

Granbury Independent School District
Baccus Elementary School - TIP
2022-2023 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Dr. Jeremy Glenn
Tammy J Clark

Principal: Julie Rohleder
ESC Case Manager: Reghan Russell
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

Table of Contents

- Data Analysis 4
 - Student Achievement 4
 - School Progress 5
 - Closing the Gaps 6
 - Subject Areas and Student Groups 8
- Essential Actions 9
 - Cycles 1-3 10
 - Cycle 4 10
- Cycles 11
 - Cycle 1 - (Sept – Nov) 12
 - Cycle 2 - (Dec – Feb) 19
 - Cycle 3 - (Mar – May) 22
 - Cycle 4 - (Jun – Aug) 25
- 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?

The 2023 Accountability goals were determined using the baseline data from 2022 and referring to the trendline created from 2019-2022. We made significant increase in Domain 1 Student Achievement Levels for all students in 2022 and plan to continue the growth. We will use MAPS/Benchmark Data to be intentional in meeting the needs of each student. Our increases are both feasible and ambitious as we work through the process of continuous improvement in getting Baccus to a higher accountability rating.

2019 STAAR Data?		2021 STAAR Data?		2022 STAAR Goal?	
Domain 1:		Domain 1: Not Reported		Domain 1:	
Component score:	36	Component score:	36	Component Score:	42
Approaches:	61%	Approaches:	59%	Approaches:	70%
Meets:	32%	Meets:	33%	Meets:	38%
Masters:	16%	Masters:	15%	Masters:	18%

2023 STAAR Goal?		Rationale?
Domain 1:		Our campus will continue to implement "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:	54	
		It is both feasible and ambitious to increase our scores by 11% for Approaches, 8% for Meets and 5% for Masters.
Approaches:	85%	
Meets:	52%	By focusing on intentional planning, rigorous instruction and individualized instruction, student achievement will increase as measured by MAPS data.

2023 STAAR Goal?		Rationale?
Masters:	26%	
		Our continued focus on TIL will also help continued increases in Domain 1 score by building capacity of all teachers.

School Progress

What accountability goal has your campus set for this year?

The 2023 Accountability goals were determined using the baseline data from 2022. If we focus on relative performance (2B) for each individual student, then student growth (2A) performance will also improve. Our teachers and campus administrative team will continue to create fluid student groups based on need to enhance the mastery of specified skills determined from formative assessments, iReady, mClass, benchmarks, and MAPS.

2019 STAAR Data?		2021 STAAR Data?		2022 STAAR Goal?	
Domain 2:		Domain 2: Not Reported		Domain 2:	
Component score:	36	Component score:	36	Component Score:	42
Approaches:	61%	Approaches:	59%	Approaches:	70%
Meets:	32%	Meets:	33%	Meets:	38%
Masters:	16%	Masters:	15%	Masters:	18%

2023 STAAR Goal		Rationale
Domain 2A:		
Component score:		
		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:	82% as of 8/23/22	Our current economic disadvantaged percent is 82% as of 8/23/22. This increase will affect our Domain 2B score by changing our comparison group. We will continue to address this by being intentional with interventions and extensions.
		The subject areas we plan to focus on for the upcoming school year include: ELA, Reading and Math. We have an interventionist who is supporting teachers with implementing ESL strategies in both areas so that our Hispanic and EB students will show gains as well.

Closing the Gaps

What accountability goal has your campus set for this year?

