

Lake Travis Independent School District
Lake Travis Elementary - TIP
2022-2023 Targeted Improvement Plan



Superintendent:
DCSI/Grant Coordinator:

Paul Norton
Dr. Lyndsae Benton

Principal: Lizeth Thompson
ESC Case Manager: Robert Garcia
ESC Region: 13

Assurances

DCSI/Grant Coordinator

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

Signature: Dr. Lyndsa Benton

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: Stefani Vickery

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: Lizeth Thompson

Table of Contents

- Data Analysis 4
 - Student Achievement 4
 - School Progress 4
 - Closing the Gaps 5
 - Subject Areas and Student Groups 6
- Essential Actions 7
 - Cycles 1-3 8
 - Cycle 4 8
- Cycles 9
 - Cycle 1 - (Sept – Nov) 10
 - Cycle 2 - (Dec – Feb) 15
 - Cycle 3 - (Mar – May) 17
 - Cycle 4 - (Jun – Aug) 19
- Campus Grant Funding Summary 20
- Student Data 22
 - Student Achievement and Closing the Gaps 23
 - Academic Growth 23

Data Analysis

Student Achievement

What accountability goal has your campus set for this year?

		70% Best Score									
		School Progress - Best Of				Closing the Gaps 30%					
		Student Achievement		Academic Growth		Relative Performance					
Rating	Overall Score	Rating	Score	Rating	Score	Rating	Score	Eco Dis	Rating	Score	
LTISD	B 88	B	89*	B	89*	C	78	9.9%	B	86	
LTE	N/R 62	N/R	67	N/R	65	N/R	55	38.1%	N/R	51	

By the end of the 2023 school year, STAAR scores for Domain 1 will rise from 67 to 72.

For Approaches from 62 to 67, For Meets from 36 to 41, For Masters from 18 to 23.

This goal is based on the overall achievement scores from 2022 and will reflect achievement in all tested subject and grade levels. Goals will impact our overall Accountability Rating by moving from a D to a C.

The process our team went through to set goals for Reading, Math and Science included analyzing campus data with a team of key stakeholders. Campus leadership team members, in partnership with district administrators, analyzed data using the A-F estimator to determine an achievable target that would raise the overall domain score to a 72.

School Progress

What accountability goal has your campus set for this year?

		70% Best Score		School Progress - Best Of				Closing the Gaps 30%			
Rating Overall Score		Student Achievement		Academic Growth		Relative Performance					
		Rating	Score	Rating	Score	Rating	Score	Eco Dis	Rating	Score	
LTISD	B	88	B	89*	B	89*	C	78	9.9%	B	86
LTE	N/R	62	N/R	67	N/R	65	N/R	55	38.1%	N/R	51

By the end of the 2023 school year, STAAR scores for Domain 2- Academic Growth will rise from 65 to 71. This goal is based on the overall achievement scores from 2022 and will reflect individual student growth in math and reading. This goal will increase our score in the School Progress measure from a D to a C.

Closing the Gaps

What accountability goal has your campus set for this year?

Rating Overall Score			Student Achievement		70% Best Score School Progress - Best Of Academic Growth Relative Performance				Closing the Gaps 30%		
Rating	Overall Score		Rating	Score	Rating	Score	Rating	Score	Eco Dis	Rating	Score
LTISD	B	88	B	89*	B	89*	C	78	9.9%	B	86
LTE	N/R	62	N/R	67	N/R	65	N/R	55	38.1%	N/R	51

By the end of the 2023 school year, STAAR scores for Domain 3- Closing the Gaps will rise from 51 to 70. This goal is based on the overall achievement scores from 2022 and will reflect student achievement at the meets level as well as TELPAS performance. This goal will increase our score in Closing the Gaps measure from an F to a C. These goals were determined by using the A-F estimator and were set at what the campus felt was a reasonable and attainable goal.

For Domain 3 our goals for the 4 indicators are:

For Academic Achievement: From 3 out of 16 to 4 out of 16.

For Growth Status: From 3 out of 15 to 8 out of 15.

For ELP Status: From 0 out of 1 to 1 out of 1.

For Student Success Status: From 0 out of 10 to 4 out of 10.

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?

The subjects that are a focus area for the year are Math and Science in all grades. These specific subject areas were identified because they were the lowest areas of student achievement across all grade levels. Focusing on these areas also strengthens students knowledge of informational texts.

