

**Granbury Independent School District**  
**Baccus Elementary School - TIP**  
**2021-2022 Targeted Improvement Plan**



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

Dr. Jeremy Glenn  
Tammy J. Clark

**Principal:** Julie Rohleder  
**ESC Case Manager:** Meredith Perry  
**ESC Region:** 11

# 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:** Tammy J. Clark

## 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:** Tammy J. Clark

## 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:** Julie Rohleder

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# Data Analysis

## Domain 1

**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.**

The 2022 Accountability goals were determined using the baseline data from 2019. We had a large increase in our meets from 2019 to 2021 (+16%) and want to maintain the growth as we continue to navigate the barriers that come with the pandemic. The 11% goal increase for approaches is intentional as we work to close the gaps we see in our benchmark data. Our increases are both feasible and ambitious as we work through the process of getting Baccus to a higher accountability rating.

2019 STAAR Data?		2021 STAAR Data?		2022 STAAR Goal?		Rationale?
Domain 1:		Domain 1: Not Reported		Domain 1:		Learning loss due to Covid will be addressed by implementing "Pirate Time" in our master schedule for 45 minutes daily as well as Saturday School in the Spring. "Pirate Time" and Saturday School will be the designated time where teachers implement interventions and extensions specific to individual student needs.
Component score:	36	Component score:	36	Component Score:	42	
						It is both feasible and ambitious to increase our scores by 11% for Approaches, 5% for Meets and 3% for Masters.
Approaches:	61%	Approaches:	59%	Approaches:	70%	
Meets:	32%	Meets:	33%	Meets:	38%	By focusing on intentional planning, rigorous instruction and individualized instruction, student achievement will increase as measured by MAPS data.
Masters:	16%	Masters:	15%	Masters:	18%	
						Our focus on TIL will also help increase Domain 1 score by building capacity of all teachers.

## 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.**

The 2022 Accountability goals were determined using the baseline data from 2019. If we focus on overall achievement and increase of Domain 1 component score to 42, then relative performance will also improve.

2019 STAAR Data?		2021 STAAR Data?		2022 STAAR Goal?		Rationale?
Domain 2B:	66	Domain 2B:		Domain 2B:		
Component score:	36	Component score:	36	Component score:	42	
						Using MAPS (Measures of Academic Progress), we can evaluate the growth progress towards the annual STAAR goal, monitoring student growth will allow us to measure reading, math as well as science data and also impact Domain 2A.
Economic Disadvantaged Percent:	83%	Economic Disadvantaged Percent:	81%	Economic Disadvantaged Percent:	75%	Our current economic disadvantaged percent is 75%. This decrease will affect our Domain 2B score by increasing the percentage each student counts toward the whole. We need to address this by being intentional with interventions and extensions.

## 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.**

2019 STAAR Data?		2021 STAAR Data?		2022 STAAR Goal?		Rationale?
Domain 3:		Domain 3:		Domain 3:		Through TIL we will be able to continue meeting 4 or more Target areas as monitored by MAPS.
Component score:	36	Component score:	36			Our priority targets are Eco Dis and Special Education in both Math and Reading. We are currently at 36% Math, 33% Reading, 15% Math, and 19% Reading; this is an attainable goal and was determined based on prior-year Targets met and the gaps that existed between the Target and actual results and/or if the Target was met but just barely.
Targets met:	0	Targets met:	4	Targets met:	6	
						We plan to increase the number of targets by two. We will accomplish this by closely monitoring them in our data provided through MAPS.
Focus Areas		Focus Areas		Focus Areas		
Telpas		Telpas		Telpas		We will increase TELPAS composite scores from 40 which met the target to 44. This will increase the overall Domain 3 score.  10%-20% of our ELs will increase at least one composite rating from the prior year on TELPAS or score AH. This is reasonable because we are currently at 40%, and the target is 36%.
Economically Disadvantaged		Economically Disadvantaged		Economically Disadvantaged		A focus on improving Eco Dis will improve our accountability because they comprise 75% of the campus student population. This is reasonable because they met their target right on the targets set by the state in both reading and math. Making this a focus will allow us to maintain the data where we are but also help increase across sub-populations because most of our students who are coded Eco Dis are also coded another subpopulation as well.
SPED		SPED		SPED		A focus on improving SPED population, especially in math, will improve our accountability because they fall across multiple subpopulations so this improvement will also help more students on 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?**

We are focusing on both math and reading this year because our students were successful at meeting targets right at the mark set by the state. We will also work to improve TELPAS composite scores for our EL students by adding in a TELPAS writing benchmark. Our Administrative Leadership team reviewed the data and decided to continue a high level of rigor of instruction in both reading as well as math in order to increase our scores in both subjects as well as across the different sub populations. This focus will impact more of our student population which in turn will increase the number of targets from 4 to 6 and/or increase Domain 1 from 61% in 2019 to 70% in 2022.