2019 STAAR Data?		2021 STAAR Data?		2022 STAAR Goal?	
Domain 3:		Domain 3:		Domain 3:	
Component score:	36	Component score:	36		
Targets met:	0	Targets met:	4	Targets met:	6
Focus Areas		Focus Areas		Focus Areas	
Telpas		Telpas		Telpas	
Economically Disadvantaged		Economically Disadvantaged		Economically Disadvantaged	
SPED		SPED		SPED	

2023 STAAR Goal	Rationale?
Domain 3:	Through TIL we will be able to continue meeting growth targets across the board and continue to improve in our focus areas as monitored by MAPS.
93	Our priority targets are Hispanics in Reading and Whites in Math. Our current data has us performing at 30% for Hispanics in Reading and 47% for White in Math. Our targets are 40% and 60% respectively. 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: 33	
	We plan to increase the number of met targets by five. We will accomplish this by closely monitoring them in our data provided through MAPS, CFAs, and online applications that monitor growth.
Focus Areas	We will be focusing on the Hispanic and White Sub-Populations which in turn will support our EcoDis, Sped, and EB students.
TELPAS	We will increase composite scores from 29% to exceed the target of 36%, which will increase the overall Domain 3 score. Our progress will be measured by administering local written compositions that will be scored by using the TELPAS Scoring Rubric.

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 white population in math and hispanic population in reading this year because these target areas were not met. We will also work to improve TELPAS composite scores for our EB students by adding in a TELPAS writing benchmark. Our Administrative Leadership team reviewed the data and decided to focus on pushing the rigor 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 28 to 33 and/or increase Domain 1 from 74% in 2022 to 85% in 2023.

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

We are focusing on white population in math and hispanic population in reading this year. A focus on improving these areas will make an impact on our accountability domain scores because these groups make up a combined 95% of our campus student population, and many of them fall in several areas of accountability.

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:

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.

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

Implementation Level: Fully Implemented

Key Practices:

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 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:

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 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.

Rationale: According to our staff survey, we have established a positive culture and climate on campus with clear expectations. Based on feedback, our staff wants us to continue to build upon this campus culture. It was determined through our self-assessment that by focusing on this Essential Action our staff will have a common understanding of the direction we are headed as a campus therefore aligning all arrows through our mission, vision and values. This will allow us to maintain a safe environment and continued high expectations.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The DCSI in collaboration with our Campus Leadership Team will review and ensure the Campus Advisory Committee is having voice in aligning campus systems and procedures with our vision, mission, goals and values. The PBIS team will regularly review behavior and drill data to ensure a safe environment is maintained.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Campus Advisory Committee will review and ensure our campus systems and procedures are aligned to our current vision, mission, goals and values with a focus on a safe environment and high expectations. Committee members will share out with our staff at the beginning of the year staff development. Teachers will create a behavior matrix for their grade levels to help create buy in. Expectations will be posted throughout the school and provided in written form in order to inform parents, community, upper leadership, and the board. Parents will know how their student is doing in meeting the expectations from seeing the Behavior Chart sent home daily as well as through DOJO points earned by or taken away from their student. It will become regular practice for students to have student led data conferences in order to communicate their behavioral as well as academic levels and goals to parents.

Desired Annual Outcome: By the end of May 2023, 100% of our staff will be able to explain and illustrate how our campus vision, mission, goals, and values are aligned through the implementation of our Campus Behavior Plan and Behavior Matrix. The data will be measured by the documentation kept through the Behavior Intervention Requests 22-23 submitted by staff and kept in a log provided by the Behavior Room Teacher. This data will be reviewed each six weeks to allow staff to make adjustments needed to tighten any systems and/or procedures that may need it.

District Commitment Theory of Action: If the district policies and practices align with and promote positive school culture, then the district and campus administration, staff, and students will share the ownership of student success and continuous growth for all to create a safe environment and high expectations.

Desired 90-day Outcome: By the end of November 2022, 50% of our staff will be able to explain and illustrate how our campus vision, mission, goals, and values are aligned through the implementation of our Campus Behavior Plan and Behavior Matrix measured by the results from our Climate Survey. This is an important part as it will communicate with all stakeholders how we as a campus set high expectations for students. It will also allow us to see how many of our students are being successful at meeting expectations.

District Actions: DCSI will review campus and grade level behavior matrices to ensure they are aligned with the campus vision, mission, and goals. The district will support the campus in reaching our 90-day outcome by providing additional staff to mentor students whose parents do not attend the Student Led Conferences. The district will participate in campus walks to calibrate that high behavioral expectations are being met.