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

We are targeting our Emergent Bilingual and Economically Disadvantaged students to ensure they are making adequate progress across all tested content areas. The intended impact is to see all student achievement and growth increase.

Essential Actions

Cycles 1-3

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

Implementation Level: Planning for Implementation

Key Practices:

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

Implementation Level: Beginning Implementation

Key Practices:

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

Implementation Level: Planning for Implementation

Key Practices:

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

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

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

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices:

Cycle 4

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

Implementation Level: Planning for Implementation

Key Practices:

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

Implementation Level: Planning for Implementation

Key Practices:

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

Implementation Level: Planning for Implementation

Key Practices:

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

Implementation Level: Planning for Implementation

Key Practices:

Essential Action 5.1: Effective classroom routines and instructional strategies.

Implementation Level: Planning for Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Planning for Implementation

Key Practices:

Cycles

Cycle 1 - (Sept – Nov)

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

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

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the review of the ESF and campus data, the campus leadership team determined that use of effective lesson planning tools is a growth area for the campus which will impact the teachers' use of high yield instructional practices and strategies. Under previous leadership teachers were not held accountable for effective planning and submitting written lesson plans or utilizing student data to drive instruction. Student data indicated that lesson plans did not properly account for differentiated instruction and meeting the needs of all learners.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? By partnering with E3 Alliance, district administration and Region 13, teachers and leaders will be provided with professional development and coaching to improve outcomes for Emergent Bilingual learners. Campus administration and teachers will receive coaching visits, professional learning sessions and research based tools to assist with campus initiatives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: In the bi-weekly parent newsletters, stakeholders will be provided with examples of instructional strategies that the students are learning and ideas of ways to practice at home. By providing this type of communication the campus administration will demonstrate their commitment to providing high quality instruction at every grade level. Teachers meet bi-weekly with the MTSS committee to analyze student data and collaborate on a plan to implement key instructional strategies to address student needs. Parents will be informed of their student's progress with instructional goals at the beginning, middle and end of the school year and have opportunities to share feedback during parent-teacher conferences.

Desired Annual Outcome: By the end of May 2023, 100% of teachers will include aligned objectives, activities and exit tickets in lesson plans to meet the needs of students with disabilities and Emergent Bilingual learners as evidence by campus bi-weekly walkthrough data and weekly checks of lesson plans utilizing a specific checklist.

District Commitment Theory of Action: IF the district provides a scope and sequence aligned to state standards and provides time and funding for professional development that builds teachers' capacity to use student data to drive instructional decisions THEN teachers will be better able to meet the needs of Emergent Bilingual students and provide high-quality instruction.

Desired 90-day Outcome: At the end of 90 days, 100 % of teachers will be trained with our existing district walkthrough form on the Power Moves (high- yield instructional practices). By the end of November, data will be collected to see what further areas teachers are needing professional development. At least 120 walkthroughs will be conducted by the end of November.

District Actions: The Assistant Superintendent will be conducting bi-weekly visits to provide coaching and feedback. The DCSI will be providing walkthrough data to analyze in order to determine future coaching support for teams. The district will provide an exemplar mini professional development that can be used in faculty meetings to aide in high yield instructional strategies for classrooms.

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 three administrators are new in their roles.	None	Build capacity in each administrative role
Campus has 11 zero year experienced teachers; Campus has 13 new to the district teachers	None	Providing mentors for zero year teachers and a buddy faculty member/ Leader in Me Accountability partner
Lack of teacher capacity in building effective lesson plans with consistent use of high yield instructional strategies	None	Training teachers on a lesson plan template