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

We are targeting the Economically Disadvantaged, Special Education and EL students. A focus on improving Economically Disadvantaged will make an impact on our accountability domain scores because this group comprises at least 75% of the campus student population. The Special Education population will improve our accountability because they fall across multiple sub populations as well. By continuing to increase our TELPAS composite scores, we will continue to go above the target goals set by the state in our accountability.

# Essential Actions

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

**Implementation Level: Beginning Implementation**

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

**Implementation Level: Beginning Implementation**

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

**Implementation Level: Partial Implementation**

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

**Implementation Level: Partial Implementation**

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

**Implementation Level: Partial Implementation**

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

**Implementation Level: Partial Implementation**



# Cycles

## Cycle 1 - (Sept – Nov)

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

**Implementation Level:** Beginning Implementation

**Rationale:** According to our end of the year staff survey, as well as our self-reflection based on the Fall 2020 ESF Diagnostic Survey, the results indicate that focusing on building leaders on campus as well as strengthening current leadership will create a solid foundation for growth. Implementing specific and clear roles and responsibilities for Admin Leadership, as well as teacher leaders will align with the ESF and the district initiative of improving Tier 1 instruction. Administrators, teachers, and students will benefit from building the capacity of our staff around clearly defined roles and responsibilities, and strengthening our core Administrative Leadership Team.

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

**How will you build capacity in this Essential Action?** By the end of May 2022, 100% of our Administrative Leadership team will fully execute their specific roles and responsibilities, as evidenced through weekly calendars, weekly meeting outcomes, and observation feedback cycle documents. Teacher leaders will have individually aligned professional development opportunities. Our TIL partner will support the Administrative Team in learning how to coach using the "Get Better Faster" program which includes initial training, follow-up support training, and DCSI weekly coaching for administrators. This annual outcome aligns campus practices with the district initiative of improved tier 1 instruction and retention of highly qualified staff. It is attainable through planning, meeting, and preparation by the Administrative Leadership Team.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Administrative Leadership Team will collaborate to create the roles and responsibilities in order to create buy-in so that each person will be held accountable for the part they are responsible for playing. The roles and responsibilities will be communicated to the staff through weekly newsletters, instructional coaches, math interventionist support teacher, campus website, and coaching sessions including the Scope and Sequence from "Get Better Faster". We will be transparent about growing teachers into leaders on campus and our plans to provide individual student support with parents through PTO Board/General meetings, Monthly "What's Happening at Baccus" emails, and Teacher or Student-Led Conferences.

**Desired Annual Outcome:** By the end of May 2022, 100% of our leadership team will be successful in the implementation of their specific job roles and responsibilities as measured by meeting documentation from reflective conversations in weekly team meetings. The leadership team will grow as instructional leaders through our training with Texas Instructional Leadership as measured by the shifts with individual teachers as well as effective coaching shifts they make. This desired annual outcome is relevant as it aligns with campus goals and is attainable through intentional training, meeting, coaching, and monitoring by the Administrative Leadership Team and DCSI.

**District Commitment Theory of Action:** If the district policies and practices prioritize principal and principal supervisor's instructional leadership then the administrators will be able to dedicate time to supporting and improving instructional practices.

**Desired 90-day Outcome:** By the end of November 2021, 60% of our staff will have received coaching following the "Get Better Faster" scope and sequence as trained by the Texas Instructional Leadership. The effectiveness of implementing coaching will be measured by the number of shifts made with individual teachers. The Administrative Leadership Team will calibrate weekly with the DCSI on feedback conferences with teacher leaders, gaining knowledge on how best to meet the needs of the campus and district goals. Cycle 1 outcome is relevant in its alignment to the annual outcome and is attainable through intentional calendaring and coaching with teachers.

