of LAFA implementation (lesson objective, exemplar response, success criteria, exit ticket, content/ lesson activities). 100% of teachers and instructional coaches utilize the aggressive monitoring and Show Call strategy to meet the needs of struggling learners and learners needing acceleration.

District Commitment Theory of Action: If for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, then the campus will be able to update and track student growth as well as make necessary adjustments to lesson plans based on students' needs.

Desired 90-day Outcome: By the end of Cycle 1, all first 9 week data for grades K-5 in Math and Reading will posted and visible to all stakeholders. By the end of Cycle 1, 100% of administration, instructional coaches and teachers will be trained on LAFA components. By the end of Cycle 1, 75% of teachers agree that the LAFA lesson plan is an effective instructional tool as measured by survey interviews. By the end of Cycle 1, 50% of teachers and instructional coaches will utilize the aggressive monitoring and Show Call strategy to meet the needs of struggling learners/learners needing acceleration.

District Actions: If the district supports the campus by ensuring all first 9 week assessments are provided to the campus as well as data reports within two instructional days, then the campus will be able to update their student data tracking system and review goals with students in a timely manner. If the district supports the campus by allowing time for turn around trainings of LAFA components, then the campus will implement components effectively in daily lessons.

Did you achieve your 90 day outcome?:

Why or why not?:

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Teachers and coaches may not have all data organized accordingly with all students results or be aware of classroom data.	Action Step 1	This step will support teachers in organizing all data as well as checking that all students are being assessed.
There could be gaps between classrooms in the implementation of LAFA components.	Action Step 2	A turn around training session will be provided to teachers that miss the trainings, as well as recurring professional development sessions.

Step 1 Details	Reviews
Action Step 1: By the end of Cycle 1, all K-5 Math and Reading assessment data for the first 9 weeks will be posted by instructional coaches and teachers, and visible to all stakeholders in every grade level hallway. Evidence Used to Determine Progress: data tracking system by grade level Person(s) Responsible: ILT teachers administration Resources Needed: Math and Reading assessment data data tracking system Addresses an Identified Challenge: Yes Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 2 Details	Reviews
Action Step 2: By the end of Cycle 1, 100% of teachers will be trained by identified instructional coaches and lead teachers on Lesson Alignment and Formative Assessment (LAFA) components, to include a focus on Formative Assessment. Evidence Used to Determine Progress: meeting agenda LAFA documents Person(s) Responsible: teachers instructional coaches administration Resources Needed: LAFA documents binder Meeting agendas Addresses an Identified Challenge: Yes Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 3 Details	Reviews
Action Step 3: By the end of Cycle 1, 75% of teachers will agree that the LAFA lesson plan is an effective instructional tool as measured by survey interviews. Evidence Used to Determine Progress: survey interviews Person(s) Responsible: teachers instructional coaches administration Resources Needed: survey interviews LAFA lesson plans Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Quarterly - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 4 Details	Reviews
Action Step 4: By the end of Cycle 1, 50% of teachers and instructional coaches will utilize the Aggressive monitoring and Show Call strategy to meet the needs of struggling learners/learners needing acceleration. Evidence Used to Determine Progress: Lesson plans Person(s) Responsible: teachers instructional coaches Resources Needed: Aggressive monitoring protocols Show call strategy documents Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Beginning Implementation

Key Practices: Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: Based on the Spring 2022 Effective Schools Framework diagnostic process, our leadership team determined that strong school leadership and planning is an area of need for our campus. There is a need to have performance expectations that are pre-determined, written, measurable and match job responsibilities. There is also a need to use tracking tools to progress monitor leadership team members' goals and responsibilities. If performance expectations are pre-determined, written, measurable and match job responsibilities, then leadership team members will be able to consistently lead their teacher teams or other areas of responsibility by implementing protocols and processes. If tracking tools are used to progress monitor leadership team members' goals and responsibilities, then the leadership team will be able to consistently stay on track and monitor each member's progress towards meeting goals and responsibilities.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Administration will build capacity of the Instructional team by providing job-embedded feedback during weekly ILT meetings to calibrate roles and responsibilities to prioritize operational/instructional needs, progress monitor individual instructional leaders' grade level plans and during bi-weekly review of student data. The campus leadership team will develop consistent written protocols to lead meetings and develop measurable (qualitative and quantitative) responsibilities for campus instructional leaders. ILT members will participate in the Formative Assessment professional development facilitated by Region 19.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT will communicate priorities through meetings with teachers, staff, students and parents through yearly events, campus website, and outreach to the community. Buy-in will be created by seeking stakeholder input through surveys, parent-teacher conferences and meetings with administration to help improve/adjust roles and responsibilities to address campus needs in a timely manner. Principal parent meetings will be held monthly, October through April, "Chat with the Principal", in order to receive input from parents. Teachers will communicate campus priorities to parents during the September 2022 parent teacher conference, as well as the February 2023 parent teacher conferences. Teachers will call all parents every nine weeks to communicate student and campus priorities.