Step 1 Details	Formative Reviews
<p>Action Step 1: Beginning in August 2022 and by the end of Cycle 1, campus principal will have attended 10 district-led principal professional development. Assistant Principals will have attended 3 district-led Assistant Principal collaborative PLCs. At principal meetings, the principal receives training on high yield instruction strategies to bring back to the faculty. At the Assistant Principal PLCs, assistant principals receive leadership training and instructional development on a variety of topics. Agendas for both group meetings are based on classroom data and district-wide walkthrough results.</p> <p>Evidence Used to Determine Progress: Observation feedback cycle</p> <p>Person(s) Responsible: Principals and Assistant Principals, District C&I Leadership Team</p> <p>Resources Needed: Eduphoria/ Strive</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: August 31, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Beginning in September 2022 and by the end of Cycle 1 in November, zero year teachers will have completed 3 Mentor meetings and 3 check-in meetings with their mentors.</p> <p>Evidence Used to Determine Progress: Increased use of academic, cultural and behavior systems as evidenced by walkthrough data</p> <p>Person(s) Responsible: Instructional Coach</p> <p>Resources Needed: After school meeting time/ ALP Resources</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 13, 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	Formative Reviews
<p>Action Step 3: Beginning in September 2022 and by the end of Cycle 1 in November, teachers will have been trained in a lesson plan template that is connected to the district Scope and Sequence and high yield instructional strategies.</p> <p>Evidence Used to Determine Progress: Team collaboration in lesson planning, evidence of lesson plan template use which are turned in every Monday, evidence of high yield instructional strategies</p> <p>Person(s) Responsible: All teachers; campus instructional coach, campus principal and assistant principals</p> <p>Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: January 3, 2023 - Frequency: Ongoing - Evidence Collection Date: May 25, 2023</p> <p>Funding Sources: E3 Alliance - Lesson Plan Design, Coaching and Training - 6200- Professional and contracted services - \$36,000</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: Planning for Implementation

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

Rationale: Based on the review of the Essential Schools Framework, student assessment data, and classroom observation data, the leadership team identified the use of effective classroom routines and instructional strategies as a need for the campus. By providing support and training for teachers in the use of high-quality instructional materials and research-based teaching practices that promote critical thinking skills and include differentiated supports for Emergent Bilingual students, the campus can ensure all students are doing the cognitive lift in learning and that teachers are engaging students using a variety of instructional strategies.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? By partnering with E3 Alliance, district leadership, and Region 13, teachers will be provided with professional development and coaching, which will build their capacity in the areas of effective classroom routines and the use of research-based instructional strategies. Through additional supports provided through Leader In Me training, students will be empowered to take ownership of their learning through goal setting and tracking their data. By meeting biweekly in Professional Learning Communities to collaborate on best instructional practices and analyzing data, teachers' will build their capacity to meet the needs of diverse learners.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: In the bi-weekly parent newsletters, parents will be provided with examples of student data-tracking tools and the current focus for character traits and personal habits that build student leadership capacity. By providing this type of communication the campus administration will demonstrate their commitment to providing high quality instruction, including social emotional learning at every grade level.

Desired Annual Outcome: By the end of the 2022-23 academic year, 100% of teachers will ensure that students are guided through the goal-setting process quarterly, which highlights individual academic and personal student goals. Teachers, once per quarter, will guide students through the process of analyzing their progress to personalize and create ownership of the learning experience. Teachers will use student data and feedback to differentiate instruction and plan for enrichment and intervention.

District Commitment Theory of Action: IF the district ensures that campus instructional leaders receive training and coaching in instructional leadership systems, including the implementation of PLCs and systems designed to identify and support struggling learners THEN the campus is better equipped to implement research-based teaching strategies to improve learning outcomes for all students.

Desired 90-day Outcome: At the end of 90 days, 100 % of core teachers will have guided students to create leadership binders where they will track their own instructional goals throughout the course of the school year.

District Actions: Full day of Professional Development in the ELPS Toolkit Training, 1/2 Professional Development in Inclusive Practices/ Full day of Professional Development in the Scope and Sequence and the New STAAR test question item types.

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?
Rollout of the Student Tracking Tool	None	Students will take ownership if their learning and learn to create academic and personal goals

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?
Lack of teacher capacity in utilizing high yield instructional strategies	None	Evidence of consistent use of high yield instructional strategies
Lack of fidelity to the Dual Language model	None	Evidence of fidelity to the language of the day and language of instruction