**District Actions:** The DCSI will review the roles and responsibility document created by the Administrative Team in order to ensure prioritization of instructional leadership time. The DCSI will also support, strengthen through coaching, and facilitate campus level administration instructional leadership through weekly check-ins, coaching sessions, and periodic campus classroom walks to calibrate our coaching practices.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Administrative Leadership Team and DCSI will attend Texas Instructional Leadership training.</p> <p><b>Evidence Used to Determine Progress:</b> Agendas and Sign in Sheets from Training</p> <p><b>Person(s) Responsible:</b> Jennifer Baadsgaard - Trainer Julie Rohleder - Principal Melissa Shipp - Assistant Principal Kelly Epler - Instructional Coach Belinda Linker - Instructional Coach Tammy Clark - DCSI</p> <p><b>Resources Needed:</b> ESF Grant Funding</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 2, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p> <p><b>Funding Sources:</b> TIL Training - 6200-Professional and contracted services - \$13,532</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> Schedule weekly Administrative Leadership meetings by blocking calendar days and times.</p> <p><b>Evidence Used to Determine Progress:</b> Weekly Agendas from Admin meetings</p> <p><b>Person(s) Responsible:</b> Julie Rohleder, Principal Melissa Shipp, Assistant Principal</p> <p><b>Resources Needed:</b> Admin Weekly Calendars, Agendas from meetings</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 3, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</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> Create a matrix of clearly defined roles and responsibilities (principal, assistant principal, instructional specialist) including instructional leadership roles.</p> <p><b>Evidence Used to Determine Progress:</b> Typed roles and responsibilities</p> <p><b>Person(s) Responsible:</b> Julie Rohleder, Principal Melissa Shipp, Assistant Principal Belinda Linker, Instructional Specialist Kelly Epler, Instructional Specialist</p> <p><b>Resources Needed:</b> examples provided by ESF, and our document</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 3, 2021 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Individual Professional Development assigned weekly to teachers based on "Get Better Faster" scope and sequence.</p> <p><b>Evidence Used to Determine Progress:</b> video recordings of training sessions/scripts, tracking spreadsheet showing teacher shifts</p> <p><b>Person(s) Responsible:</b> Julie Rohleder, Principal Melissa Shipp, Assistant Principal</p> <p><b>Resources Needed:</b> training materials provided by TIL</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Hire a certified teacher who will serve as a math interventionist and provide support to teachers through co-teaching and small group sessions.</p> <p><b>Evidence Used to Determine Progress:</b> Data provided by those students who received additional support.</p> <p><b>Person(s) Responsible:</b> Julie Rohleder, Principal Melissa Shipp, Assistant Principal</p> <p><b>Resources Needed:</b> BES assessment data, Interventionist's Schedule with students served</p> <p><b>Start Date:</b> September 28, 2021 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> November 30, 2021</p> <p><b>Funding Sources:</b> Math Interventionist Teacher - 6100-Payroll - \$50,000</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** Maintaining a balanced Administrator Calendar.

**What specific action steps address these challenges?:** Action Steps 2 and 3 help to address our identified challenges.

## Cycle 1 - (Sept – Nov)

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

**Implementation Level:** Beginning Implementation

**Rationale:** According to our self-reflection based on the Fall 2020 ESF Diagnostic Survey teacher results indicated that 47% of the teachers want input into individualized professional development opportunities. Implementing a standard campus protocol will align with the ESF and the district initiative of improving Tier 1 instruction. Administrators, teachers, and students will benefit from building capacity around a common practice that positively impacts classroom routines and instructional strategies.

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

**How will you build capacity in this Essential Action?** Campus administration will have coaching rounds with DCSI. Campus leadership will have a rotating observation/feedback schedule every 6 weeks to build teacher capacity utilizing Get Better Faster observation feedback sessions. TIL will provide coaching, training, and ongoing support throughout the process.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This area was presented to the whole staff in response to their survey last year in which they indicated a desire for the administrative staff to support individual, teacher professional growth. A schedule was created with the goal of seeing tiered teachers at least 1 6 weeks period in the fall, and another in the spring for observation/feedback cycles. Buy-in is created with one on one coaching times and celebrating positive results from feedback as well as the selection of this lever being based on teacher survey results. Parents, students, and the community will be informed through teacher spotlights in the campus newsletter.