Desired Annual Outcome: By May 2023, the campus leadership team will have built their capacity in Essential Action 1.1 by utilizing developed protocols and tracking tools to lead meetings, use consistent written protocols and processes to progress monitor individual instructional leaders' grade level goals that are measurable, predetermined, written and agreed upon by the principal and instructional coaches. This will be evidenced through monthly check-in meetings with campus leaders for review of calendars, and weekly PLC/data meeting agendas with clear objectives, meeting minutes and next steps captured in writing indicating that 100% PLC/data meeting agendas include majority of time spent on data and progress monitoring of student data. The ILT will review data every two weeks to analyze student progress, formative data and determine next steps to support student growth. Instructional coaches and administration will effectively monitor the implementation of the Lesson Alignment and Formative Assessment (LAFA) protocols.

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching of campus leaders, then the campus leaders will mentor and provide targeted feedback for growing leadership skills to all ILT members.

Desired 90-day Outcome: By the end of Cycle 2, 100% of ILT members will implement Lesson Alignment and Formative Assessment. and will effectively monitor the implementation of LAFA in teacher lesson plans. By the end of Cycle 2, campus instructional leaders will continue to lead meetings and professional development with written protocols and processes that progress monitor student data. By the end of Cycle 2, 100% of ILT members will use the data analysis protocol during Data PLC meetings.

District Actions: If the district participates and collaborates with the ILT members, then the teachers will see a better alignment between district and campus goals.

Did you achieve your 90 day outcome?:

Why or why not?:

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: Partial 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. • 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: Although 4.1 was not identified in our Spring 2022 Effective Schools Framework diagnostic process, our leadership team determined that high quality instructional materials & assessments are of need for our campus. In addition, the data reflects that there is a need to support teachers with lesson planning to align activities and exit tickets to the appropriate level of rigor as well as to the TEKS and instructional materials; and, unit and interim assessments need to be administered to determine if students learned what was taught. There is a need for teachers to consistently unpack the standard into Knowledge and Skills, creating and internalizing the teacher / student exemplar to confirm level of rigor and ensure knowledge and skills reflect all appropriate paths to mastery. Therefore, during the spring of 2022, teachers participated in the initial LAFA professional development and committed to implementing the protocols during the 2022-2023 school year.

Furthermore, there is a need for ongoing support and continued training of teachers to use high quality materials that are consistently used across classrooms and intentionally designed to meet the diverse needs of all students. If we provide time during PLC for teachers to internalize their lessons and lesson delivery, then the delivery of Tier 1 instruction would reflect alignment of scope and sequence, the standards, and the expected level of rigor, to include activities and exit tickets intentionally designed to meet the diverse needs of all students. If the ILT provides coaching and reflective feedback sessions, then campus instructional leaders can frequently review how teachers internalize, modify and use lesson plans to align to the scope and sequence, the standards, the expected level of rigor and ensure knowledge and skills reflect all appropriate paths for student mastery.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Our campus leadership team will work with our district leadership team to build capacity by providing K-5 teachers with Formative Assessment professional development. In addition, the ILT will support teachers by attending professional development alongside teachers to gain an understanding of how to implement the instructional materials that address the diverse needs of all students. The ILT will develop reflection protocols to assist teachers in refining the lesson planning process with an intentional focus on objective and formative assessments to ensure alignment with standards, rigor and relevancy.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT will communicate the LAFA protocols to grade level chairs and create buy-in through obtaining feedback from all teachers on the use of LAFA protocols for lesson planning.

