

**Promesa Public Schools**

**EAPrep Elementary School at Southwest Key - TIP**

**2022-2023 Targeted Improvement Plan**



**Superintendent:**  
**DCSI/Grant Coordinator:**

Salvador Cavazos  
Holly Michelle Jacko-Terrell

**Principal:** Erica Gonzalez  
**ESC Case Manager:** Elizabeth Deterra  
**ESC Region:** 13

# 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:** Holly Michelle Jacko-Terrell

## 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:** Salvador Cavazos

## 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:** Erica Gonzalez

# Table of Contents

- Data Analysis 4
  - Student Achievement 4
  - School Progress 4
  - Closing the Gaps 5
  - Subject Areas and Student Groups 6
- Essential Actions 7
  - Cycles 1-3 8
  - Cycle 4 8
- Cycles 9
  - Cycle 1 - (Sept – Nov) 10
  - Cycle 2 - (Dec – Feb) 15
  - Cycle 3 - (Mar – May) 19
  - Cycle 4 - (Jun – Aug) 23
- Campus Grant Funding Summary 24
- Student Data 26
  - Student Achievement and Closing the Gaps 27
  - Academic Growth 27

# Data Analysis

## Student Achievement

### What accountability goal has your campus set for this year?

Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Our Domain 1 goal is to achieve a component Score of 41. Our STAAR Exam overall goals will be: Approaches: 72 Meets: 36 Masters: 15. We think it is an ambitious but necessary goal to increase our previous scores of Approaches: 40 Meets: 7 Masters: 10 based on the results we achieved for the 2022 school year. We will focus on Professional Development and Coaching for staff, as well as data monitoring and tutoring supports for our students that did not pass STAAR or do not pass/progress on formative assessments. Our focus on Data collection and analysis will also help us prioritize which standards/students to address to maximize and improve student learning.

## School Progress

### What accountability goal has your campus set for this year?

Domain 2A or 2B Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating. Domain

2B: Our goal is to achieve our component Score 38; based on an estimates Eco Dis: 85% If we focus on overall achievement, and an increase of Domain 1 score to a 41 our relative Performance (2B) would also improve (assuming our % Eco Dis remains the 85.0%). We believe our focus on data collection and analysis will also help us prioritize which standards/students to address to maximize and improve student learning.

## Closing the Gaps

### What accountability goal has your campus set for this year?

Domain 3 Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Domain 3: Closing the Gaps: If we prioritize achieving our targets for our Hispanic, Economically Disadvantaged and EL in math, we will achieve three additional targets. Setting a goal to achieve 3 more indicators in Domain 3 will help increase overall campus performance. We believe these student groups (Hispanic Math, Economically Disadvantaged Math, and EL Math) are essential for us to focus on to ensure all our students are achieving at their potential.

## 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?

Across the grade levels, our students struggled in math achievement this year. We need to prioritize this focus area to support our staff and students in order to increase data driven Instruction and students success. Prioritizing math achievement, especially for grade 6 will provide high-impact on our overall data for the 2022-2023 school year. To accomplish this we will train staff on data collection and analysis which will allow us to focus on both standards/students. We will also provide instructional coaching for Math and Special Education teachers. Using data we will prioritize which standards/students to address to maximize instructional practices and improve student learning. In addition we will be following HB 4545 and providing tutoring to students who did not pass STAAR Math in 2021-2022.

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

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

Additionally, Economically Disadvantaged and EL students also need to be prioritized this year in terms of their achievement. We need to ensure we are using data to identifying and monitoring progress to meet the needs of these populations. Focusing on these student groups will support our accountability scores across domains, but particularly in Domain 3 since many of these targets were missed.

# Essential Actions

## Cycles 1-3

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

**Implementation Level: Fully Implemented**

**Key Practices:**

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

**Implementation Level: Partial Implementation**

**Key Practices: 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: Partial Implementation**

**Key Practices: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary readiness. • 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: 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.**

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

**Implementation Level: Planning for 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.**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Planning for 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.**

## 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 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Planning for 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.