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?
All new staff to the Behavior Room Positions.	Action Step 1	The new behavior staff will collaborate with administration to align campus behavioral procedures and expectations.
Onboarding of newly enrolled students and/or families.	Action Step 3	Clear expectations will be communicated with students and families the day they enroll at Baccus.

Step 1 Details	Reviews
<p>Action Step 1: Administration will team with new behavior staff and attend PBIS training in order to clarify and align campus behavioral procedures and expectations.</p> <p>Evidence Used to Determine Progress: August 1, 2022 PBIS Training</p> <p>Person(s) Responsible: District Administration Region XI</p> <p>Resources Needed: Behavior Matrix PBIS program and PowerPoint</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 1, 2022 - Frequency: One Time - Evidence Collection Date: August 1, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Create a PBIS team comprised of administration, behavior teacher, and three teachers which will meet monthly to address concerns on behavioral expectations and positive reward system.</p> <p>Evidence Used to Determine Progress: Agendas and Sign In Sheets</p> <p>Person(s) Responsible: Campus Administration Behavior Teacher Classroom Teachers</p> <p>Resources Needed: Data from behavior room, input from staff</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 1, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: Create parent behavior handout in both English and Spanish to communicate campus expectations for all families including newly enrolled students and/or families.</p> <p>Evidence Used to Determine Progress: Parent Behavior Handout</p> <p>Person(s) Responsible: Campus Administration Student Enrollment Clerk</p> <p>Resources Needed: Campus Behavioral Matrix</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 22, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: During grade level PLC meetings on October 11, 2022 and October 18, 2022, teachers will have the opportunity to revise and provide notice to parents of upcoming Student Led Conferences.</p> <p>Evidence Used to Determine Progress: Agenda and Sign In Sheet Parent Notices Student Data Folders</p> <p>Person(s) Responsible: Campus Leadership Team Teachers</p> <p>Resources Needed: Prior year templates Student Data that will be shared with parents/mentors during the upcoming conferences will be updated and current</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 11, 2022 - Frequency: One Time - Evidence Collection Date: October 18, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 5 Details	Reviews
<p>Action Step 5: Students will lead their student led conferences and be able to explain their individual behavioral and academic data with parents or mentors on November 8, 2022 or November 15, 2022.</p> <p>Evidence Used to Determine Progress: Student Data Folders Raptor report of parents who attend each session.</p> <p>Person(s) Responsible: Campus Leadership Team Teachers Students Parents</p> <p>Resources Needed: Student Data Folders with completed student data</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: November 8, 2022 - Frequency: Ongoing - Evidence Collection Date: November 15, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 6 Details	Reviews
<p>Action Step 6: Administrative Leadership Team will participate in callibration walks to ensure expectations are visible, aligned and effectively being implemented.</p> <p>Evidence Used to Determine Progress: Administrative Leadership Team Meeting Minutes</p> <p>Person(s) Responsible: Campus Administration DCSI Instructional Coaches Campus Behavior Room Teachers</p> <p>Resources Needed: Behavior Plan Behavioral Expectation Matrices</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 17, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>

Step 7 Details	Reviews
<p>Action Step 7: Administrative Leadership Team will create, administer, and review climate survey to see that stakeholders have a clear understanding of campus expectations that are aligned with campus mission, vision, values and goals.</p> <p>Evidence Used to Determine Progress: Survey Results Administrative Leadership Team Agenda Minutes</p> <p>Person(s) Responsible: Administrative Leadership Team</p> <p>Resources Needed: Campus Mission, Vision, Values and Goals Behavioral Expectation Matrices Campus Behavior Plan</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: October 10, 2022 - Frequency: One Time - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

