

El Paso Independent School District

Canyon Hills Middle School - TIP

2022-2023 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Diana Sayavedra
Mark Paz

Principal: Adan Lopez
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: Mark Paz

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: Mark Paz

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: Adan Lopez

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

Our goal is to reach an overall rating of C in the student achievement domain, taking our component score from 29 to 38 and our scaled score from 57 to 70 for all tested subjects. By looking at the percentages needed in each performance level, we know our scores must reach a minimum of 114 whereas last year we reached an 86 (53 percent approaches, 21 percent meets, and 12 percent masters). Our belief is our RLA scores will remain strong and continue to assist us in an overall rating, however this goal will directly impact decisions made in math, science, and social studies where their attainment of quarterly goals to keep us on track will result in that success. We anticipate this goal will lead to great improvement in domains two and three as well.

School Progress

What accountability goal has your campus set for this year?

We will focus on Domain 2A with the assumption that our Domain 1 goal will lead to vastly improved progress indicators for our students. In math, we've set our meets and masters percentages, overall, to raise our number of students in each from 57 students to 194. This will not only increase our score in student achievement, but assist markedly in closing the gaps as more students will reach meets or above. In addition, we'll see our number of students who met the approaches level increase by a projected total of 131.

Closing the Gaps

What accountability goal has your campus set for this year?

By focusing on Hispanic and economically disadvantaged students in math, we are addressing multiple evaluated indicators including all students, emergent bilingual students, special education students, and those continuously enrolled. While we met the target in math for one evaluated area last year, it's possible our goals will lead to a sustained 6 of 7 targets met for reading and an improved 6 of 7 for math -- up from 1 of 7. Because academic achievement currently accounts for 50% of the score for closing the gaps, and 30% of the overall rating, monitoring and addressing progress in these groups will pay dividends for our campus.

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?

Our clear priority area is math due to an overall score, in math, last year of 23 (by itself, a 52 scaled score). Without our math scores, our campus would have an overall score (in tested reading, science, and social studies grade levels) of 32, translating to a scaled score of 60, eight points over our math score and three points over our overall campus domain one score for 2022. If math had met 23 summative goals, our campus would have seen a seven-point increase in the overall domain one score, resulting in a 64. A focus on math may also increase our closing the gaps score due to increased targets being met in the academic growth area, specifically in math.

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

While math is the subject area we most want to focus on, we will be specifically be looking at improving outcomes for our Hispanic and economically disadvantaged students due to these sub-populations being the most populous on campus. While smaller groups may be easier to manage, our campus must make large gains to influence our overall rating. Focusing, for example, only on emergent bilingual students, would not influence our scores greatly in domains 1, 2a, or 3 due to their smaller size. Intervention efforts will still be provided for all students, including the placement of high impact tutors and instructors with those student groups, but our PLCs, SLCs, ILT, and admin meetings will consistently focus on the movement and progress of our Hispanic and economically disadvantaged students in math.

Essential Actions

Cycles 1-3

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • 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. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

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

Implementation Level: Beginning Implementation

Key Practices: Teacher placements are strategic based on student need and teacher strengths. • Preferred substitutes are recruited and retained.

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

Implementation Level: Fully Implemented

Key Practices: Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values. • Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • 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. • Regular campus climate surveys assess and measure progress on student and staff experiences.

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

Implementation Level: Beginning Implementation

Key Practices: High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

Cycle 4

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

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

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • 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. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The campus currently has a list of responsibilities and teachers assigned to each administrator. PLCs and data meetings. The ILT meets to review data after each assessment and PLC teams meet to plan follow up techniques. The ILT and Admin meetings implement agendas with recorded minutes and next steps. The campus will prioritize the key practice of the principal providing feedback and coaching to instructional team members. With this last practice in place the campus should reach full implementation of the ESF lever.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? This school year the campus will focus on Admin and CTC TTESS and TPESS goals are aligned to the goals of the campus. As well as developing the principal's calendar to reflect coaching loops with APs and CTCs. Finally, the principal will also log on the job coaching/model as it occurs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Admin will roll out these priorities with the campus at a beginning of the year faculty meeting and in PLCs as the cycle continues while the campus website and socials will be updated to accurately reflect changes in leadership duties.