**Rationale:** 5.1 i

If we focus on effective instruction strategies namely exit tickets for informal data gathering this year and ensure our teachers are using the informal results purposefully to maximize and gauge the quantity and quality of their instruction through this method of immediate feedback, then our teachers will be able to use the informal data to drive instruction, determine individual students' strengths and weaknesses and determine if the level of student expectation specificity has been met and as a result student mastery of SE's should lead to improved STAAR scores.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus instructional leaders arrange for Professional Development and coaching to provide training and ongoing support in creating, administering, analyzing, shifting instruction/giving feedback so that teachers can implement the 'Exit Tickets' strategy effectively thereby establishing and maintaining routines and procedures that maximize instructional effectiveness.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The effective classroom routine and instructional strategy of 'Exit Tickets' will be a non-negotiable component of lessons. They will be reviewed and highlighted at staff/grade level meetings. At staff meetings the Instructional Leadership Team will model and share resources on how 'Exit Tickets' (create, administer, analyze, shift instruction/give feedback) at staff meetings. Our students, families and community will be made aware of our focus on excellent teaching through our motto of Ready for College, Ready for Life, which we will share at each assembly.

**Desired Annual Outcome:** By May of 2023, at least 90% of teachers will demonstrate proficient use of classroom instructional strategies - specifically for informally assessing instruction and student understanding through the incorporation of 'Exit Tickets' into their daily lessons as evidence by the leadership team weekly reviews of lesson plans and/or checked during classroom observations and debriefings

**District Commitment Theory of Action:** If District policies and practices support effective instruction in schools, then the campus leaders will be able to consistently provide meaningful feedback to teachers regarding the use of the instructional strategy 'Exit Ticket' from creating to administering, analyzing, and/or shifting instruction/giving feedback that support student success, ownership and improve of student achievement.

**Desired 90-day Outcome:** Our Desired 90-day outcome would be to have, at least 50% of teachers informally assessing their daily instruction and student understanding through the incorporation of 'Exit Tickets' as evidence by the leadership team's weekly review of lesson plans and/or checked during classroom observations.

**District Actions:** The DCSI will support the campus by engaging in observations and calibrations alongside the leadership team and by supporting the Leadership Team when necessary.

**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?
Teacher pull back for non-negotiable 'Exit Tickets' implementation	Action Step 1	Analysis of the Instructional Learning Teams' data on by-in/utilization will determine where support is needed.
Teachers may employ exit tickets but not utilize it to maximize instruction	Action Step 2	Resources will assist teachers to identify the students' weaknesses and strengths to guide instructional planning
Teachers may employ exit tickets but not utilize it to maximize instruction	Action Step 3	Resources will assist teachers to identify the students' weaknesses and strengths to guide instructional planning

Step 1 Details	Reviews
<p><b>Action Step 1:</b> District Coach PD</p> <p><b>Evidence Used to Determine Progress:</b> ILT observations following PD</p> <p><b>Person(s) Responsible:</b> ILT</p> <p><b>Resources Needed:</b> Exit Ticket observation rubric, Debriefing Notes</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 28, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> October 3, 2022</p> <p><b>Funding Sources:</b> Travel expenses - 6200-Professional and contracted services</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Relevant Resources shared with staff on Exit Tickets for informal assessing to guide instruction</p> <p><b>Evidence Used to Determine Progress:</b> ILT observations, and planning meeting discussions.</p> <p><b>Person(s) Responsible:</b> ILT</p> <p><b>Resources Needed:</b> Exit Ticket observation rubric and/or debriefing</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 3, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 14, 2022</p> <p><b>Funding Sources:</b> TBD - 6300-Supplies and materials</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 3 Details	Reviews
<p><b>Action Step 3:</b> Modeling and/or coaching provided by campus coach or member of the ILT</p> <p><b>Evidence Used to Determine Progress:</b> ILT observation checklist and/or debriefings</p> <p><b>Person(s) Responsible:</b> Campus Coach or ILT member</p> <p><b>Resources Needed:</b> Exit Ticket observation rubric</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 26, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 14, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for 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.