Step 1 Details	Formative Reviews
<p>Action Step 1: Beginning in October and by the end of Cycle I in November, 100 % of teachers will have received training on the Leader in Me student leadership binders</p> <p>Evidence Used to Determine Progress: Sign in Sheets from trainings. agendas from the Leadership Action Team, use of the binders from observations</p> <p>Person(s) Responsible: Counselor</p> <p>Resources Needed: Binders/ Leader in Me</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: October 7, 2022 - Frequency: Ongoing - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>
Step 2 Details	Formative Reviews
<p>Action Step 2: Beginning in September 2022 and by the end of Cycle 1 in November, campus administrators will have completed at least 120 classroom walkthroughs and collected data using the district Power Moves walkthrough form, targeting specific research-based teaching strategies.</p> <p>Evidence Used to Determine Progress: Data collected in Eduphoria/ Strive based on walkthroughs</p> <p>Person(s) Responsible: Principal and Assistant Principals</p> <p>Resources Needed:</p> <p>Addresses an Identified Challenge: Yes</p> <p>Start Date: September 12, 2022 - Frequency: Weekly - Evidence Collection Date: November 30, 2022</p>	<p>Progress toward Action Steps:</p> <p>Necessary Adjustments/Next Steps:</p>

Step 3 Details	Formative Reviews
<p>Action Step 3: Beginning in September 2022 and by the end of Cycle 1 in November, Dual Language teachers will meet at least 3 times to discuss the implementation of the Dual Language model and language of instruction.</p> <p>Evidence Used to Determine Progress: Evidence of ELPS training implementation in the classroom, evidence of best practices for Emergent Bilingual students in the classroom as measured by classroom walkthroughs</p> <p>Person(s) Responsible: Principal, Assistant Principal, Instructional Coach, Dual Language ESL/EB Specialist</p> <p>Resources Needed:</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>

Cycle 2 - (Dec – Feb)

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

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

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the review of the ESF and campus data, the campus leadership team determined that use of effective lesson planning tools is a growth area for the campus which will impact the teachers' use of high yield instructional practices and strategies. Under previous leadership teachers were not held accountable for effective planning and submitting written lesson plans or utilizing student data to drive instruction. Student data indicated that lesson plans did not properly account for differentiated instruction and meeting the needs of all learners.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? By partnering with E3 Alliance, district administration and Region 13, teachers and leaders will be provided with professional development and coaching to improve outcomes for Emergent Bilingual learners. Campus administration and teachers will receive coaching visits, professional learning sessions and research based tools to assist with campus initiatives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: In the bi-weekly parent newsletters, stakeholders will be provided with examples of instructional strategies that the students are learning and ideas of ways to practice at home. By providing this type of communication the campus administration will demonstrate their commitment to providing high quality instruction at every grade level. Teachers meet bi-weekly with the MTSS committee to analyze student data and collaborate on a plan to implement key instructional strategies to address student needs. Parents will be informed of their student's progress with instructional goals at the beginning, middle and end of the school year and have opportunities to share feedback during parent-teacher conferences.

Desired Annual Outcome: By the end of May 2023, 100% of teachers will include aligned objectives, activities and exit tickets in lesson plans to meet the needs of students with disabilities and Emergent Bilingual learners as evidence by campus bi-weekly walkthrough data and weekly checks of lesson plans utilizing a specific checklist.

District Commitment Theory of Action: IF the district provides a scope and sequence aligned to state standards and provides time and funding for professional development that builds teachers' capacity to use student data to drive instructional decisions THEN teachers will be better able to meet the needs of Emergent Bilingual students and provide high-quality instruction.

Desired 90-day Outcome: By the end of Cycle 2, 100% of core teachers are turning in weekly lesson plans including essential questions and evidence of differentiated learning strategies. Walk through data indicates the use of differentiated learning strategies and ELPS toolkit strategies. Baseline data will be established by the end of Cycle 1 with the intent to set goals for Cycle 2 indicating growth in the use of differentiated learning strategies and ELPS toolkit strategies.

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: Planning for Implementation

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

Rationale: Based on the review of the Essential Schools Framework, student assessment data, and classroom observation data, the leadership team identified the use of effective classroom routines and instructional strategies as a need for the campus. By providing support and training for teachers in the use of high-quality instructional materials and research-based teaching practices that promote critical thinking skills and include differentiated supports for Emergent Bilingual students, the campus can ensure all students are doing the cognitive lift in learning and that teachers are engaging students using a variety of instructional strategies.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? By partnering with E3 Alliance, district leadership, and Region 13, teachers will be provided with professional development and coaching, which will build their capacity in the areas of effective classroom routines and the use of research-based instructional strategies. Through additional supports provided through Leader In Me training, students will be empowered to take ownership of their learning through goal setting and tracking their data. By meeting biweekly in Professional Learning Communities to collaborate on best instructional practices and analyzing data, teachers' will build their capacity to meet the needs of diverse learners.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: In the bi-weekly parent newsletters, parents will be provided with examples of student data-tracking tools and the current focus for character traits and personal habits that build student leadership capacity. By providing this type of communication the campus administration will demonstrate their commitment to providing high quality instruction, including social emotional learning at every grade level.