Desired Annual Outcome: The campus will achieve full implementation of ESF lever 1.1 by the end of the 2022-23 school year by the continued use of clear roles and responsibilities, set performance expectations that match job responsibilities, consistent use of protocols, and weekly data meetings on student progress and, finally, improving on the last key practice of the principal providing job-embedded feedback and coaching based on campus T-TESS walkthrough dimensions, teacher performance, and planned teacher supports to instructional team members once every month or at least 8 sessions each for the six members of the ILT (two assistant principals, two campus teaching coaches, and one sped coach).

District Commitment Theory of Action: If the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), then the campus will be able to achieve full implementation of ESF lever 1.1.

Desired 90-day Outcome: By the end of cycle 1 the campus administration will ensure all staff are aware and have access to all administrators roles and responsibilities. Each administrator will document walk throughs and coaching conversations within eduphoria weekly. The principal will meet with each member of the ILT team to provide coaching based the individual's roles and responsibilities monthly, documented using Microsoft forms.

District Actions: If the district coordinates external event scheduling with the campus to ensure planned coaching sessions, walkthroughs, and conversations are unencumbered, we will meet our 90-outcome.

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?
Ensuring each administrator will have protected time to complete the weekly walk throughs and coaching conversations.	Action Step 2	The admin team will work collectively to support one another to have time to complete walk throughs and coaching conversations.

Step 1 Details	Reviews
Action Step 1: Administrators will present the roles and responsibilities chart to staff at a faculty meeting and make the document available in Schoology for reference. Evidence Used to Determine Progress: Schoology post - faculty meeting attendance and agenda Person(s) Responsible: Admin Team Resources Needed: Leadership responsibilities chart Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 2 Details	Reviews
Action Step 2: Each administrator will document 5 walk throughs and one coaching conversation in Eduphoria per week. Evidence Used to Determine Progress: Walk throughs and coaching will be monitored through Eduphoria and in Tabelau will reflect each administrators progress. Person(s) Responsible: Admin Team Resources Needed: Time for each administrator to complete Walk throughs 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: The principal will meet and document coaching conversations using a Microsoft form to provided job embedded feedback loops to ILT team members monthly. Evidence Used to Determine Progress: Principal Calendar and responses entered on Microsoft form. Person(s) Responsible: Principal Resources Needed: Microsoft form. Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Cycle 1 - (Sept – Nov)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: The campus provides protected planning time for teachers in PLC and designated planning days by department for each 9 weeks. During this time teachers review data, backwards plan, and share best practices. The campus also provides professional development on the Fundamental Five and Cultivate through PLCs and dedicated PD days on the district calendar. Additionally, teachers are provided feedback from administrators through weekly walk throughs and lesson plan feedback monthly. Campus leaders and teachers are implementing a campus wide discipline plan with PBIS flow chart to and developing relationships with families and students through implementation of Class Dojo and Trust cards. The will focus on teachers spending each minute of instruction purposefully maximizing instruction by implementing the fundamental five practices in their daily lessons.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? This school year the campus will work with teachers to ensure each minute of the class is purposefully, maximizing instruction from entrance to exit, while working with teachers to incorporate critical writing, frequent small group purposeful talk and multiple paths to students demonstration of mastery.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Admin will roll out these priorities with the campus at a beginning of the year faculty meeting and in PLCs as the year continues. Parents and community members will be informed through a digital news letter.

Desired Annual Outcome: By May 2023, Canyon Hills teachers will implement the Fundamental Five framework using critical writing and purposeful talk strategies with fidelity as measured by monthly learning walks conducted by teachers and classroom observations by administration. Canyon Hills teachers will have built strong relationships with students through a variety of means, including high expectations, by using consistent routines and strategies with fidelity, including an instructional framework emphasizing the engagement in meaningful tasks and the frequent encouragement of discourse. Teachers will build positive relationships with students by using Class Dojo as measured by teacher usage reports.