**Rationale:** If we prioritize the collection and analysis of data to track student performance, SE mastery rates and special populations' mastery levels, then we will be able to note trends and misconceptions which would allow teachers to adjust instructional delivery, monitor academic progress toward SE mastery by class and individual students thus allowing for adjusting both instruction and instructional setting.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Instructional leaders will be mentored by the District Coach on the collection of data and the use of Data Sheets during Data Reviews to monitor academic progress toward SE mastery by class and individual students.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Instructional leaders will hold Data Reviews to model and assist teachers in gathering recording, tracking and reviewing student and class assessment data to monitor progress toward SE mastery by class and individual students in order to create ownership, identify struggling learners and assess the impact of instruction.

**Desired Annual Outcome:** By May 2023, 100% of third through sixth grade teachers will utilize Data Tracking Sheets that track (unit, interim, benchmark) assessments by student, class and SE (student expectation) as evidenced by Data Tracking Sheets, Instructional Leadership data reviews or PLC observations.

**District Commitment Theory of Action:** If the district has effective systems for using data to identify and support struggling learners, then Campus instructional leaders will be able to review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

**Desired 90-day Outcome:** Our Desired 90-day outcome would be to have, at least 70% of teachers in grades third-sixth completing data tracking sheets as evidence by the actual tracker and ensuing data meeting analysis.

**District Actions:** The DCSI will support the campus by arranging for District Coach to mentor, model and support the leadership team when they meet with teachers to review and analyze data sheets.

**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 initially resist filling out their data sheets	Action Step 1	Provides assisted support while working toward independence.
Teachers struggle on instructional strategies and student expectations	Action Step 2	Provides Coaching support while working toward attainable goals
Teacher complete Data Trackers but do not analyze.	Action Step 3	Targeted assistance can be given via planning meetings, mentoring, coaching, or modeling support

Step 1 Details	Reviews
<p><b>Action Step 1:</b> ILT will model and mentor alongside staff how to complete and utilize their data trackers</p> <p><b>Evidence Used to Determine Progress:</b> Teachers begin to complete their Data Trackers independently</p> <p><b>Person(s) Responsible:</b> ILT, district and campus coach</p> <p><b>Resources Needed:</b> Data Trackers</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 26, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> October 3, 2022</p> <p><b>Funding Sources:</b> District Coach - 6200-Professional and contracted services</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Coaching provided for teachers who serve students with highest needs</p> <p><b>Evidence Used to Determine Progress:</b> Coaching hours and debriefs</p> <p><b>Person(s) Responsible:</b> Principal and contracted Region 13 Coach(es)</p> <p><b>Resources Needed:</b> Contract with Region 13</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 26, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 28, 2022</p> <p><b>Funding Sources:</b> Contract with Region 13 - 6200-Professional and contracted services</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Provide teacher resource for addressing the TEKS</p> <p><b>Evidence Used to Determine Progress:</b> PLC discussion points</p> <p><b>Person(s) Responsible:</b> ILT and teachers</p> <p><b>Resources Needed:</b> Click on TEKS</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 14, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 28, 2022</p> <p><b>Funding Sources:</b> - 6300-Supplies and materials</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**