Desired Annual Outcome: By May 2023, 100% of our campus instructional coaches will collaborate monthly with identified teachers to review lesson plan feedback, internalize, and modify lesson plans regarding alignment to the scope and sequence, the standards, and the expected level of rigor. This will be evident through administration's weekly use of a lesson plan feedback tool that specifically identifies alignment to standards, scope and sequence, expected level of rigor and use of high quality instructional materials.

100% of teachers will use the LAFA checklist (lesson objective, exemplar response, success criteria, exit ticket, content/ lesson activities) for weekly lesson planning and will use high quality instructional materials to address the diverse needs of all students on a daily basis. The implementation of LAFA will be evident in teacher lesson plans and formative assessments (exit tickets).

District Commitment Theory of Action: If district policies support the effective use of standards-aligned, high-quality instructional materials and assessments, then the ILT and campus teachers will be able to implement LAFA training protocols to develop LAFA aligned lesson plan templates, ILT can provide lesson plan feedback review for teachers to internalize and adjust lessons to prepare for delivery of instruction, and review and adjust the LAFA protocols.

Desired 90-day Outcome: By the end of Cycle 2, 100% of teachers and instructional coaches will know, understand and begin implementing the lesson objective, exit tickets,

and content/lesson activities as measured by Lesson Alignment and Formative Assessment tracking tool. By the end of Cycle 2, 100% of campus instructional coaches will use the lesson plan feedback tool and provide teacher feedback to identified teachers. By the end of Cycle 2, 80% of teachers and instructional coaches will use high quality instructional materials in their weekly lesson plans.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

Key Practices: Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • 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: Based on the Spring 2022 Effective School Framework diagnostic , our campus leadership team determined that unpacking standards into knowledge and skills is an area of need for our campus, as well as a need to create student and teacher exemplars to be used by teachers. There is also a need to have defined plans for hallways to include at least one visible student progress tracking artifact that is regularly updated. If standards are unpacked and student and teacher exemplars are created by teachers, then lessons will address curricular rigor, instruction will be impacted by deeper learning, and multiple paths to student demonstration of mastery during the lesson for meeting the needs of both struggling learners and those needing acceleration will be implemented.

If the campus has a visible student/grade level progress tracking system in every classroom and throughout the school, then it will foster student ownership and goal setting.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Instructional coaches will work with our district leadership team to utilize the LAFA training and resources provided by TIL to model expectations/responsibilities with teachers using See It, Name It, Do It (SINIDI) to train and build capacity for unpacking standards into knowledge and skills and creating student and teacher exemplars.

ILT will develop a visible student/grade level progress tracking system and model usage for teachers and support them with implementation.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated during monthly planning sessions, PLCs, and coaching feedback sessions. To create buy-in the ILT will seek teacher input on LAFA implementation and feedback on use of the student/grade level progress tracking system.

Desired Annual Outcome: By May 2023, the ILT will implement use of student/grade level progress tracking system that will be visible to all stakeholders, teachers will update student progress every month, and students will participate in quarterly goal setting to foster ownership of academic achievement. 100% of all teachers will show evidence in their lesson plans of LAFA implementation (lesson objective, exemplar response, success criteria, exit ticket, content/ lesson activities). 100% of teachers and instructional coaches utilize the aggressive monitoring and Show Call strategy to meet the needs of struggling learners and learners needing acceleration.

District Commitment Theory of Action: If for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, then the campus will be able to update and track student growth as well as make necessary adjustments to lesson plans based on students' needs.

Desired 90-day Outcome: By the end of Cycle 2, all data for grades K-5 in Math and Reading will be updated and visible to all stakeholders. By the end of Cycle 2, 75% of teachers will use the LAFA components (lesson objective, exemplar response, success criteria, exit ticket, content/lesson activities) in their lesson plans. By the end of Cycle 2, 90% of teachers agree that the LAFA lesson plan is an effective instructional tool as measured by survey interviews.

District Actions:

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

Implementation Level: Beginning Implementation

Key Practices: Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data.