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 ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Based on our ESF Diagnostic Report, teachers desired more individualized professional development. According to our Observation/Feedback Teacher Action Step Tracker, 100% of our teachers were successful at making 3-4 positive shifts. Also, we received positive feedback from our teachers on coaching and their desire to continue the program. This continued personalized professional development will allow our campus leaders to support educators on effective classroom routines and instructional strategies moving towards the rigor side of the waterfall in Get Better Faster. Our 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.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The DCSI in collaboration with TIL will provide coaching, training, and ongoing support throughout the process of implementing and maintaining the Get Better Faster Scope and Sequence effectively so that leaders will better understand the district's newly adopted evaluative program. The DCSI in coordination with campus administration will align coaching practices from coaching the coaches to instructional leaders coaching the teachers so that teachers implement best practices for establishing routines and procedures that maximize instructional time.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During the beginning of the year professional development, all staff will receive Get Better Faster Scope and Sequence with T-TESS Connections training. The point behind this is to tie together both processes in order to grow high-quality educators. During the first of the year goal setting conferences with each teacher, administration will focus on clarifying and connecting their TTESS professional growth goal with specific rigorous action steps in Get Better Faster. Parents, community, upper leadership and the board will see student gains in academic levels as well as behavior choices as communicated through report cards, student led conferences, and regular family nights that provide informative data plus resources for parents.

Desired Annual Outcome: By the end of May 2023, 100% of our teachers will have successfully completed at least 3 positive educational shifts of which at least 2 will be from the rigor side of the Get Better Faster Scope and Sequence measured by administrator observation/feedback conferences and documents. These shifts will support creating high-quality educators who will support student success in the classrooms by establishing routines and procedures that maximize instructional time.

District Commitment Theory of Action: If the district will ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems 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 2022, 35% of our teachers will have successfully completed three positive educational shifts of which two will be on the rigor side of the Get Better Faster Scope and Sequence as measured by the Observation/Feedback Tracker for our campus through continued callibration between the campus administrative team and DCSI on teacher feedback to develop high-quality educators that will support student success in the classrooms by establishing routines and procedures that maximize instructional time.

District Actions: The DCSI supports the campus by having bi-monthly observation/feedback rounds with campus administration in order to facilitate their implementation as well as help them solidfy their skills through observation/feedback sessions with the campus coaches and teachers. The DCSI collaborate with the campus during lab training provided by TIL during cycle 1.

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?
Training new staff	Action Step 3	By providing ongoing training, we are giving staff the opportunity to ask more clarifying questions to better understand.

Step 1 Details	Reviews
<p>Action Step 1: Initial professional development for staff on identifying the connections between TTESS and Get Better Faster Scope and Sequence on August 9, 2022 will increase teacher capacity and understanding so they can earn a proficient or higher rating on TTESS.</p> <p>Evidence Used to Determine Progress: Agenda and Sign In Sheet PowerPoints</p> <p>Person(s) Responsible: Administration Instructional Coaches</p> <p>Resources Needed: TTESS Training PowerPoint Get Better Faster Waterfall TTESS Rubric with Get Better Faster Connections SMART Goal - Making Your Goal Smart PowerPoint</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 9, 2022 - Frequency: One Time - Evidence Collection Date: August 9, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Reviews
<p>Action Step 2: Ongoing professional development during the first 15 minutes of PLC meetings to cover each dimension and identify evidence as well as connections to Get Better Faster. This will increase teacher capacity and understanding so they can earn a proficient or higher rating on TTESS.</p> <p>Evidence Used to Determine Progress: Agendas and Sign In Sheets</p> <p>Person(s) Responsible: Campus Administration Instructional Coaches</p> <p>Resources Needed: TTESS Rubric and Get Better Faster Connections Document 22-23 Baccus PLC Meetings Document with order of dimensions</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 2022 - Frequency: Weekly - Evidence Collection Date: March 28, 2023</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Reviews
<p>Action Step 3: The administrative team will meet weekly and will review the Get Better Faster Tracker to ensure we are on track in meeting the 35% of our teachers will have successfully completed three positive educational shifts of which two will be on the rigor side of the waterfall.</p> <p>Evidence Used to Determine Progress: Weekly Administrative Leadership Team Agendas and Sign In Sheets Campus Get Better Faster Tracker Document</p> <p>Person(s) Responsible: Campus Administration</p> <p>Resources Needed: Get Better Faster Tracker Document</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 12, 2022 - Frequency: Weekly - Evidence Collection Date: November 28, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</p>
Step 4 Details	Reviews
<p>Action Step 4: Campus will hold regular Family Nights providing informative data and resources for guardians.</p> <p>Evidence Used to Determine Progress: Family Night Program Agenda Sign In Sheets</p> <p>Person(s) Responsible: Administrative Leadership Team PTO Teachers</p> <p>Resources Needed: Current Data and resources needed to support student success</p> <p>Addresses an Identified Challenge: No</p> <p>Start Date: September 13, 2022 - Frequency: Ongoing - Evidence Collection Date: November 11, 2022</p>	<p>Progress toward Action Steps: Necessary Adjustments/Next Steps:</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 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.