## Cycle 2 - (Dec – Feb)

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

### 1. **Essential Action 5.1:** Effective classroom routines and instructional strategies.

**Implementation Level:** Planning for 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.

**Rationale:** 5.1 i

If we focus on effective instruction strategies namely exit tickets for informal data gathering this year and ensure our teachers are using the informal results purposefully to maximize and gauge the quantity and quality of their instruction through this method of immediate feedback, then our teachers will be able to use the informal data to drive instruction, determine individual students' strengths and weaknesses and determine if the level of student expectation specificity has been met and as a result student mastery of SE's should lead to improved STAAR scores.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus instructional leaders arrange for Professional Development and coaching to provide training and ongoing support in creating, administering, analyzing, shifting instruction/giving feedback so that teachers can implement the 'Exit Tickets' strategy effectively thereby establishing and maintaining routines and procedures that maximize instructional effectiveness.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The effective classroom routine and instructional strategy of 'Exit Tickets' will be a non-negotiable component of lessons. They will be reviewed and highlighted at staff/grade level meetings. At staff meetings the Instructional Leadership Team will model and share resources on how 'Exit Tickets' (create, administer, analyze, shift instruction/give feedback) at staff meetings. Our students, families and community will be made aware of our focus on excellent teaching through our motto of Ready for College, Ready for Life, which we will share at each assembly.

**Desired Annual Outcome:** By May of 2023, at least 90% of teachers will demonstrate proficient use of classroom instructional strategies - specifically for informally assessing instruction and student understanding through the incorporation of 'Exit Tickets' into their daily lessons as evidence by the leadership team weekly reviews of lesson plans and/or checked during classroom observations and debriefings

**District Commitment Theory of Action:** If District policies and practices support effective instruction in schools, then the campus leaders will be able to consistently provide meaningful feedback to teachers regarding the use of the instructional strategy 'Exit Ticket' from creating to administering, analyzing, and/or shifting instruction/giving feedback that support student success, ownership and improve of student achievement.

**Desired 90-day Outcome:** Our Desired 90-day outcome would be to have, at least 65% of teachers informally assessing their daily instruction and student understanding through the incorporation of 'Exit Tickets' as evidence by the leadership team's weekly review of lesson plans and/or checked during classroom observations.

**District Actions:** The DCSI will support the campus by engaging in observations and calibrations alongside the leadership team and by supporting the Leadership Team when necessary.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**



<b>What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?</b>	<b>What specific action steps address these challenges?</b>	<b>How does this action step address this challenge?</b>
Teachers may employ exit tickets but not utilize it to maximize instruction	Action Step 1	Resources will assist teachers to identify the students' weaknesses and strengths to guide instructional planning

**Cycle 2 - (Dec – Feb)**

**2. Essential Action 5.3: Data-driven instruction.**

**Implementation Level:** Planning for 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.

**Rationale:** If we prioritize the collection and analysis of data to track student performance, SE mastery rates and special populations' mastery levels, then we will be able to note trends and misconceptions which would allow teachers to adjust instructional delivery, monitor academic progress toward SE mastery by class and individual students thus allowing for adjusting both instruction and instructional setting.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Instructional leaders will be mentored by the District Coach on the collection of data and the use of Data Sheets during Data Reviews to monitor academic progress toward SE mastery by class and individual students.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Instructional leaders will hold Data Reviews to model and assist teachers in gathering recording, tracking and reviewing student and class assessment data to monitor progress toward SE mastery by class and individual students in order to create ownership, identify struggling learners and assess the impact of instruction.

**Desired Annual Outcome:** By May 2023, 100% of third through sixth grade teachers will utilize Data Tracking Sheets that track (unit, interim, benchmark) assessments by student, class and SE (student expectation) as evidenced by Data Tracking Sheets, Instructional Leadership data reviews or PLC observations.

**District Commitment Theory of Action:** If the district has effective systems for using data to identify and support struggling learners, then Campus instructional leaders will be able to review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

**Desired 90-day Outcome:** 80% of Teachers in grades third-sixth will utilize data trackers to group students for targeted instructional opportunities.

**District Actions:** The DCSI will support the campus by arranging for District Coach to mentor, model and support the leadership team when they meet with teachers to review and analyze data sheets.