Rationale: Based on the Spring 2022 Effective Schools Framework diagnostic process, our leadership team determined that strong school leadership and planning is an area of need for our campus. There is a need to have performance expectations that are pre-determined, written, measurable and match job responsibilities. There is also a need to use tracking tools to progress monitor leadership team members' goals and responsibilities. If performance expectations are pre-determined, written, measurable and match job responsibilities, then leadership team members will be able to consistently lead their teacher teams or other areas of responsibility by implementing protocols and processes. If tracking tools are used to progress monitor leadership team members' goals and responsibilities, then the leadership team will be able to consistently stay on track and monitor each member's progress towards meeting goals and responsibilities.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Administration will build capacity of the Instructional team by providing job-embedded feedback during weekly ILT meetings to calibrate roles and responsibilities to prioritize operational/instructional needs, progress monitor individual instructional leaders' grade level plans and during bi-weekly review of student data. The campus leadership team will develop consistent written protocols to lead meetings and develop measurable (qualitative and quantitative) responsibilities for campus instructional leaders. ILT members will participate in the Formative Assessment professional development facilitated by Region 19.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT will communicate priorities through meetings with teachers, staff, students and parents through yearly events, campus website, and outreach to the community. Buy-in will be created by seeking stakeholder input through surveys, parent-teacher conferences and meetings with administration to help improve/adjust roles and responsibilities to address campus needs in a timely manner. Principal parent meetings will be held monthly, October through April, "Chat with the Principal", in order to receive input from parents. Teachers will communicate campus priorities to parents during the September 2022 parent teacher conference, as well as the February 2023 parent teacher conferences. Teachers will call all parents every nine weeks to communicate student and campus priorities.

Desired Annual Outcome: By May 2023, the campus leadership team will have built their capacity in Essential Action 1.1 by utilizing developed protocols and tracking tools to lead meetings, use consistent written protocols and processes to progress monitor individual instructional leaders' grade level goals that are measurable, predetermined, written and agreed upon by the principal and instructional coaches. This will be evidenced through monthly check-in meetings with campus leaders for review of calendars, and weekly PLC/data meeting agendas with clear objectives, meeting minutes and next steps captured in writing indicating that 100% PLC/data meeting agendas include majority of time spent on data and progress monitoring of student data. The ILT will review data every two weeks to analyze student progress, formative data and determine next steps to support student growth. Instructional coaches and administration will effectively monitor the implementation of the Lesson Alignment and Formative Assessment (LAFA) protocols.

District Commitment Theory of Action: If the district provides opportunities for ongoing support and coaching of campus leaders, then the campus leaders will mentor and provide targeted feedback for growing leadership skills to all ILT members.

Desired 90-day Outcome: By the end of Cycle 3, 100% of ILT members will effectively monitor the implementation of LAFA in teacher lesson plans and provide feedback to designated teachers. By the end of Cycle 3, campus instructional leaders will lead meetings and professional development 100 % of the time with written protocols and processes that progress monitor student data. By the end of Cycle 3 , 100% of ILT members will begin training lead teachers to facilitate the data analysis protocol during Data PLC 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 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Implementation Level: Partial 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. • 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: Although 4.1 was not identified in our Spring 2022 Effective Schools Framework diagnostic process, our leadership team determined that high quality instructional materials & assessments are of need for our campus. In addition, the data reflects that there is a need to support teachers with lesson planning to align activities and exit tickets to the appropriate level of rigor as well as to the TEKS and instructional materials; and, unit and interim assessments need to be administered to determine if students learned what was taught. There is a need for teachers to consistently unpack the standard into Knowledge and Skills, creating and internalizing the teacher / student exemplar to confirm level of rigor and ensure knowledge and skills reflect all appropriate paths to mastery. Therefore, during the spring of 2022, teachers participated in the initial LAFA professional development and committed to implementing the protocols during the 2022-2023 school year.