Desired Annual Outcome: By the end of the 2022-23 academic year, 100% of teachers will ensure that students are guided through the goal-setting process quarterly, which highlights individual academic and personal student goals. Teachers, once per quarter, will guide students through the process of analyzing their progress to personalize and create ownership of the learning experience. Teachers will use student data and feedback to differentiate instruction and plan for enrichment and intervention.

District Commitment Theory of Action: IF the district ensures that campus instructional leaders receive training and coaching in instructional leadership systems, including the implementation of PLCs and systems designed to identify and support struggling learners THEN the campus is better equipped to implement research-based teaching strategies to improve learning outcomes for all students.

Desired 90-day Outcome: By the end of Cycle 2, 100 % of core teachers will have created a grade level WIG (wildly important goal) for student growth and will have guided their students to create their own individual academic goals based on their interim or MAP data.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Cycle 3 - (Mar – May)

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

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

Implementation Level: Planning for Implementation

Key Practices: Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. • Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor.

Rationale: Based on the review of the ESF and campus data, the campus leadership team determined that use of effective lesson planning tools is a growth area for the campus which will impact the teachers' use of high yield instructional practices and strategies. Under previous leadership teachers were not held accountable for effective planning and submitting written lesson plans or utilizing student data to drive instruction. Student data indicated that lesson plans did not properly account for differentiated instruction and meeting the needs of all learners.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? By partnering with E3 Alliance, district administration and Region 13, teachers and leaders will be provided with professional development and coaching to improve outcomes for Emergent Bilingual learners. Campus administration and teachers will receive coaching visits, professional learning sessions and research based tools to assist with campus initiatives.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: In the bi-weekly parent newsletters, stakeholders will be provided with examples of instructional strategies that the students are learning and ideas of ways to practice at home. By providing this type of communication the campus administration will demonstrate their commitment to providing high quality instruction at every grade level. Teachers meet bi-weekly with the MTSS committee to analyze student data and collaborate on a plan to implement key instructional strategies to address student needs. Parents will be informed of their student's progress with instructional goals at the beginning, middle and end of the school year and have opportunities to share feedback during parent-teacher conferences.

Desired Annual Outcome: By the end of May 2023, 100% of teachers will include aligned objectives, activities and exit tickets in lesson plans to meet the needs of students with disabilities and Emergent Bilingual learners as evidence by campus bi-weekly walkthrough data and weekly checks of lesson plans utilizing a specific checklist.

District Commitment Theory of Action: IF the district provides a scope and sequence aligned to state standards and provides time and funding for professional development that builds teachers' capacity to use student data to drive instructional decisions THEN teachers will be better able to meet the needs of Emergent Bilingual students and provide high-quality instruction.

Desired 90-day Outcome: By the end of Cycle 3, 100% of core teachers are utilizing exit tickets to determine student mastery of concepts. This data will be used monthly to create and adjust flexible grouping of students for intervention. Walk through data indicates the use of rigorous questioning during and after lessons.

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: Planning for Implementation

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

Rationale: Based on the review of the Essential Schools Framework, student assessment data, and classroom observation data, the leadership team identified the use of effective classroom routines and instructional strategies as a need for the campus. By providing support and training for teachers in the use of high-quality instructional materials and research-based teaching practices that promote critical thinking skills and include differentiated supports for Emergent Bilingual students, the campus can ensure all students are doing the cognitive lift in learning and that teachers are engaging students using a variety of instructional strategies.

Who will you partner with?: E3 Alliance

How will you build capacity in this Essential Action? By partnering with E3 Alliance, district leadership, and Region 13, teachers will be provided with professional development and coaching, which will build their capacity in the areas of effective classroom routines and the use of research-based instructional strategies. Through additional supports provided through Leader In Me training, students will be empowered to take ownership of their learning through goal setting and tracking their data. By meeting biweekly in Professional Learning Communities to collaborate on best instructional practices and analyzing data, teachers' will build their capacity to meet the needs of diverse learners.