**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 complete their Data Tracker but not utilize it to maximize instruction	Action Step 1	Click on TEKS will assist teachers in understanding the specificity of SE's that students are struggling to master.
Teachers identify the students most at need but struggle how to best assist these students that scored poorly on 2022 Assessments and continue to do so this year (SpEd and Math)	Action Step 2	Coaching for the Math and SpEd staff will provide needed support for inclusion and math instructional practices

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Click on TEKS to help with Specificity of Student Expectations</p> <p><b>Evidence Used to Determine Progress:</b> ILT Observations</p> <p><b>Person(s) Responsible:</b> ILT</p> <p><b>Resources Needed:</b> Click on TEKS</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 14, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 4, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Coaching for areas most in need of improvement</p> <p><b>Evidence Used to Determine Progress:</b> Coaching observations and debriefs</p> <p><b>Person(s) Responsible:</b> ESC13 Coach and ILT</p> <p><b>Resources Needed:</b> ESC13 Coaching</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 26, 2022 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> October 28, 2022</p> <p><b>Funding Sources:</b> Coach - 6200-Professional and contracted services</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**

## Cycle 3 - (Mar – May)

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

### 1. Essential Action 5.1: Effective classroom routines and instructional strategies.

**Implementation Level:** Planning for 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.

**Rationale:** 5.1 i

If we focus on effective instruction strategies namely exit tickets for informal data gathering this year and ensure our teachers are using the informal results purposefully to maximize and gauge the quantity and quality of their instruction through this method of immediate feedback, then our teachers will be able to use the informal data to drive instruction, determine individual students' strengths and weaknesses and determine if the level of student expectation specificity has been met and as a result student mastery of SE's should lead to improved STAAR scores.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Campus instructional leaders arrange for Professional Development and coaching to provide training and ongoing support in creating, administering, analyzing, shifting instruction/giving feedback so that teachers can implement the 'Exit Tickets' strategy effectively thereby establishing and maintaining routines and procedures that maximize instructional effectiveness.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The effective classroom routine and instructional strategy of 'Exit Tickets' will be a non-negotiable component of lessons. They will be reviewed and highlighted at staff/grade level meetings. At staff meetings the Instructional Leadership Team will model and share resources on how 'Exit Tickets' (create, administer, analyze, shift instruction/give feedback) at staff meetings. Our students, families and community will be made aware of our focus on excellent teaching through our motto of Ready for College, Ready for Life, which we will share at each assembly.

**Desired Annual Outcome:** By May of 2023, at least 90% of teachers will demonstrate proficient use of classroom instructional strategies - specifically for informally assessing instruction and student understanding through the incorporation of 'Exit Tickets' into their daily lessons as evidence by the leadership team weekly reviews of lesson plans and/or checked during classroom observations and debriefings

**District Commitment Theory of Action:** If District policies and practices support effective instruction in schools, then the campus leaders will be able to consistently provide meaningful feedback to teachers regarding the use of the instructional strategy 'Exit Ticket' from creating to administering, analyzing, and/or shifting instruction/giving feedback that support student success, ownership and improve of student achievement.

**Desired 90-day Outcome:** Our Desired 90-day outcome would be to have, at least 80% of teachers informally assessing their daily instruction and student understanding through the incorporation of 'Exit Tickets' as evidence by the leadership team's weekly review of lesson plans and/or checked during classroom observations.

**District Actions:** The DCSI will support the campus by engaging in observations and calibrations alongside the leadership team and by supporting the Leadership Team when necessary.

**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 continue to struggle with utilizing Exit Tickets to gather informal data and guide instructional practices.	Action Step 5	PD will assist pinpointed areas of need for support and growth.

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for 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.

**Rationale:** If we prioritize the collection and analysis of data to track student performance, SE mastery rates and special populations' mastery levels, then we will be able to note trends and misconceptions which would allow teachers to adjust instructional delivery, monitor academic progress toward SE mastery by class and individual students thus allowing for adjusting both instruction and instructional setting.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** Instructional leaders will be mentored by the District Coach on the collection of data and the use of Data Sheets during Data Reviews to monitor academic progress toward SE mastery by class and individual students.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Instructional leaders will hold Data Reviews to model and assist teachers in gathering recording, tracking and reviewing student and class assessment data to monitor progress toward SE mastery by class and individual students in order to create ownership, identify struggling learners and assess the impact of instruction.