Rationale: According to our staff survey, we have established a positive culture and climate on campus with clear expectations. Based on feedback, our staff wants us to continue to build upon this campus culture. It was determined through our self-assessment that by focusing on this Essential Action our staff will have a common understanding of the direction we are headed as a campus therefore aligning all arrows through our mission, vision and values. This will allow us to maintain a safe environment and continued high expectations.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The DCSI in collaboration with our Campus Leadership Team will review and ensure the Campus Advisory Committee is having voice in aligning campus systems and procedures with our vision, mission, goals and values. The PBIS team will regularly review behavior and drill data to ensure a safe environment is maintained.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Campus Advisory Committee will review and ensure our campus systems and procedures are aligned to our current vision, mission, goals and values with a focus on a safe environment and high expectations. Committee members will share out with our staff at the beginning of the year staff development. Teachers will create a behavior matrix for their grade levels to help create buy in. Expectations will be posted throughout the school and provided in written form in order to inform parents, community, upper leadership, and the board. Parents will know how there student is doing in meeting the expectations from seeing the Behavior Chart sent home daily as well as through DOJO points earned by or taken away from their student. It will become regular practice for students to have student led data conferences in order to communicate their behavioral as well as academic levels and goals to parents.

Desired Annual Outcome: By the end of May 2023, 100% of our staff will be able to explain and illustrate how our campus vision, mission, goals, and values are aligned through the implementation of our Campus Behavior Plan and Behavior Matrix. The data will be measured by the documentation kept through the Behavior Intervention Requests 22-23 submitted by staff and kept in a log provided by the Behavior Room Teacher. This data will be reviewed each six weeks to allow staff to make adjustments needed to tighten any systems and/or procedures that may need it.

District Commitment Theory of Action: If the district policies and practices align with and promote positive school culture, then the district and campus administration, staff, and students will share the ownership of student success and continuous growth for all to create a safe environment and high expectations.

Desired 90-day Outcome: By the end of February 2023, 75% of our staff will be able to to explain and illustrate how our campus vision, mission, goals, and values are aligned through the implementation of our Campus Behavior Plan and Behavior Matrix measured by the results from our Climate Survey. This is an important part as it will communicate with all stakeholders how we as a campus set high expectations for students. It will also allow us to see how many of our students are being successful at meeting expectations.

District Actions:

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 ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Based on our ESF Diagnostic Report, teachers desired more individualized professional development. According to our Observation/Feedback Teacher Action Step Tracker, 100% of our teachers were successful at making 3-4 positive shifts. Also, we received positive feedback from our teachers on coaching and their desire to continue the program. This continued personalized professional development will allow our campus leaders to support educators on effective classroom routines and instructional strategies moving towards the rigor side of the waterfall in Get Better Faster. Our 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.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The DCSI in collaboration with TIL will provide coaching, training, and ongoing support throughout the process of implementing and maintaining the Get Better Faster Scope and Sequence effectively so that leaders will better understand the district's newly adopted evaluative program. The DCSI in coordination with campus administration will align coaching practices from coaching the coaches to instructional leaders coaching the teachers so that teachers implement best practices for establishing routines and procedures that maximize instructional time.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During the beginning of the year professional development, all staff will receive Get Better Faster Scope and Sequence with T-TESS Connections training. The point behind this is to tie together both processes in order to grow high-quality educators. During the first of the year goal setting conferences with each teacher, administration will focus on clarifying and connecting their TTESS professional growth goal with specific rigorous action steps in Get Better Faster. Parents, community, upper leadership and the board will see student gains in academic levels as well as behavior choices as communicated through report cards, student led conferences, and regular family nights that provide informative data plus resources for parents.

Desired Annual Outcome: By the end of May 2023, 100% of our teachers will have successfully completed at least 3 positive educational shifts of which at least 2 will be from the rigor side of the Get Better Faster Scope and Sequence measured by administrator observation/feedback conferences and documents. These shifts will support creating high-quality educators who will support student success in the classrooms by establishing routines and procedures that maximize instructional time.

District Commitment Theory of Action: If the district will ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems 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 2023, 60% of our teachers will have successfully completed three positive educational shifts of which two will be on the rigor side of the Get Better Faster Scope and Sequence as measured by the Observation/Feedback Tracker for our campus through continued callibration between the campus administrative team and DCSI on teacher feedback to develop high-quality educators that will support student success in the classrooms by establishing routines and procedures that maximize instructional time.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

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 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.

Rationale: According to our staff survey, we have established a positive culture and climate on campus with clear expectations. Based on feedback, our staff wants us to continue to build upon this campus culture. It was determined through our self-assessment that by focusing on this Essential Action our staff will have a common understanding of the direction we are headed as a campus therefore aligning all arrows through our mission, vision and values. This will allow us to maintain a safe environment and continued high expectations.

Who will you partner with?: Other

How will you build capacity in this Essential Action? The DCSI in collaboration with our Campus Leadership Team will review and ensure the Campus Advisory Committee is having voice in aligning campus systems and procedures with our vision, mission, goals and values. The PBIS team will regularly review behavior and drill data to ensure a safe environment is maintained.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: The Campus Advisory Committee will review and ensure our campus systems and procedures are aligned to our current vision, mission, goals and values with a focus on a safe environment and high expectations. Committee members will share out with our staff at the beginning of the year staff development. Teachers will create a behavior matrix for their grade levels to help create buy in. Expectations will be posted throughout the school and provided in written form in order to inform parents, community, upper leadership, and the board. Parents will know how their student is doing in meeting the expectations from seeing the Behavior Chart sent home daily as well as through DOJO points earned by or taken away from their student. It will become regular practice for students to have student led data conferences in order to communicate their behavioral as well as academic levels and goals to parents.

Desired Annual Outcome: By the end of May 2023, 100% of our staff will be able to explain and illustrate how our campus vision, mission, goals, and values are aligned through the implementation of our Campus Behavior Plan and Behavior Matrix. The data will be measured by the documentation kept through the Behavior Intervention Requests 22-23 submitted by staff and kept in a log provided by the Behavior Room Teacher. This data will be reviewed each six weeks to allow staff to make adjustments needed to tighten any systems and/or procedures that may need it.

District Commitment Theory of Action: If the district policies and practices align with and promote positive school culture, then the district and campus administration, staff, and students will share the ownership of student success and continuous growth for all to create a safe environment and high expectations.

Desired 90-day Outcome: By the end of May 2023, 100% of our staff will be able to explain and illustrate how our campus vision, mission, goals, and values are aligned through the implementation of our Campus Behavior Plan and Behavior Matrix measured by the results from our Climate Survey. This is an important part as it will communicate with all stakeholders how we as a campus set high expectations for students. It will also allow us to see how many of our students are being successful at meeting expectations.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 3 - (Mar – May)

2. Essential Action 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 ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

Rationale: Based on our ESF Diagnostic Report, teachers desired more individualized professional development. According to our Observation/Feedback Teacher Action Step Tracker, 100% of our teachers were successful at making 3-4 positive shifts. Also, we received positive feedback from our teachers on coaching and their desire to continue the program. This continued personalized professional development will allow our campus leaders to support educators on effective classroom routines and instructional strategies moving towards the rigor side of the waterfall in Get Better Faster. Our 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.