District Commitment Theory of Action: If District policies and practices support effective instruction in schools, then the campus will be able to achieve full implementation of ESF lever 5.1.

Desired 90-day Outcome: By the end of the first cycle, Canyon Hills teachers will be trained on two strategies of the instructional framework: critical writing and frequent small group purposeful talk. Administrators will conduct weekly walkthroughs to monitor implementation. Teachers will conduct monthly learning walks to reflect on best practices in implementing the instructional framework. Teachers will use Class Dojo to recognize and reinforce expectations and build positive relationships with students.

District Actions: If the district provides training opportunities upon request, instructional resources (including technology) as necessary, and correct credentialing and access to our assigned personnel, we can implement our instructional strategies most effectively.

Did you achieve your 90 day outcome?:

Why or why not?:

Step 1 Details	Reviews
Action Step 1: During PLCs and SLCs, CTCs will train teachers on how to implement frequent small group purposeful talk during their lessons. Evidence Used to Determine Progress: PD agendas and deliverables Person(s) Responsible: CTCs Resources Needed: Dates for training 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: Administrators will conduct Fundamental Five fidelity checks weekly using an online form and address areas of strength and needs. Evidence Used to Determine Progress: Online walkthrough forms Person(s) Responsible: Administrators Resources Needed: Time to conduct walkthroughs 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 3 Details	Reviews
Action Step 3: During cycle one, all teachers will join Class Dojo and use it at least weekly to recognize and reinforce positive academic and behavioral expectations. Evidence Used to Determine Progress: Session is scheduled and implemented with teachers as evidenced by PLC agendas and campus usage reports Person(s) Responsible: CTCs and Grade Level Leaders Resources Needed: Dedicated time and date Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:

Step 4 Details	Reviews
Action Step 4: During PLCs and SLCs, CTCs will model the effective use of critical writing tasks to increase rigor and relevance of lesson activities. Evidence Used to Determine Progress: PLC agendas and deliverables Person(s) Responsible: CTCs Resources Needed: Training dates Addresses an Identified Challenge: Start Date: September 5, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: No Progress Necessary Adjustments/Next Steps:

3. Essential Action 5.3: Data-driven instruction.

Implementation Level: Partial Implementation

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

Rationale: While our campus has implemented regular data review meetings in both administrative and teacher meetings, has formalized the data review process to include unpacking standards, identifying gaps, and both planning and practicing reteaches, we need to work on corrective instructional action plans, monitoring our adjustments to instructional delivery, and including visible student progress trackers.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will use our content leaders, district facilitators, campus teaching coaches, and lead4ward to build progress tracking systems by content areas, regularly review that data, and adjust strategies and coaching cycles to adjust as needed to data from both formative and summative assessments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Data will be discussed in admin meetings, grade level meetings, and content area meetings with a focus on improving first teach strategies and getting at least 80 percent of students to mastery on taught standards. When teachers do not meet these expectations, we will provide more intense data-informed meetings, support, and coaching.

Desired Annual Outcome: By May 2023, Canyon Hills will have implemented visible student progress trackers that are accessible to promote student ownership of their academic progress and set their goals. Teachers in PLCs engage in the DDI process by unpacking standards, creating success criteria and teacher exemplars, and analysis of student samples to identify gaps and plan reteaching as needed then monitor the status of planned reteach efforts with follow-up data analyses at least twice per nine weeks. Admin will monitor DDI efforts twice per nine weeks.

District Commitment Theory of Action: If the district provides us with graded, detailed reports within two instructional days of assessments and effective systems for identifying and supporting struggling learners, we will reach full implementation in ESF lever 5.3.

Desired 90-day Outcome: By the end of the first cycle, all core teachers will implement student progress tracking in their classrooms and the campus will display two visible student progress tracking artifacts reflecting academic data, one in the PLC room and one in the foyer to communicate with stakeholders. Teachers will continue using the DDI process to improve student performance.