**Desired Annual Outcome:** By the end of May 2022, 100% of our teachers will have successfully completed 3-4 shifts positive educational shifts using the Get Better Faster program measured by administrator observation/feedback conferences and documents. This annual outcome aligns campus practices with the district initiative of improved tier 1 instruction and is attainable through intentional training, coaching and monitoring by the Administrative Leadership Team.

**District Commitment Theory of Action:** If district policies and practices ensure that campuses have effective, well-supportive teachers, then the administrators, teachers, and students will benefit from building capacity around a common practice that positively impacts classroom routines and instructional strategies.

**Desired 90-day Outcome:** By the end of November 2021, 30% of our teachers will have successfully completed 3-4 positive educational shifts using the Get Better Faster program measured by administrator observation/feedback conferences. The Administrative Leadership Team will calibrate on the feedback given to teachers with the DCSI who is additionally training with the TIL trainer. Cycle 1 outcome is relevant in its alignment to the annual outcome and is attainable through intentional calibration and coaching with teachers.

**District Actions:** The DCSI will support the campus by having weekly observation/feedback rounds with the campus administrative team in order to facilitate their implementation as well as help them solidify their skills through their observation/feedback coaching sessions with teachers. Monthly the DCSI will also meet with the TIL facilitator from the ESC to improve this campus level support process.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Administrative Leadership Team and DCSI will attend Texas Instructional Leadership training.</p> <p><b>Evidence Used to Determine Progress:</b> Agendas and Sign in Sheets from Training</p> <p><b>Person(s) Responsible:</b> Jennifer Baadsgaard - ESC XI Campus Coach Instructional Services Division</p> <p><b>Resources Needed:</b> ESF Grant Funding</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</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> Blocking our schedule weekly walk-throughs, script writing, and feedback conferences with teacher based on the master schedule.</p> <p><b>Evidence Used to Determine Progress:</b> Administrator calendars and BES Master Schedule</p> <p><b>Person(s) Responsible:</b> Julie Rohleder, Principal Melissa Shipp, Assistant Principal</p> <p><b>Resources Needed:</b> BES Master Schedule, District Level Schedule</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 23, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</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 Professional Development for teachers to introduce the observation/feedback approach that will take place during the 21-22 school year.</p> <p><b>Evidence Used to Determine Progress:</b> Waterfall &amp; Scripts, as well as Tracking Spreadsheet</p> <p><b>Person(s) Responsible:</b> Julie Rohleder, Principal Melissa Shipp, Assistant Principal</p> <p><b>Resources Needed:</b> Get Better Faster Scope and Sequence</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 13, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 4 Details	Reviews
<p><b>Action Step 4:</b> Evaluate after each cycle of observation/feedback coaching. If teacher is not making the 3-4 positive educational shifts using the Get Better Faster program measured by administrator observation/feedback conferences continue to provide coaching in the next observation/feedback cycle.</p> <p><b>Evidence Used to Determine Progress:</b> Tracker provided by ESC or Observation/Feedback Coaching Session</p> <p><b>Person(s) Responsible:</b> Julie Rohleder, Principal Melissa Shipp, Assistant Principal</p> <p><b>Resources Needed:</b> Tracker and Get Better Faster Scope and Sequence</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 13, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> September 27, 2021</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** - Aligning the schedule to accommodate walkthroughs, script writing and feedback conferences.  
- Low will and skill teachers who are resistant to the shifts.

**What specific action steps address these challenges?:** Action Steps 2, 3, and 4 help to address our identified challenges.

## Cycle 2 - (Dec – Feb)

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

**Implementation Level:** Beginning Implementation

**Rationale:** According to our end of the year staff survey, as well as our self-reflection based on the Fall 2020 ESF Diagnostic Survey, the results indicate that focusing on building leaders on campus as well as strengthening current leadership will create a solid foundation for growth. Implementing specific and clear roles and responsibilities for Admin Leadership, as well as teacher leaders will align with the ESF and the district initiative of improving Tier 1 instruction. Administrators, teachers, and students will benefit from building the capacity of our staff around clearly defined roles and responsibilities, and strengthening our core Administrative Leadership Team.