How will you communicate these priorities to your stakeholders? How will you create buy-in?: In the bi-weekly parent newsletters, parents will be provided with examples of student data-tracking tools and the current focus for character traits and personal habits that build student leadership capacity. By providing this type of communication the campus administration will demonstrate their commitment to providing high quality instruction, including social emotional learning at every grade level.

Desired Annual Outcome: By the end of the 2022-23 academic year, 100% of teachers will ensure that students are guided through the goal-setting process quarterly, which highlights individual academic and personal student goals. Teachers, once per quarter, will guide students through the process of analyzing their progress to personalize and create ownership of the learning experience. Teachers will use student data and feedback to differentiate instruction and plan for enrichment and intervention.

District Commitment Theory of Action: IF the district ensures that campus instructional leaders receive training and coaching in instructional leadership systems, including the implementation of PLCs and systems designed to identify and support struggling learners THEN the campus is better equipped to implement research-based teaching strategies to improve learning outcomes for all students.

Desired 90-day Outcome: By the end of Cycle 3, 100 % of core teachers will meet with students monthly to monitor and guide students in achieving their goals and teachers are adjusting instructional plans to maximize opportunities for student growth. Grade level team data will demonstrate an increase in overall student achievement by subject.

District Actions:

Did you achieve your 90 day outcome?:

Why or why not?:

Did you achieve your annual outcome?:

Cycle 4 - (Jun – Aug)

Campus Grant Funding Summary

6100-Payroll					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$0.00
+/- Difference					\$0.00
6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	E3 Alliance - Lesson Plan Design, Coaching and Training		\$36,000.00
Sub-Total					\$36,000.00
Budgeted Budget Object Code Amount					\$36,000.00
+/- Difference					\$0.00
6300-Supplies and materials					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$5,000.00
+/- Difference					\$5,000.00
6400-Other operating costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$2,000.00
+/- Difference					\$2,000.00
6600-Capital Outlay					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$0.00

6600-Capital Outlay					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
Indirect Costs					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Budget Object Code Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$43,000.00
Grand Total Spent					\$36,000.00
+/- Difference					\$7,000.00

Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	365	68	69	N/A	Interim Assessment	70		Interim Assessment	72		74	
			All	All	Reading	Meets	STAAR	365	42	45	N/A	Interim Assessment	48		Interim Assessment	50		52	
			All	All	Reading	Masters	STAAR	365	24	24	N/A	Interim Assessment	25		Interim Assessment	26		28	
			All	All	Mathematics	Approaches	STAAR	365	63	60	N/A	Interim Assessment	63		Interim Assessment	66		70	
			All	All	Mathematics	Meets	STAAR	365	31	31	N/A	Interim Assessment	33		Interim Assessment	35		40	
			All	All	Mathematics	Masters	STAAR	365	17	16	N/A	Interim Assessment	17		Interim Assessment	18		20	
			All	All	Science	Approaches	STAAR	133	58	50	N/A	Released STAAR	55		Interim Assessment	65		70	
			All	All	Science	Meets	STAAR	133	19	29	N/A	Released STAAR	31		Interim Assessment	33		35	
			All	All	Science	Masters	STAAR	133	9	13	N/A	Released STAAR	15		Interim Assessment	17		20	
Closing the Gaps	Focus 1	Academic Growth Status	All	Econ Disadv	Mathematics	N/A	Mathematics	N/A		57	100	Interim Assessment	58		Interim Assessment	65		70	
	Focus 2	Academic Growth Status	All	ELL	Mathematics	N/A	Mathematics	N/A		54	100	Interim Assessment	55		Interim Assessment	65		70	
	Focus 3	English Language Proficiency	All	ELL	TELPAS	N/A	TELPAS	N/A	65	35	100	Other	22		Other	28		36	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	365	Did Not Meet	31	29		28		26	
					Approaches	69	70		74			
					Meets	45	48		52			
					Masters	24	25		28			
	Math	All	STAAR	365	Did Not Meet	40	37		34		30	
					Approaches	60	63		70			
					Meets	31	33		40			
					Masters	16	17		18		20	