District Actions: If the district provides accurate data reporting and supports the creation of assessments that gauge content appropriately for all grade levels and content areas, our use of data to inform instruction and monitor our progress towards our quarterly goals will be greatly improved.

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?
Students and teachers alike will need to be taught how to monitor their progress with aligned student expectations and standards, including student-friendly language.	Action Step 2	Teachers will learn how to instruct students to complete their progress trackers.

Step 1 Details	Reviews
Action Step 1: During the first cycle, CTCs and teachers will provide 4.5- and 9-weeks data by grade level and subject to post in the PLC room and monitor campus progress toward quarterly goals. Evidence Used to Determine Progress: Data boards Person(s) Responsible: CTCs and dept. chairs Resources Needed: Eduphoria score reports Addresses an Identified Challenge: No Start Date: September 1, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022	Progress toward Action Steps: Necessary Adjustments/Next Steps:
Step 2 Details	Reviews
Action Step 2: During the first cycle, teachers will choose individual student progress trackers to use to help students monitor their progress and set their academic goals. Evidence Used to Determine Progress: Student trackers selected by content areas Person(s) Responsible: CTC, Dept. Chairs, Teachers Resources Needed: Trackers 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 the first cycle, CTCs will display aggregated performance data by grade level and subject to the campus community by posting it on the television in the foyer. Evidence Used to Determine Progress: Functioning display with relevant NW1 data Person(s) Responsible: CTCs Resources Needed: Eduphoria score reports 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: During the first cycle, teachers will be trained and use the DDI process to increase student academic performance. Evidence Used to Determine Progress: PLC agendas and deliverables Person(s) Responsible: CTCs, Department heads, and teachers Resources Needed: Accurate score reports from Eduphoria, DDI script, and data talk forms Addresses an Identified Challenge: Start Date: September 30, 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: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • 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. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The campus currently has a list of responsibilities and teachers assigned to each administrator. PLCs and data meetings. The ILT meets to review data after each assessment and PLC teams meet to plan follow up techniques. The ILT and Admin meetings implement agendas with recorded minutes and next steps. The campus will prioritize the key practice of the principal providing feedback and coaching to instructional team members. With this last practice in place the campus should reach full implementation of the ESF lever.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? This school year the campus will focus on Admin and CTC TTESS and TPESS goals are aligned to the goals of the campus. As well as developing the principal's calendar to reflect coaching loops with APs and CTCs. Finally, the principal will also log on the job coaching/model as it occurs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Admin will roll out these priorities with the campus at a beginning of the year faculty meeting and in PLCs as the cycle continues while the campus website and socials will be updated to accurately reflect changes in leadership duties.

Desired Annual Outcome: The campus will achieve full implementation of ESF lever 1.1 by the end of the 2022-23 school year by the continued use of clear roles and responsibilities, set performance expectations that match job responsibilities, consistent use of protocols, and weekly data meetings on student progress and, finally, improving on the last key practice of the principal providing job-embedded feedback and coaching based on campus T-TESS walkthrough dimensions, teacher performance, and planned teacher supports to instructional team members once every month or at least 8 sessions each for the six members of the ILT (two assistant principals, two campus teaching coaches, and one sped coach).

District Commitment Theory of Action: If the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), then the campus will be able to achieve full implementation of ESF lever 1.1.

Desired 90-day Outcome: By the end of cycle 2 the campus administration will ensure consistent use of protocols and weekly data meetings on student progress continue on a weekly basis. The principal continue to provide monthly job embedded coaching to ILT team members aligned to the individual's role and responsibilities. Individual ILT coaching will guide the focus of each team member to support and coach teachers.

District Actions: If the district coordinates external event scheduling with the campus to ensure planned coaching sessions, walkthroughs, and conversations are unencumbered, we will meet our 90-outcome.