Furthermore, there is a need for ongoing support and continued training of teachers to use high quality materials that are consistently used across classrooms and intentionally designed to meet the diverse needs of all students. If we provide time during PLC for teachers to internalize their lessons and lesson delivery, then the delivery of Tier 1 instruction would reflect alignment of scope and sequence, the standards, and the expected level of rigor, to include activities and exit tickets intentionally designed to meet the diverse needs of all students. If the ILT provides coaching and reflective feedback sessions, then campus instructional leaders can frequently review how teachers internalize, modify and use lesson plans to align to the scope and sequence, the standards, the expected level of rigor and ensure knowledge and skills reflect all appropriate paths for student mastery.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Our campus leadership team will work with our district leadership team to build capacity by providing K-5 teachers with Formative Assessment professional development. In addition, the ILT will support teachers by attending professional development alongside teachers to gain an understanding of how to implement the instructional materials that address the diverse needs of all students. The ILT will develop reflection protocols to assist teachers in refining the lesson planning process with an intentional focus on objective and formative assessments to ensure alignment with standards, rigor and relevancy.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The ILT will communicate the LAFA protocols to grade level chairs and create buy-in through obtaining feedback from all teachers on the use of LAFA protocols for lesson planning.

Desired Annual Outcome: By May 2023, 100% of our campus instructional coaches will collaborate monthly with identified teachers to review lesson plan feedback, internalize, and modify lesson plans regarding alignment to the scope and sequence, the standards, and the expected level of rigor. This will be evident through administration's weekly use of a lesson plan feedback tool that specifically identifies alignment to standards, scope and sequence, expected level of rigor and use of high quality instructional materials.

100% of teachers will use the LAFA checklist (lesson objective, exemplar response, success criteria, exit ticket, content/ lesson activities) for weekly lesson planning and will use high quality instructional materials to address the diverse needs of all students on a daily basis. The implementation of LAFA will be evident in teacher lesson plans and formative assessments (exit tickets).

District Commitment Theory of Action: If district policies support the effective use of standards-aligned, high-quality instructional materials and assessments, then the ILT and campus teachers will be able to implement LAFA training protocols to develop LAFA aligned lesson plan templates, ILT can provide lesson plan feedback review for teachers to internalize and adjust lessons to prepare for delivery of instruction, and review and adjust the LAFA protocols.

Desired 90-day Outcome: By the end of Cycle 3, 100% of teachers and instructional coaches will know, understand and effectively implement the lesson objective, exit

tickets, and content/lesson activities as measured by Lesson Alignment and Formative Assessment tracking tool. By the end of Cycle 3, 100% of campus instructional coaches will continue to implement use of the lesson plan feedback tool, monitor teacher implementation of LAFA components in their lesson plans, and continue to provide teacher feedback to identified teachers. By the end of Cycle 3, 80% of teachers and instructional coaches will use high quality instructional materials in their weekly lesson plans.

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: Partial Implementation

Key Practices: Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • 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: Based on the Spring 2022 Effective School Framework diagnostic , our campus leadership team determined that unpacking standards into knowledge and skills is an area of need for our campus, as well as a need to create student and teacher exemplars to be used by teachers. There is also a need to have defined plans for hallways to include at least one visible student progress tracking artifact that is regularly updated. If standards are unpacked and student and teacher exemplars are created by teachers, then lessons will address curricular rigor, instruction will be impacted by deeper learning, and multiple paths to student demonstration of mastery during the lesson for meeting the needs of both struggling learners and those needing acceleration will be implemented.

If the campus has a visible student/grade level progress tracking system in every classroom and throughout the school, then it will foster student ownership and goal setting.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? Instructional coaches will work with our district leadership team to utilize the LAFA training and resources provided by TIL to model expectations/responsibilities with teachers using See It, Name It, Do It (SINIDI) to train and build capacity for unpacking standards into knowledge and skills and creating student and teacher exemplars.

ILT will develop a visible student/grade level progress tracking system and model usage for teachers and support them with implementation.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: These priorities will be communicated during monthly planning sessions, PLCs, and coaching feedback sessions. To create buy-in the ILT will seek teacher input on LAFA implementation and feedback on use of the student/grade level progress tracking system.

Desired Annual Outcome: By May 2023, the ILT will implement use of student/grade level progress tracking system that will be visible to all stakeholders, teachers will update student progress every month, and students will participate in quarterly goal setting to foster ownership of academic achievement. 100% of all teachers will show evidence in their lesson plans of LAFA implementation (lesson objective, exemplar response, success criteria, exit ticket, content/ lesson activities). 100% of teachers and instructional coaches utilize the aggressive monitoring and Show Call strategy to meet the needs of struggling learners and learners needing acceleration.