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

**How will you build capacity in this Essential Action?** By the end of May 2022, 100% of our Administrative Leadership team will fully execute their specific roles and responsibilities, as evidenced through weekly calendars, weekly meeting outcomes, and observation feedback cycle documents. Teacher leaders will have individually aligned professional development opportunities. Our TIL partner will support the Administrative Team in learning how to coach using the "Get Better Faster" program which includes initial training, follow-up support training, and DCSI weekly coaching for administrators. This annual outcome aligns campus practices with the district initiative of improved tier 1 instruction and retention of highly qualified staff. It is attainable through planning, meeting, and preparation by the Administrative Leadership Team.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Administrative Leadership Team will collaborate to create the roles and responsibilities in order to create buy-in so that each person will be held accountable for the part they are responsible for playing. The roles and responsibilities will be communicated to the staff through weekly newsletters, instructional coaches, math interventionist support teacher, campus website, and coaching sessions including the Scope and Sequence from "Get Better Faster". We will be transparent about growing teachers into leaders on campus and our plans to provide individual student support with parents through PTO Board/General meetings, Monthly "What's Happening at Baccus" emails, and Teacher or Student-Led Conferences.

**Desired Annual Outcome:** By the end of May 2022, 100% of our leadership team will be successful in the implementation of their specific job roles and responsibilities as measured by meeting documentation from reflective conversations in weekly team meetings. The leadership team will grow as instructional leaders through our training with Texas Instructional Leadership as measured by the shifts with individual teachers as well as effective coaching shifts they make. This desired annual outcome is relevant as it aligns with campus goals and is attainable through intentional training, meeting, coaching, and monitoring by the Administrative Leadership Team and DCSI.

**District Commitment Theory of Action:** If the district policies and practices prioritize principal and principal supervisor's instructional leadership then the administrators will be able to dedicate time to supporting and improving instructional practices.

**Desired 90-day Outcome:** By the end of February, 80% of our leadership job roles and responsibilities will be developed measured by reflective conversations in weekly team meetings and we will have full implementation of our training with Texas Instructional Leadership. Cycle 2 90-day outcome spirals work from cycle 1 while layering in individualized professional development for both admin and teacher leaders to meet the annual outcome. Cycle 2 is attainable through intentional meeting, training, and coaching by the Administrative Leadership Team and DCSI.

**District Actions:** By the end of November, the Principal and DCSI will meet to review the completion of the Cycle 1 90 day outcome as well as all essential actions. Using this information, the principal and DCSI will create a plan to accomplish the implementation of the roles and responsibilities. The DCSI will coach the principal using the format provided by TIL.

## Cycle 2 - (Dec – Feb)

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

**Implementation Level:** Beginning Implementation

**Rationale:** According to our self-reflection based on the Fall 2020 ESF Diagnostic Survey teacher results indicated that 47% of the teachers want input into individualized professional development opportunities. Implementing a standard campus protocol will align with the ESF and the district initiative of improving Tier 1 instruction. Administrators, teachers, and students will benefit from building capacity around a common practice that positively impacts classroom routines and instructional strategies.

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

**How will you build capacity in this Essential Action?** Campus administration will have coaching rounds with DCSI. Campus leadership will have a rotating observation/feedback schedule every 6 weeks to build teacher capacity utilizing Get Better Faster observation feedback sessions. TIL will provide coaching, training, and ongoing support throughout the process.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This area was presented to the whole staff in response to their survey last year in which they indicated a desire for the administrative staff to support individual, teacher professional growth. A schedule was created with the goal of seeing tiered teachers at least 1 6 weeks period in the fall, and another in the spring for observation/feedback cycles. Buy-in is created with one on one coaching times and celebrating positive results from feedback as well as the selection of this lever being based on teacher survey results. Parents, students, and the community will be informed through teacher spotlights in the campus newsletter.

**Desired Annual Outcome:** By the end of May 2022, 100% of our teachers will have successfully completed 3-4 shifts positive educational shifts using the Get Better Faster program measured by administrator observation/feedback conferences and documents. This annual outcome aligns campus practices with the district initiative of improved tier 1 instruction and is attainable through intentional training, coaching and monitoring by the Administrative Leadership Team.

**District Commitment Theory of Action:** If district policies and practices ensure that campuses have effective, well-supportive teachers, then the administrators, teachers, and students will benefit from building capacity around a common practice that positively impacts classroom routines and instructional strategies.