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 2 - (Dec – Feb)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: The campus provides protected planning time for teachers in PLC and designated planning days by department for each 9 weeks. During this time teachers review data, backwards plan, and share best practices. The campus also provides professional development on the Fundamental Five and Cultivate through PLCs and dedicated PD days on the district calendar. Additionally, teachers are provided feedback from administrators through weekly walk throughs and lesson plan feedback monthly. Campus leaders and teachers are implementing a campus wide discipline plan with PBIS flow chart to and developing relationships with families and students through implementation of Class Dojo and Trust cards. The will focus on teachers spending each minute of instruction purposefully maximizing instruction by implementing the fundamental five practices in their daily lessons.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? This school year the campus will work with teachers to ensure each minute of the class is purposefully, maximizing instruction from entrance to exit, while working with teachers to incorporate critical writing, frequent small group purposeful talk and multiple paths to students demonstration of mastery.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Admin will roll out these priorities with the campus at a beginning of the year faculty meeting and in PLCs as the year continues. Parents and community members will be informed through a digital news letter.

Desired Annual Outcome: By May 2023, Canyon Hills teachers will implement the Fundamental Five framework using critical writing and purposeful talk strategies with fidelity as measured by monthly learning walks conducted by teachers and classroom observations by administration. Canyon Hills teachers will have built strong relationships with students through a variety of means, including high expectations, by using consistent routines and strategies with fidelity, including an instructional framework emphasizing the engagement in meaningful tasks and the frequent encouragement of discourse. Teachers will build positive relationships with students by using Class Dojo as measured by teacher usage reports.

District Commitment Theory of Action: If District policies and practices support effective instruction in schools, then the campus will be able to achieve full implementation of ESF lever 5.1.

Desired 90-day Outcome: During cycle two, teachers will use all five strategies of the instructional framework with fidelity in at least 70-percent of observed learning walks and walkthroughs by administrators. Administrators, CTCs, and department heads will use data to identify areas for growth and improvement in the implementation and provide coaching and support to teachers who have failed to implement strategies with fidelity. Teachers will begin sharing best practices on implementation in PLCs and SLCs.

District Actions: If the district provides training opportunities upon request, instructional resources (including technology) as necessary, and correct credentialing and access to our assigned personnel, we can implement our instructional strategies most effectively.

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

Rationale: While our campus has implemented regular data review meetings in both administrative and teacher meetings, has formalized the data review process to include unpacking standards, identifying gaps, and both planning and practicing reteaches, we need to work on corrective instructional action plans, monitoring our adjustments to instructional delivery, and including visible student progress trackers.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will use our content leaders, district facilitators, campus teaching coaches, and lead4ward to build progress tracking systems by content areas, regularly review that data, and adjust strategies and coaching cycles to adjust as needed to data from both formative and summative assessments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Data will be discussed in admin meetings, grade level meetings, and content area meetings with a focus on improving first teach strategies and getting at least 80 percent of students to mastery on taught standards. When teachers do not meet these expectations, we will provide more intense data-informed meetings, support, and coaching.

Desired Annual Outcome: By May 2023, Canyon Hills will have implemented visible student progress trackers that are accessible to promote student ownership of their academic progress and set their goals. Teachers in PLCs engage in the DDI process by unpacking standards, creating success criteria and teacher exemplars, and analysis of student samples to identify gaps and plan reteaching as needed then monitor the status of planned reteach efforts with follow-up data analyses at least twice per nine weeks. Admin will monitor DDI efforts twice per nine weeks.

District Commitment Theory of Action: If the district provides us with graded, detailed reports within two instructional days of assessments and effective systems for identifying and supporting struggling learners, we will reach full implementation in ESF lever 5.3.

Desired 90-day Outcome: By the end of the second cycle, teachers will work with students to complete student progress trackers in order to identify standards students need to work on and how they can improve through tutoring, homework, reading, and writing. Administrators and CTCs will conduct formal DDI sessions with all teachers who missed quarterly goals on assessments.

District Actions: If the district provides accurate data reporting and supports the creation of assessments that gauge content appropriately for all grade levels and content areas, our use of data to inform instruction and monitor our progress towards our quarterly goals will be greatly improved.