District Commitment Theory of Action: If for assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days, then the campus will be able to update and track student growth as well as make necessary adjustments to lesson plans based on students' needs.

Desired 90-day Outcome: By the end of Cycle 3, all data for grades K-5 in Math and Reading will be updated and visible to all stakeholders, and will be shared with students in order to develop student goals. By the end of Cycle 3, 90% of teachers will use the LAFA components (lesson objective, exemplar response, success criteria, exit ticket, content/lesson activities) in their lesson plans. By the end of Cycle 3, 100% of teachers agree that the LAFA lesson plan is an effective instructional tool as measured by survey interviews.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

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		3rd	All	Reading	Approaches	STAAR	68	53	59	N/A	Interim Assessment	58		Interim Assessment	63		68	
			3rd	All	Reading	Meets	STAAR	68	23	29	N/A	Interim Assessment	30		Interim Assessment	35		40	
			3rd	All	Reading	Masters	STAAR	68	5	15	N/A	Interim Assessment	13		Interim Assessment	17		22	
			3rd	All	Mathematics	Approaches	STAAR	68	23	44	N/A	Interim Assessment	52		Interim Assessment	57		67	
			3rd	All	Mathematics	Meets	STAAR	68	7	21	N/A	Interim Assessment	23		Interim Assessment	28		38	
			3rd	All	Mathematics	Masters	STAAR	68	3	6	N/A	Interim Assessment	12		Interim Assessment	14		20	
			5th	All	Science	Approaches	STAAR	64	15	48	N/A	District Created Benchmark	58		Interim Assessment	63		68	
			5th	All	Science	Meets	STAAR	64	3	12	N/A	District Created Benchmark	24		Interim Assessment	29		34	
			5th	All	Science	Masters	STAAR	64	3	1	N/A	District Created Benchmark	11		Interim Assessment	15		20	
			4th	All	Reading	Approaches	STAAR	68	23	59	N/A	Interim Assessment	54		Interim Assessment	59		69	
			4th	All	Reading	Meets	STAAR	68	23	38	N/A	Interim Assessment	28		Interim Assessment	33		43	
			4th	All	Reading	Masters	STAAR	68	15	14	N/A	Interim Assessment	5		Interim Assessment	10		20	
			4th	All	Mathematics	Approaches	STAAR	68	31	45	N/A	Interim Assessment	52		Interim Assessment	57		67	
			4th	All	Mathematics	Meets	STAAR	68	8	13	N/A	Interim Assessment	23		Interim Assessment	28		38	
			4th	All	Mathematics	Masters	STAAR	68	8	5	N/A	Interim Assessment	12		Interim Assessment	14		20	
			5th	All	Reading	Approaches	STAAR	64	53	66	N/A	Interim Assessment	58		Interim Assessment	63		73	
			5th	All	Reading	Meets	STAAR	64	27	44	N/A	Interim Assessment	33		Interim Assessment	38		48	
			5th	All	Reading	Masters	STAAR	64	7	32	N/A	Interim Assessment	23		Interim Assessment	28		38	
			5th	All	Mathematics	Approaches	STAAR	64	33	63	N/A	Interim Assessment	60		Interim Assessment	65		75	
			5th	All	Mathematics	Meets	STAAR	64	19	30	N/A	Interim Assessment	25		Interim Assessment	30		40	
			5th	All	Mathematics	Masters	STAAR	64	10	4	N/A	Interim Assessment	12		Interim Assessment	14		20	
Closing the Gaps	Focus 1	Academic Achievement	All	All Students	ELA	N/A	ELA	N/A	23	39	100	Interim Assessment	40		Interim Assessment	42		44	
	Focus 2	Academic Achievement	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	7	21	99	Interim Assessment	30		Interim Assessment	36		39	

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	200	Did Not Meet	36	26		16		10	
					Approaches	64	74		84		90	
					Meets	39	42		44		44	
					Masters	22	24		26		26	
	Math	All	STAAR	200	Did Not Meet	47	40		35		30	
					Approaches	53	60		65		70	
					Meets	22	34		43		46	
					Masters	5	10		15		20	