**Desired 90-day Outcome:** By the end of February, 70% of our teachers will have successfully completed 3-4 positive educational shifts using the Get Better Faster program measured by administrator observation/feedback conferences. Cycle 2 90-day outcome spirals work from cycle 1 while layering in shifts aligned with the Get Better Faster Scope and Sequence to meet the annual outcome. Cycle 2 is attainable through intentional training, coaching, and monitoring by the Administrative Leadership Team.

**District Actions:** By the end of November, the Principal and DCSI will meet to review the completion of the Cycle 1 90 day outcome as well as all essential actions. Together, they will tier teachers in order to use the data provided through coaching to meet individual teacher needs The DCSI will coach the principal and the assistant principal to ensure that the path is clear toward reaching the annual outcome.

## Cycle 3 - (Mar – May)

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

**Implementation Level:** Beginning Implementation

**Rationale:** According to our end of the year staff survey, as well as our self-reflection based on the Fall 2020 ESF Diagnostic Survey, the results indicate that focusing on building leaders on campus as well as strengthening current leadership will create a solid foundation for growth. Implementing specific and clear roles and responsibilities for Admin Leadership, as well as teacher leaders will align with the ESF and the district initiative of improving Tier 1 instruction. Administrators, teachers, and students will benefit from building the capacity of our staff around clearly defined roles and responsibilities, and strengthening our core Administrative Leadership Team.

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

**How will you build capacity in this Essential Action?** By the end of May 2022, 100% of our Administrative Leadership team will fully execute their specific roles and responsibilities, as evidenced through weekly calendars, weekly meeting outcomes, and observation feedback cycle documents. Teacher leaders will have individually aligned professional development opportunities. Our TIL partner will support the Administrative Team in learning how to coach using the "Get Better Faster" program which includes initial training, follow-up support training, and DCSI weekly coaching for administrators. This annual outcome aligns campus practices with the district initiative of improved tier 1 instruction and retention of highly qualified staff. It is attainable through planning, meeting, and preparation by the Administrative Leadership Team.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Administrative Leadership Team will collaborate to create the roles and responsibilities in order to create buy-in so that each person will be held accountable for the part they are responsible for playing. The roles and responsibilities will be communicated to the staff through weekly newsletters, instructional coaches, math interventionist support teacher, campus website, and coaching sessions including the Scope and Sequence from "Get Better Faster". We will be transparent about growing teachers into leaders on campus and our plans to provide individual student support with parents through PTO Board/General meetings, Monthly "What's Happening at Baccus" emails, and Teacher or Student-Led Conferences.

**Desired Annual Outcome:** By the end of May 2022, 100% of our leadership team will be successful in the implementation of their specific job roles and responsibilities as measured by meeting documentation from reflective conversations in weekly team meetings. The leadership team will grow as instructional leaders through our training with Texas Instructional Leadership as measured by the shifts with individual teachers as well as effective coaching shifts they make. This desired annual outcome is relevant as it aligns with campus goals and is attainable through intentional training, meeting, coaching, and monitoring by the Administrative Leadership Team and DCSI.

**District Commitment Theory of Action:** If the district policies and practices prioritize principal and principal supervisor's instructional leadership then the administrators will be able to dedicate time to supporting and improving instructional practices.

**Desired 90-day Outcome:** By the end of May 2022, 100% of our leadership team will be successful in the implementation of their specific job roles and responsibilities as measured by meeting documentation from reflective conversations in weekly team meetings. The leadership team will grow as instructional leaders through our training with Texas Instructional Leadership as measured by the shifts with individual teachers. This 90-day outcome is relevant as it is the final layer of implementation in order to meet our annual outcome. It is attainable through intentional training, meeting, coaching, and monitoring by the Administrative Leadership Team and DCSI.

**District Actions:** The DCSI will provide coaching to the principal and assistant principal. The focus on feedback will be the implementation of the specific job duties. Roles and responsibilities will be revisited and used in coaching conversations.



## Cycle 3 - (Mar – May)

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

**Implementation Level:** Beginning Implementation

**Rationale:** According to our self-reflection based on the Fall 2020 ESF Diagnostic Survey teacher results indicated that 47% of the teachers want input into individualized professional development opportunities. Implementing a standard campus protocol will align with the ESF and the district initiative of improving Tier 1 instruction. Administrators, teachers, and students will benefit from building capacity around a common practice that positively impacts classroom routines and instructional strategies.