**Desired Annual Outcome:** By May 2023, 100% of third through sixth grade teachers will utilize Data Tracking Sheets that track (unit, interim, benchmark) assessments by student, class and SE (student expectation) as evidenced by Data Tracking Sheets, Instructional Leadership data reviews or PLC observations.

**District Commitment Theory of Action:** If the district has effective systems for using data to identify and support struggling learners, then Campus instructional leaders will be able to review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

**Desired 90-day Outcome:** 90% of Teachers in grades third-sixth will utilize data trackers to identify students for targeted instructional opportunities and to plan instruction accordingly.

**District Actions:** The district will support the campus by engaging in observations and calibrations alongside the leadership team and by supporting the Leadership Team when necessary.

**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 continue to struggle with utilizing data to inform instruction	Other Action Step	PD will assist pinpointed areas of need for support and growth.

**Did you achieve your annual outcome?:**

Step 1 Details	Reviews
<p><b>Action Step 1:</b> PD will assist pinpointed areas of need for support and growth.</p> <p><b>Evidence Used to Determine Progress:</b> Teacher request or ILT determination that additional support is needed</p> <p><b>Person(s) Responsible:</b> Teacher and ILT</p> <p><b>Resources Needed:</b> District Coach and other resources to be determined.</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> - <b>Frequency:</b> - <b>Evidence Collection Date:</b></p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**

## Cycle 4 - (Jun – Aug)

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**



# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$12,000.00
<b>+/- Difference</b>					\$12,000.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	Travel expenses		\$0.00
1	2	1	District Coach		\$0.00
1	2	2	Contract with Region 13		\$0.00
2	2	2	Coach		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$20,000.00
<b>+/- Difference</b>					\$20,000.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	2	TBD		\$0.00
1	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$10,000.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Budget Object Code Amount</b>					\$1,000.00
<b>+/- Difference</b>					\$1,000.00
<b>Grand Total Budgeted</b>					\$43,000.00

6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
				<b>Grand Total Spent</b>	\$0.00
				<b>+/- Difference</b>	\$43,000.00

# Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	82	62	54	N/A	District Created Benchmark	60		Released STAAR	65		70	
			All	All	Reading	Meets	STAAR	82	29	30	N/A	District Created Benchmark	30		Released STAAR	31		32	
			All	All	Reading	Masters	STAAR	82	6	20	N/A	District Created Benchmark	20		Released STAAR	21		21	
			All	All	Mathematics	Approaches	STAAR	82	38	29	N/A	District Created Benchmark	42		Released STAAR	55		68	
			All	All	Mathematics	Meets	STAAR	82	3	4	N/A	District Created Benchmark	14		Released STAAR	23		33	
			All	All	Mathematics	Masters	STAAR	82	0	1	N/A	District Created Benchmark	8		Released STAAR	15		22	
			5th	All	Science	Approaches	STAAR	24	0	17	N/A	District Created Benchmark	34		Released STAAR	51		67	
			5th	All	Science	Meets	STAAR	24	0	8	N/A	District Created Benchmark	20		Released STAAR	32		43	
			5th	All	Science	Masters	STAAR	24	0	0	N/A	District Created Benchmark	4		Released STAAR	8		12	
Closing the Gaps	Focus 1	Academic Achievement	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A	3	4	98	Released STAAR	15		Released STAAR	26		36	
	Focus 2	Academic Achievement	All	ELL	Mathematics	N/A	Mathematics	N/A	6	10	100	Released STAAR	20		Released STAAR	30		40	

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	82	Did Not Meet	46	40		35		30	
					Approaches	54	60		65		70	
					Meets	30	30		31		32	
					Masters	20	20		21		21	
	Math	All	STAAR	82	Did Not Meet	71	58		45		32	
					Approaches	29	42		55		68	
					Meets	4	14		23		33	
					Masters	1	8		15		22	