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: Partial Implementation

Key Practices: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • 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. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Rationale: The campus currently has a list of responsibilities and teachers assigned to each administrator. PLCs and data meetings. The ILT meets to review data after each assessment and PLC teams meet to plan follow up techniques. The ILT and Admin meetings implement agendas with recorded minutes and next steps. The campus will prioritize the key practice of the principal providing feedback and coaching to instructional team members. With this last practice in place the campus should reach full implementation of the ESF lever.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? This school year the campus will focus on Admin and CTC TTESS and TPESS goals are aligned to the goals of the campus. As well as developing the principal's calendar to reflect coaching loops with APs and CTCs. Finally, the principal will also log on the job coaching/model as it occurs.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Admin will roll out these priorities with the campus at a beginning of the year faculty meeting and in PLCs as the cycle continues while the campus website and socials will be updated to accurately reflect changes in leadership duties.

Desired Annual Outcome: The campus will achieve full implementation of ESF lever 1.1 by the end of the 2022-23 school year by the continued use of clear roles and responsibilities, set performance expectations that match job responsibilities, consistent use of protocols, and weekly data meetings on student progress and, finally, improving on the last key practice of the principal providing job-embedded feedback and coaching based on campus T-TESS walkthrough dimensions, teacher performance, and planned teacher supports to instructional team members once every month or at least 8 sessions each for the six members of the ILT (two assistant principals, two campus teaching coaches, and one sped coach).

District Commitment Theory of Action: If the district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers), then the campus will be able to achieve full implementation of ESF lever 1.1.

Desired 90-day Outcome: By the end of cycle 3 the principal will finalize monthly coaching sessions of the ILT team members. The ILT team will evaluate the campus' use of clear roles and responsibilities, set performance expectations that match job responsibilities, consistent use of protocols, and weekly data meetings on student progress. The ILT team will make necessary

District Actions: If the district coordinates external event scheduling with the campus to ensure planned coaching sessions, walkthroughs, and conversations are unencumbered, we will meet our 90-outcome.

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Partial Implementation

Key Practices: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. • Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. • Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: The campus provides protected planning time for teachers in PLC and designated planning days by department for each 9 weeks. During this time teachers review data, backwards plan, and share best practices. The campus also provides professional development on the Fundamental Five and Cultivate through PLCs and dedicated PD days on the district calendar. Additionally, teachers are provided feedback from administrators through weekly walk throughs and lesson plan feedback monthly. Campus leaders and teachers are implementing a campus wide discipline plan with PBIS flow chart to and developing relationships with families and students through implementation of Class Dojo and Trust cards. The will focus on teachers spending each minute of instruction purposefully maximizing instruction by implementing the fundamental five practices in their daily lessons.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? This school year the campus will work with teachers to ensure each minute of the class is purposefully, maximizing instruction from entrance to exit, while working with teachers to incorporate critical writing, frequent small group purposeful talk and multiple paths to students demonstration of mastery.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Admin will roll out these priorities with the campus at a beginning of the year faculty meeting and in PLCs as the year continues. Parents and community members will be informed through a digital news letter.

Desired Annual Outcome: By May 2023, Canyon Hills teachers will implement the Fundamental Five framework using critical writing and purposeful talk strategies with fidelity as measured by monthly learning walks conducted by teachers and classroom observations by administration. Canyon Hills teachers will have built strong relationships with students through a variety of means, including high expectations, by using consistent routines and strategies with fidelity, including an instructional framework emphasizing the engagement in meaningful tasks and the frequent encouragement of discourse. Teachers will build positive relationships with students by using Class Dojo as measured by teacher usage reports.

District Commitment Theory of Action: If District policies and practices support effective instruction in schools, then the campus will be able to achieve full implementation of ESF lever 5.1.

Desired 90-day Outcome: By the end of cycle three, teachers will use all five instructional strategies of the instructional framework with fidelity in at least 90-percent of observed lessons as measured by learning walks and administrative walkthroughs. Teachers will upload student work samples indicating the successful use of critical writing in their classrooms and discuss with colleagues in PLCs and SLCs.