Who will you partner with?: TIL

How will you build capacity in this Essential Action? The DCSI in collaboration with TIL will provide coaching, training, and ongoing support throughout the process of implementing and maintaining the Get Better Faster Scope and Sequence effectively so that leaders will better understand the district's newly adopted evaluative program. The DCSI in coordination with campus administration will align coaching practices from coaching the coaches to instructional leaders coaching the teachers so that teachers implement best practices for establishing routines and procedures that maximize instructional time.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: During the beginning of the year professional development, all staff will receive Get Better Faster Scope and Sequence with T-TESS Connections training. The point behind this is to tie together both processes in order to grow high-quality educators. During the first of the year goal setting conferences with each teacher, administration will focus on clarifying and connecting their TTESS professional growth goal with specific rigorous action steps in Get Better Faster. Parents, community, upper leadership and the board will see student gains in academic levels as well as behavior choices as communicated through report cards, student led conferences, and regular family nights that provide informative data plus resources for parents.

Desired Annual Outcome: By the end of May 2023, 100% of our teachers will have successfully completed at least 3 positive educational shifts of which at least 2 will be from the rigor side of the Get Better Faster Scope and Sequence measured by administrator observation/feedback conferences and documents. These shifts will support creating high-quality educators who will support student success in the classrooms by establishing routines and procedures that maximize instructional time.

District Commitment Theory of Action: If the district will ensure that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems 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 2023, 100% of our teachers will have successfully completed three positive educational shifts of which two will be on the rigor side of the Get Better Faster Scope and Sequence as measured by the Observation/Feedback Tracker for our campus through continued callibration between the campus administrative team and DCSI on teacher feedback to develop high-quality educators that will support student success in the classrooms by establishing routines and procedures that maximize instructional time.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

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.:

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	229	62	72	N/A	MAP	67		MAP	75		82	
			All	All	Reading	Meets	STAAR	229	36	43	N/A	MAP	39		MAP	46		52	
			All	All	Reading	Masters	STAAR	229	18	21	N/A	MAP	20		MAP	23		26	
			All	All	Mathematics	Approaches	STAAR	229	66	76	N/A	MAP	71		MAP	78		86	
			All	All	Mathematics	Meets	STAAR	229	39	46	N/A	MAP	43		MAP	48		53	
			All	All	Mathematics	Masters	STAAR	229	20	22	N/A	MAP	21		MAP	24		27	
			All	All	Science	Approaches	STAAR	72	59	75	N/A	MAP	67		MAP	76		85	
			All	All	Science	Meets	STAAR	72	32	41	N/A	MAP	36		MAP	43		50	
			All	All	Science	Masters	STAAR	72	8	19	N/A	MAP	14		MAP	19		24	
Closing the Gaps	Focus 1	Academic Achievement	All	Hispanic	ELA	N/A	ELA	N/A	33	30	100	MAP	34		MAP	37		40	
	Focus 2	Academic Achievement	All	White	Mathematics	N/A	Mathematics	N/A	40	47	100	MAP	51		MAP	56		60	
	Focus 3	English Language Proficiency	All	ELL	TELPAS	N/A	TELPAS	N/A	40	29	98	Other	25		Other	35		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	127	Did Not Meet	27	19		10		0	
					Approaches	26	30		35		40	
					Meets	23	25		27		30	
					Masters	24	26		28		30	
	Math	All	STAAR	126	Did Not Meet	18	0		0		0	
					Approaches	25	27		30		32	
					Meets	28	29		31		33	
					29	31		33		35		