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

**How will you build capacity in this Essential Action?** Campus administration will have coaching rounds with DCSI. Campus leadership will have a rotating observation/feedback schedule every 6 weeks to build teacher capacity utilizing Get Better Faster observation feedback sessions. TIL will provide coaching, training, and ongoing support throughout the process.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** This area was presented to the whole staff in response to their survey last year in which they indicated a desire for the administrative staff to support individual, teacher professional growth. A schedule was created with the goal of seeing tiered teachers at least 1 6 weeks period in the fall, and another in the spring for observation/feedback cycles. Buy-in is created with one on one coaching times and celebrating positive results from feedback as well as the selection of this lever being based on teacher survey results. Parents, students, and the community will be informed through teacher spotlights in the campus newsletter.

**Desired Annual Outcome:** By the end of May 2022, 100% of our teachers will have successfully completed 3-4 shifts positive educational shifts using the Get Better Faster program measured by administrator observation/feedback conferences and documents. This annual outcome aligns campus practices with the district initiative of improved tier 1 instruction and is attainable through intentional training, coaching and monitoring by the Administrative Leadership Team.

**District Commitment Theory of Action:** If district policies and practices ensure that campuses have effective, well-supportive teachers, then the administrators, teachers, and students will benefit from building capacity around a common practice that positively impacts classroom routines and instructional strategies.

**Desired 90-day Outcome:** By the end of May 2022, 100% of our teachers will have successfully completed 3-4 shifts positive educational shifts using the Get Better Faster program measured by administrator observation/feedback conferences and documents. Cycle 3 90-day outcome is relevant as a culmination of the work in the first two cycles and is attainable through intentional training, coaching, and monitoring by the Administrative Leadership Team.

**District Actions:** By the end of February 2022, review completion of the 90-day outcome. Reflect on what worked and what needs to be continued or adjusted. Re-tier teachers and determine the next steps in coaching and training teachers. Continue to coach the principal and assistant principal.

**Cycle 4 - (Jun – Aug)**

# Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	5	Math Interventionist Teacher		\$50,000.00
<b>Sub-Total</b>					\$50,000.00
<b>Budgeted Budget Object Code Amount</b>					\$156,255.00
<b>+/- Difference</b>					\$106,255.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	1	TIL Training		\$13,532.00
<b>Sub-Total</b>					\$13,532.00
<b>Budgeted Budget Object Code Amount</b>					\$13,532.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$63,532.00

Student Data

Core Metrics	Sub Metrics	Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal		
										Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results	
1. Domain 1	# of Students at Approaches, Meets, and Masters	All	All	Reading	Approaches	STAAR	59	62	96	MAP	61		MAP	65		71		
		All	All	Reading	Meets	STAAR	31	36	96	MAP	33		MAP	36		40		
		All	All	Reading	Masters	STAAR	14	18	96	MAP	16		MAP	18		23		
		All	All	Mathematics	Approaches	STAAR	64	66	96	MAP	64		MAP	66		76		
		All	All	Mathematics	Meets	STAAR	34	39	96	MAP	30		MAP	34		40		
		All	All	Mathematics	Masters	STAAR	20	20	96	MAP	15		MAP	18		21		
		All	All	Science	Approaches	STAAR	63	59	96	MAP	59		MAP	64		69		
		All	All	Science	Meets	STAAR	35	32	96	MAP	26		MAP	29		35		
		All	All	Science	Masters	STAAR	22	8	96	MAP	5		MAP	7		10		
		All	All	Writing	Approaches	STAAR	56											
2. Domain 3	Focus 1	English Language Proficiency	All	ELL	Reading	NA	TELPAS	21	40	100	MAP	40		MAP	42		44	
	Focus 2	Academic Achievement	All	Econ Disadv	Reading	NA	STAAR	28	33	99	MAP	36		MAP	38		40	
	Focus 3	Academic Achievement	All	Econ Disadv	Mathematics	NA	STAAR	31	36	99	MAP	36		MAP	38		39	
	Focus 4	Academic Achievement	All	Special Ed	Reading	NA	STAAR	5	19	100	MAP	21		MAP	23		25	

# Addendums