District Actions: If the district provides training opportunities upon request, instructional resources (including technology) as necessary, and correct credentialing and access to our assigned personnel, we can implement our instructional strategies most effectively.

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

Rationale: While our campus has implemented regular data review meetings in both administrative and teacher meetings, has formalized the data review process to include unpacking standards, identifying gaps, and both planning and practicing reteaches, we need to work on corrective instructional action plans, monitoring our adjustments to instructional delivery, and including visible student progress trackers.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? We will use our content leaders, district facilitators, campus teaching coaches, and lead4ward to build progress tracking systems by content areas, regularly review that data, and adjust strategies and coaching cycles to adjust as needed to data from both formative and summative assessments.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: Data will be discussed in admin meetings, grade level meetings, and content area meetings with a focus on improving first teach strategies and getting at least 80 percent of students to mastery on taught standards. When teachers do not meet these expectations, we will provide more intense data-informed meetings, support, and coaching.

Desired Annual Outcome: By May 2023, Canyon Hills will have implemented visible student progress trackers that are accessible to promote student ownership of their academic progress and set their goals. Teachers in PLCs engage in the DDI process by unpacking standards, creating success criteria and teacher exemplars, and analysis of student samples to identify gaps and plan reteaching as needed then monitor the status of planned reteach efforts with follow-up data analyses at least twice per nine weeks. Admin will monitor DDI efforts twice per nine weeks.

District Commitment Theory of Action: If the district provides us with graded, detailed reports within two instructional days of assessments and effective systems for identifying and supporting struggling learners, we will reach full implementation in ESF lever 5.3.

Desired 90-day Outcome: By the end of cycle three, teachers will produce unpacked standards, knowledge and skills charts, mirror questions, and recommended reteach strategies for readiness and supporting standards falling below average percent scores for approaches.

District Actions: If the district provides accurate data reporting and supports the creation of assessments that gauge content appropriately for all grade levels and content areas, our use of data to inform instruction and monitor our progress towards our quarterly goals will be greatly improved.

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	
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR		53	63	N/A	Other	61	50	Interim Assessment	63		65
			All	All	Reading	Meets	STAAR		24	35	N/A	Other	37	29	Interim Assessment	39		43
			All	All	Reading	Masters	STAAR		9	20	N/A	Other	19	11	Interim Assessment	22		25
			All	All	Mathematics	Approaches	STAAR		31	38	N/A	Other	46	49	Interim Assessment	53		68
			All	All	Mathematics	Meets	STAAR		11	11	N/A	Other	19	19	Interim Assessment	26		41
			All	All	Mathematics	Masters	STAAR		3	3	N/A	Other	5	10	Interim Assessment	6		8
			8th	All	Science	Approaches	STAAR		33	40	N/A	Other	45	72	District Created Benchmark	50		60
			8th	All	Science	Meets	STAAR		17	16	N/A	Other	23	39	District Created Benchmark	31		45
			8th	All	Science	Masters	STAAR		6	5	N/A	Other	6	12	District Created Benchmark	8		10
			8th	All	Social Studies	Approaches	STAAR		19	35	N/A	Other	35	45	District Created Benchmark	45		65
			8th	All	Social Studies	Meets	STAAR		4	8	N/A	Other	10	18	District Created Benchmark	20		40
			8th	All	Social Studies	Masters	STAAR		0	4	N/A	Other	4	9	District Created Benchmark	4		10
Closing the Gaps	Focus 1	Academic Achievement	All	Hispanic	Mathematics	N/A	Mathematics	N/A	14	22	98	District Created Benchmark	23	26	Interim Assessment	28		40
	Focus 2	Academic Growth Status	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	13	20	98	District Created Benchmark	23	24	Interim Assessment	28		36

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		Did Not Meet	37	42	50	39		35	
					Approaches	63	58	50	61		65	
					Meets	35	34	29	38		43	
					Masters	20	18	11	21		25	
	Math	All	STAAR		Did Not Meet	56	43	51	38		35	
					Approaches	44	57	49	62		68	
					Meets	16	27	19	33		41	
					Masters	6	8	10	10		8	